

NOTICE OF LICENSURE COMMITTEE TELECONFERENCE MEETING

The Board of Psychology will hold a Licensure Committee Meeting via telephone conference

Call-in Line for Teleconferencing: (866) 747-7251
Participant Code: 44835537

NOTE: Pursuant to the provisions of Governor Gavin Newsom's Executive Order N-29-20, dated March 17, 2020, neither Committee member locations nor a public meeting location is provided. Public participation may be through teleconferencing as provided above. If you have trouble getting on the call to listen or participate, please call 916-574-7720.

Friday, May 15, 2020

Committee Members

Mary Harb Sheets, PhD, Chairperson
Seyron Foo
Lea Tate, PsyD

Board Staff

Antonette Sorrick, Executive Officer
Jeffrey Thomas, Assistant Executive Officer
Stephanie Cheung, Licensing Manager
Jason Glasspiegel, Central Services Manager

Legal Counsel

Norine Marks

Friday, May 15, 2020

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. Approval of the Licensure Committee Meeting Minutes: September 12-13, 2019
5. Licensing Report
Licensing Statistics

6. Continuing Education and Renewals Report
CE Statistics
7. Recommendations for Agenda Items for Future Licensure Committee Meetings.
Note: The Committee may not discuss or take action on any matter raised during this public comment section, except to decide whether to place the matter on the agenda of a future meeting [Government Code Sections 11125 and 11125.7(a)]

CLOSED SESSION

8. Closed Session – The Licensure Committee Will Meet in Closed Session Pursuant to Government Code Section 11126(c)(2) to Discuss and Consider Qualifications for Licensure.

RETURN TO OPEN SESSION

ADJOURNMENT

Due to technological limitations, adjournment will not be broadcast. Adjournment will immediately follow closed session, and there will be no other items of business discussed.

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

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

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

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

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

MEMORANDUM

DATE	May 1, 2020
TO	Board of Psychology
FROM	Evan Gage Special Projects Analyst
SUBJECT	Agenda Item #4 – Discussion and Possible Approval of the Licensure Committee Meeting Minutes: September 12-13, 2019

Background:

Attached are the draft minutes of the September 12-13, 2019 Licensure Committee Meeting.

Action Requested:

Review and approve the minutes of the September 12-13, 2019 Licensure Committee Meeting.

1 **LICENSURE COMMITTEE MEETING**

2
3 **Department of Consumer Affairs**
4 1625 N. Market Blvd., Hearing Room # 102
5 Sacramento, CA 95834
6 (916) 574-7720
7

8 **Thursday, September 12, 2019**
9

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

11 Jacqueline Horn, PhD, Chairperson, called the open session meeting to order at 10:15
12 a.m. A quorum was present and due notice had been sent to all interested parties.
13

14 **Members Present**

15 Jacqueline Horn, PhD – Chair
16 Seyron Foo, Public Member
17

18 **Members Absent**

19 Mary Harb Sheets, PhD
20

21 **Others Present**

22 Antonette Sorrick, Executive Officer
23 Jeffrey Thomas, Assistant Executive Officer
24 Norine Marks, DCA Legal Counsel
25 Stephanie Cheung, Licensing Manager
26 Cherise Burns, Central Services Manager
27 Sandra Monterrubio, Enforcement Program Manager
28 Mai Xiong, Licensing and BreEZe Coordinator
29 Liezel McCockran, Continuing Education and Renewals Coordinator
30 Evan Gage, Special Projects Analyst
31 Sarah Irani – SOLID
32 Trisha St. Clair – SOLID
33 Suzanne Mayes – SOLID
34

35 **Agenda Item #2: Public Comment(s) for Items not on the Agenda. Note: The**
36 **Committee may not discuss or take action on any matter raised during this public**
37 **comment section, except to decide whether to place the matter on the agenda of**
38 **a future meeting [Government Code Sections 11125 and 11125.7(a)]**
39

40 No public comment received.
41

42 **Agenda Item #3: Informational Video for Supervisors: Stakeholders' Discussion**
43 **and Recommendations for Content to be Included in the Video (Department of**
44 **Consumer Affairs – SOLID)**

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a) Laws and Regulations

b) Frequently Asked Questions (FAQs)

c) Best Practices

Ms. Trisha St. Clair and Ms. Suzanne Mayes with DCA’s SOLID Training Solutions facilitated this discussion with input and participation from several stakeholders.

Agenda Item #4: Informational Video for Supervisors: Recommended for Content to be Included (this item will continue to Friday (if necessary))

a) Laws and Regulations

Discussion ensued following the SOLID-facilitated session.

Jo Linder-Crow, PhD, CPA, commented that CPA wanted to communicate to students and supervisors that it is their responsibility to know the laws and regulations relating to the licensure requirements, but that the Board’s information should be the most up-to-date and understandable.

Carol Falender, PhD, CPA Division II, expressed concern on behalf of students at a recent seminar who worry that their own programs are not up-to-date and that they could lose time and experience if their program provides outdated information.

Dr. Horn cited confusion between what the Board regulates and what it doesn’t, but that the Board should repeatedly reinforce what the responsibilities of the supervisor are, what the relationship of the supervisor is to the Board, and what the obligations of the supervisor to the trainee and to the Board are.

Dr. Horn mentioned that in talking to other boards of psychology about complaints relating to supervision, the other boards immediately looked at the supervisor, sending a very strong message about the supervisor’s responsibility to the supervisee.

Discussion continued as to how the Board should balance the large amount of information against what was most relevant for supervisors to know.

Mr. Foo recommended that the discussion be based on Business and Professions Code (B&P) Section 2914, which is the most relevant statute relating to supervision hours. Dr. Horn agreed with Mr. Foo’s recommendation.

Other pertinent sections to be included in the FAQs included B&P Sections 2910 and 2913, the latter of which defines registrants, and which would be important for supervisors to understand.

78 Discussion moved on to which regulations should be included in FAQs. Dr. Horn felt
79 that all the regulations should be included, except waiver of examinations, which does
80 not concern supervisors.

81 b) Frequently Asked Questions (FAQs)

82 Discussion ensued as to which questions should be included in the FAQs.

83 Mr. Foo suggested using the FAQs developed by Dr. Winkelman as the basis for the
84 FAQs the Board was developing, while leaving out questions that pertained only to
85 supervisees. He recommended that staff review the list to determine which of Dr.
86 Winkelman's questions would fall under the purview of the Board.

87 Dr. Horn agreed and expressed that this Committee and the Board should be the final
88 deciders of the content under their purview.

89 Discussion addressed the types of activities would be considered acceptable for
90 supervised professional experience (SPE), especially the difference between 'usual'
91 and 'administrative' duties.

92 Dr. Falender suggested that 'activities in support of clinical work' would be general
93 enough.

94 Dr. Horn requested that staff come back to the Licensure Committee in 2020 with a list
95 of the specific criteria staff want clarification on in terms of granting hours of SPE.

96 Dr. Linder-Crow requested that this proposed language specify that supervisees are not
97 to be used as administrative assistants.

98 Sandra Smith, PhD, Bay Area Association of Black Psychologists (BAABPsi),
99 commented that private practice is a grey area, because in such a setting not all
100 activities would necessarily count towards licensure.

101 Mr. Foo wanted to add the question, "What forms do I need to submit and maintain as a
102 supervisor?"

103 Discussion ensued as to how weekly logs should be formatted. Mr. Foo requested that
104 staff find out what formats are in use by other jurisdictions.

105 c) Best Practices

106 Discussion ensued and Dr. Falender will be providing materials relating to Best
107 Practices for the Committee's consideration.

108 Ms. Marks cautioned that by posting 'Best Practices,' the Board might run the risk of
109 promulgating underground regulations.

110 Discussion continued on what else to call this section. Dr. Falender said that she will
111 provide suggestions for alternate names at the next Licensure Committee meeting in
112 2020.

113 The Licensure Committee adjourned to closed session at 2:56 p.m.

114 **CLOSED SESSION**

115 Adjournment at 4:31 p.m.

116 **Friday, September 13, 2019**

117 **Agenda Item #5: Call to Order/Roll Call/Establishment of a Quorum**

118 Dr. Horn, Chairperson, called the open session meeting to order at 10:08 a.m. A
119 quorum was present, and Dr. Horn read the Goal of the Committee.

120

121 **Members Present**

122 Jacqueline Horn, PhD – Chair

123 Seyron Foo, Public Member

124

125 **Members Absent**

126 Mary Harb Sheets, PhD

127

128 **Others Present**

129 Antonette Sorrick, Executive Officer

130 Jeffrey Thomas, Assistant Executive Officer

131 Norine Marks, DCA Legal Counsel

132 Stephanie Cheung, Licensing Manager

133 Cherise Burns, Central Services Manager

134 Sandra Monterrubio, Enforcement Program Manager

135 Mai Xiong, Licensing and BreZE Coordinator

136 Liezel McCockran, Continuing Education and Renewals Coordinator

137 Evan Gage, Special Projects Analyst

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139 **Agenda Item #6: Public Comment(s) for Items not on the Agenda. Note: The**
140 **Committee may not discuss or take action on any matter raised during this public**
141 **comment section, except to decide whether to place the matter on the agenda of**
142 **a future meeting [Government Code Sections 11125 and 11125.7(a)]**

143

144 No public comment received

145

146 **Agenda Item #7: Approval of Licensure Committee Meeting Minutes: June 13,**
147 **2019**

148

149 Dr. Horn mentioned that the Licensure Committee name and goal were amended at the
150 August Board Meeting and that those amendments are captured in these minutes.

151
152 It was M(Foo)/S(Horn)/C to approve the minutes as amended with any technical, non-
153 substantive changes previously submitted by Committee Members.

154
155 There was no public comment.

156
157 Vote: 2 ayes (Foo, Horn), 0 noes

158
159 **Agenda Item #8: Pupil Personnel Services Credential: Presentation and**
160 **Discussion by Commission on Teacher Credentialing (CTC) for a Credential with**
161 **a Specialization in School Psychology**

162
163 Tammy Duggan, of Commission on Teacher Credentialing (CTC), presented this item.

164
165 Ms. Duggan stated that CTC is only responsible for the registration of school
166 psychologist credentialing and does not oversee the employment issues of those who
167 hold such credential.

168
169 Following a slideshow presentation by Ms. Duggan, Mr. Foo asked whether there was a
170 structural change that caused a spike in waivers in FY 2016/17. Ms. Duggan replied that
171 she did not have data to explain this increase.

172 Dr. Horn asked whether CTC wants the school psychologists to be credentialed to
173 confirm that they are preparing students adequately. Ms. Duggan confirmed that this is
174 correct.

175 Dr. Horn asked whether someone would then need to be licensed by the Board to work
176 outside the school setting. Ms. Duggan replied that she could not answer that, since it
177 was an employment question and not related to registration.

178 Ms. Duggan stated that CTC does monitor schools for participation and compliance.
179 She says the Board's licensees would still have to be evaluated whether they are fit to
180 practice in schools, perhaps even needing additional training.

181 Dr. Horn asked whether an individual who possesses a doctoral degree would still have
182 to obtain a school psychologist credential to work under the Individualized Education
183 Program (IEP) or work under contract. Ms. Duggan confirmed that would be the case.

184 Public Comments:

185 Dr. Linder-Crow asked whether a Baccalaureate degree is enough to be registered as a
186 school psychologist. Ms. Duggan explained that 60 post-baccalaureate hours are
187 required.

188 Dr. Linder-Crow asked about assessment services, asking to confirm that a
189 psychologist would not be eligible to develop and assess an IEP without the credential.
190 Ms. Duggan confirmed that this is true.

191 Dr. Linder-Crow asked Ms. Duggan what qualifications CTC is looking for in a
192 psychologist to be able to do assessment and development of an IEP. Ms. Duggan
193 replied that she did not know as this was an employment question.

194 Dr. Linder-Crow asked Ms. Duggan about psychological counseling as scope of
195 practice. Ms. Duggan replied that she did not know as this was outside her purview. Dr.
196 Linder-Crow sought clarification and suggested that the Board could look into this.

197 Armando Fernandez, Lead Psychologist of Elk Grove Unified School District, explained
198 that they referenced the Education Code criteria when conducting an assessment for
199 the purpose of an IEP. School psychologists do complete some parts of the cognitive
200 assessment, but multiple parties are involved in the development of an IEP. Since 2011,
201 the law has changed to require schools to provide psychological services to students
202 identified on IEPs. It is necessary for school psychologists to conduct social and
203 emotional assessments. Psychological counseling in this context refers to social and
204 emotional counseling. Mr. Fernandez viewed Licensed Educational Psychologist (LEP)
205 as an advanced credential, which could allow one to work outside the school setting, but
206 it is still education-focused.

207 Dr. Horn asked if a psychologist working outside the school system completed an
208 assessment and provided it to a school, would the school be able to incorporate that
209 into an IEP? Mr. Fernandez answered that the program could consider it, but that the
210 school would be doing their own assessment internally already.

211 Mr. Foo asks about what does psychological counseling on social and emotional issues
212 look like and when to refer to a licensed psychologist? Mr. Fernandez answered that it
213 could be anxiety or depression for non-IEP students and counseling could be offered
214 short-term. IEP students could be emotionally-disturbed and could receive counseling
215 on multiple levels. He explained that working as a counselor in a school required the
216 awareness and readiness in gathering all available resources to provide service.

217 Dr. Horn commented that there was a lot of confusion outside the school system with
218 the use of the term "psychologist," for instance, what services they can provide. Dr.
219 Horn pointed out that Mr. Fernandez confirmed that all school psychologists are
220 credentialed and capable of working within the school system. Mr. Fernandez said the
221 school IEP team obtains permission to refer students for other services outside the
222 school system. He did not directly address Dr Horn's concern. However, Mr. Fernandez
223 acknowledged that it might be confusing to parents when a student applies to the IEP
224 program because their own outside psychologist says they have a need for an IEP, and
225 the parents don't understand why.

226 Dr. Linder-Crow asked Mr. Fernandez who provides the diagnosis for ADHD or for
227 autism spectrum. Mr. Fernandez answered that an ADHD diagnosis would come from
228 private clinicians or pediatricians typically. He stated that the DSM-V was not used in
229 the school setting.

230 Dr. Linder-Crow asked Mr. Fernandez whether an outside diagnosis of ADHD would be
231 enough for program eligibility, and he answered 'no.' There are limiting criteria.

232 Dr. Linder-Crow asked how the diagnosis happens. Mr. Fernandez said there is a DSM-
233 V diagnosis for autism, and staff developing the IEP will consider the diagnosis.
234 However, they are required to adhere to the Education Code criteria and ensure that the
235 assessment abides by the Education Code standard. He pointed out that IEP staff use
236 rating scales but are not providing a depression or other DSM-V diagnosis.

237 Dr. Linder-Crow commented that a school psychologist might put in their notes that a
238 pupil exhibits spectrum traits but no referral to outside service is provided. She asked
239 whether parents understood the distinction between IEP services and outside
240 psychological services. Is the distinction confusing to parents? Mr. Fernandez replied to
241 Dr. Linder-Crow that a lot of education for parents takes place on this subject. He
242 explained that a high-functioning spectrum pupil may be well qualified for outside
243 psychological services but maybe not for IEP.

244 Mr. Foo asked whether a psychologist in private practice has ever made a diagnosis
245 and then told the parents to go seek services through the school. Mr. Fernandez
246 answered yes, that with parental consent, there is an exchange of information between
247 the private practitioner and the school setting. Mental health practitioners receive
248 education on the requirement of an IEP as well since many think they can simply
249 prescribe an IEP and that the school will provide those services based on the
250 recommendation.

251 Mr. Foo asks whether schools use a best practice guideline regarding how these
252 services are advertised. Mr. Fernandez answered that this was not really the case, but
253 that parents typically come to the program and are educated by Mr. Fernandez about
254 how the program works. Case-by-case interchange of information as to how all parties
255 work together to provide these services is usually the method used to educate the
256 parents.

257 Mr. Foo noted that the system ideally would be seamless between schools and private-
258 practice psychologists.

259 Cynthia Root, PhD, licensed psychologist, asked Mr. Fernandez the purpose of an LEP
260 working outside of a school setting using DSM-V diagnosis. Mr. Fernandez replied to
261 Dr. Root that he is familiar with DSM-V, but that he would not use it while working as an
262 LEP. He would use it to assist him in making educational recommendations.

263 Dr. Root expressed confusion about an LEP including a DSM-V diagnosis. Dr. Horn
264 redirected the conversation, noting that Dr. Root's questions fall outside of the school
265 setting which Fernandez and Duggan have been discussing.

266 Dr. Root clarified that she wondered about the impact of seeing an LEP report that
267 included a DSM-V diagnosis. Mr. Fernandez explained that he would hope that an LEP
268 would have familiarity with the Education Code when making any such diagnosis.

269 Ms. Marks advised that this agenda item is more specifically on teacher credentialing
270 and that these other considerations might come back to a future agenda should the
271 Committee desire.

272 **Agenda Item #9: Update on the California Association of School Psychologists**
273 **Regarding Written Statement to Clarify the Role of Licensed Educational**
274 **Psychologists**

275
276 Dr. Horn introduced this item by explaining that the scope of practice and role of an LEP
277 is codified in BBS statute and that nothing further is needed to be done to define either.
278 Dr. Horn tied this item to item #10 to follow and would call for public comment after both
279 items had been introduced.

280
281 **Agenda Item #10: Discussion and Consideration of How to Inform Consumers**
282 **Regarding the Respective Roles of a Licensed Psychologist, Licensed**
283 **Educational Psychologist, and Individuals Holding a Credential with a**
284 **Specialization in School Psychology**

285
286 Dr. Horn stated that the Board wants stakeholder's input from all boards and other
287 interested parties to determine the best way to educate parents on the role and scope of
288 practice of LEPs and that the Board would conduct a stakeholder meeting to determine
289 what resources were available to pupils.

290
291 Mr. Foo asked what would be the product from this Committee to bring to the full Board
292 in October – would it be to ask the Board to direct staff to work jointly with BBS and
293 CTC on an educational campaign for parents? Dr. Horn suggested that we could also
294 include California Association of School Psychologists (CASP) and CPA. Mr. Foo
295 agreed.

296
297 In response to Mr. Foo's earlier question about what this Committee would bring to the
298 Board in October, Dr. Horn replied that the Licensure Committee would bring only their
299 recommendations for a stakeholder meeting.

300
301 It was M(Foo)/S(Horn)/C to recommend that the Board direct staff to work with other
302 entities to co-host a stakeholder meeting in 2020 to solicit feedback on how best to
303 inform the public regarding the different roles of each entity.

304
305 Public Comments:

306
307 Kim Madsen, Executive Officer of the Board of Behavioral Sciences (BBS), commented
308 that BBS would welcome that partnership.

309

310 Heidi Holmblad, CASP, commented that CASP looks forward to this collaboration and
311 hopes to be called to participate.

312
313 Dr. Root commented that Dr. Horn's explanation today got to the heart of what was
314 confusing to parents regarding LEPs in private practice doing psychological
315 assessments using DSM-V rather than Education Code criteria. Dr. Root stated that she
316 is asking for advice and counsel because LEPs seek to be able to do autism
317 assessments beyond the school setting, utilizing DSM-V criteria. Dr. Root felt that there
318 was no central clearinghouse for this information and expressed disappointment that
319 there will not be a white paper drafted to provide this guidance.

320
321 Dr. Horn replied to Dr. Root that these are issues that might come out of the 2020
322 stakeholder meeting, and that governmental agencies should be the ones to come up
323 with the questions to address in that meeting.

324
325 Dr. Root asked whether LEPs asking for referrals to do DSM-V assessments would be a
326 matter of enforcement for unlicensed practice.

327
328 Ms. Marks admonished that the discussion was getting off-topic and that the Committee
329 could not discuss enforcement at this meeting since it was not noticed on the agenda.

330
331 Dr. Linder-Crow suggested that the motion before the Committee be expanded to
332 include a discussion of the scope of practice of LEPs.

333
334 Ms. Madsen stated that BBS would not be open to the discussion of LEP scope of
335 practice since this scope is already defined in statute, and that there is already a
336 partnership in place between schools and LEPs to provide parents with information.

337
338 Dr. Linder-Crow asked Ms. Madsen whether LEPs can use DSM-V to provide a
339 diagnosis and Ms. Madsen replied that with adequate training, it could be appropriate
340 for an LEP to provide a DSM-V diagnosis.

341
342 Mr. Foo asked whether SOLID would be involved to curate this process, and Dr. Horn
343 replied that she believed this to be the case.

344
345 Dr. Horn commented that some of this information will come out of the stakeholder
346 meeting and that we cannot clearly foresee everything that needs to be addressed until
347 then.

348
349 Mr. Foo asked Ms. Sorrick to explain what it would take to compile a list of stakeholders
350 to invite. Ms. Sorrick replied to Mr. Foo by stating that she views the stakeholder
351 meeting as an opportunity for governmental agencies to drum up an agenda. She
352 declared that there is a teamwork dynamic between BBS, Board of Psychology, and the
353 Department of Education and that the Board does not intend to define turf. She

354 explained to Mr. Foo that she wants CASP and the other interested entities to pull their
355 own stakeholders in, but that this would be a governmental process.

356
357 Mr. Foo asked what would happen once the governmental agencies drummed up their
358 agenda. He asked whether SOLID would then reach out to stakeholders from the
359 various lists.

360
361 Dr. Horn replied by suggesting that interested entities and parties could RSVP.

362
363 Ms. Sorrick replied that we could ask SOLID to take this step for our Board's
364 stakeholders, but that the Board could also use its ListServ email service to reach out to
365 many potential stakeholders. Each agency will need to determine and contact relevant
366 stakeholders.

367
368 Mr. Foo asked whether the stakeholder meeting would be publicly-noticed, with the
369 Licensure Committee attending and chairing?
370

371 Ms. Sorrick replied to Mr. Foo that the stakeholder meeting would be publicly-noticed
372 and recommended that the Licensure Committee host the meeting.

373
374 Dr. Horn commented that these details could be determined later.

375
376 Vote: 2 ayes (Foo, Horn), 0 noes

377
378 **Agenda Item #11: Informational Video for Supervisors: This item was not carried**
379 **over from the previous day.**

380
381 Dr. Horn briefly recapped the previous day's SOLID workshop on the informational
382 video for supervisors. She stated that initial feedback indicated that video presentation
383 of this information is not the ideal medium, and so 'informational video' is being changed
384 to 'informational resources'.

385
386 Staff will take SOLID's report and make a recommendation to the Board. Staff will draft
387 content for each of the three areas for the Licensure Committee which will be presented
388 to the Board for final approval.

389
390 **Agenda Item #12: Consideration of Renaming Registered Psychological Assistant**

391
392 At the May 4, 2017 and August 22, 2017 Licensing Committee meetings, the idea arose
393 to rename "Registered Psychological Assistants" to "Registered Psychological
394 Associates." Board President, Dr. Stephen Phillips, and Ms. Sorrick discovered at the
395 Mid-year ASPPB meeting that 'psychological associate' was used as a license category
396 in some other jurisdictions and not as a training category the way this Board defines it.

397

398 Mr. Foo commented that the term ‘associate’ really resonated with the stakeholders and
399 he wished to honor their preferred title for this training category.

400
401 Dr. Horn agreed with Mr. Foo that the use of ‘associate’ to describe this training
402 category would be fine.

403
404 Ms. Sorrick suggested that Pathways continue to use the term “Psychological
405 Associate”.

406
407 It was M(Foo)/S(Horn)/C to continue to use “Psychological Associate” in Pathways and
408 to bring this recommendation to the Board.

409
410 No public comment followed.

411
412 Vote: 2 ayes (Foo, Horn), 0 noes

413
414 **Agenda Item #13: Discussion and Consideration for Grievance Process: Options**
415 **in Resolving a Discrepancy between Weekly Log and Verification of Experience**

416
417 Dr. Horn explained that staff met with Legal Counsel and came up with three options for
418 resolving discrepancies between weekly supervision logs and the Verification of
419 Experience form (VOE) for the Committee’s consideration.

420
421 Ms. Cheung explained that the first option staff came up with was to amend 16 CCR
422 section 1387.5 to require submission of the weekly log with the VOE. The second option
423 was to mandate completion of the weekly log as a component of face-to-face
424 supervision. This option relied upon the fact that regulations do not specify what exactly
425 is supposed to occur during these weekly meeting, so this step could be added here.
426 The third option was to rely on the Licensure Committee’s expertise to review each
427 discrepancy on a case-by-case basis.

428
429 Mr. Foo said that he appreciated option three because discrepancies could be resolved
430 much more quickly than trying to fix the process through regulatory language, which
431 could take at least three years. He asked staff to recommend which option they would
432 choose; Ms. Cheung deferred this recommendation to the Committee so that the
433 Committee would direct staff to implement one of these options.

434
435 Dr. Horn asked Ms. Cheung how often this type of discrepancy arises, and Ms. Cheung
436 replied that this occurs rarely.

437
438 Dr. Horn opined that while the matter of these discrepancies could eventually be
439 addressed in regulations, in the meantime staff could absorb the present instances into
440 their workload on a case-by-case basis.

441

442 It was M(Foo)/S(Horn)/C to adopt option three as the process to resolve discrepancies
443 identified between the weekly supervision log and the VOE and to recommend this
444 option to the full Board for consideration.

445
446 Ms. Marks advised the Committee that unless and until this is addressed in regulations,
447 the Board can not require the supervisor/supervisee to provide the logs.

448
449 Mr. Foo commented that the Board should address this issue as an educational item on
450 our website and Ms. Sorrick requested that Mr. Foo write an article on this topic for our
451 Journal.

452
453 Ms. Marks commented that she does not view the use of option three as a change in
454 policy, pointing out that the Board would not be laying out any specific steps, rather that
455 staff could simply approach the Committee for resolution on a case-by-case basis.

456
457 There was no public comment.

458
459 Vote: 2 ayes (Foo, Horn), 0 noes

460
461 **Agenda Item #14: Consideration of Seeking Statutory Change to Allow the**
462 **Licensure Committee to Meet in Closed Session to Make Final Licensure**
463 **Determinations**

464
465 Ms. Cheung reported that staff met with Legal Affairs about providing an avenue by
466 which the Licensure Committee could make final licensure determinations, rather than
467 recommending a decision to the full Board for approval.

468
469 Ms. Cheung explained that the goal would be to provide a timelier response to
470 applicants who might otherwise have to wait months longer to be heard at a full Board
471 meeting.

472
473 Dr. Horn asked what it would take to allow the Licensure Committee to be granted the
474 ability to make final licensure determinations without first obtaining the full Board's
475 approval.

476
477 Ms. Marks noted that an advisory committee like the Licensure Committee can already
478 meet in closed session for matters of applicant privacy, but they can not otherwise hold
479 a closed session.

480
481 Ms. Sorrick explained that language approved by this Committee would go to the full
482 Board in October and thereafter seek an author. She feels this might be a non-
483 substantive change and that we may want to include it as part of our Sunset Review
484 package.

485

486 Mr. Foo asked Ms. Cheung to confirm that staff is bringing this matter before the
487 Committee to reduce the timeline for decision-making and not to get around the fact that
488 the Board cannot discuss these cases in closed session. Ms. Cheung confirms that the
489 former is true.

490
491 It was M/(Foo)/S(Horn)/C to approve the proposed amended language and bring it to
492 the full Board in October for approval and to seek legislation.

493
494 No public comment received

495
496 Vote: 2 ayes (Foo, Horn), 0 noes

497
498 **Agenda Item #15: Licensing Report**

499
500 Ms. Cheung and Ms. Xiong provided the update on this item.

501 Ms. Xiong referred the Board to documents contained in the meeting materials and
502 explained that one parameter was changed on the workflow report on Attachment B to
503 capture application statistics back to January 1, 2013 rather than just for the past year.
504 The statistics for initial psychologist licensure are now more accurate and shows a jump
505 in licenses granted compared to the previous cycle. Attachment D shows that passing
506 rates for July 2019 were lower than the previous year, but she cannot offer an
507 explanation as to this decrease.

508 **Agenda Item #16: Discussion and Consideration of Revisions to the Guidelines**
509 **for the Review of Requests for Extension to the California Code of Regulations**
510 **Sections 1391.1(b) and 1387(a)**

511
512 Committee discussion ensued and reviewed Attachment B, the revised guidelines.

513
514 It was M(Foo)/S(Horn)/C to approve agenda item #16, Attachment B, and recommend
515 that the Board adopt the revised guidelines.

516
517 There was no public comment.

518
519 Vote: 2 ayes (Foo, Horn), 0 noes

520
521 **Agenda Item #17: Continuing Education and Renewals Report**

522
523 Dr. Horn asked Ms. McCockran to explain the improving pass rates for CE audits.

524 Ms. McCockran speculated that through social media and through their own networking,
525 licensees were helping to get the word out about the audit process.

526 Ms. Sorrick made quick mention of the fact that the Board is going PaperLite. As of
527 January 2020, the Board will no longer be mailing out the multipage renewal packet but
528 will instead be sending out postcards with instructions for renewing online.

529 **Agenda Item #18: Recommendations for Agenda Items for Future Committee**
530 **Meetings. Note: The Committee May Not Discuss or Take Action on any Matter**
531 **Raised During This Public Comment Section, Except to Decide Whether to Place**
532 **the Matter on the Agenda of a Future Meeting [Government Code Sections 11125**
533 **and 11125.7(a)]**

534
535 There were no recommendations for future agenda items.

536
537 The meeting adjourned at 1:53 pm.

538
539

540
541

542 _____
543 Committee Chairperson

_____ Date

MEMORANDUM

DATE	May 4, 2020
TO	Licensure Committee Members
FROM	Mai Xiong Licensing and BreZE Coordinator
SUBJECT	Agenda Item 5 Licensing Report

License/Registration Data by Fiscal Year:

License & Registration	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20**
Psychologist*	21,527	22,020	22,688	***	20,575	20,227	20,024	20,580	21,116	21,969
Psychological Assistant	1,507	1,635	1,727	***	1,701	1,580	1,446	1,446	1,361	1,350
Registered Psychologist	312	320	349	***	280	272	278	250	129	121

*Current and Current Inactive

**As of May 4, 2020

***Statistics unavailable

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

Application Workload Reports:

The attached reports provide statistics from November 2019 thru April 2020 on the application status by month for each of the license and registration types (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 Board's reference.

Psychologist Application Workload Report

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

“Exam Eligible for CPLEE” (California Psychology Law and Ethics Exam) is the second step towards licensure. In this step, the applicant has successfully passed the EPPP and has applied to take the CPLEE. An application with an “open” status means it is deficient or pending review.

“CPLEE Retake Transaction” is a process for applicants who need to retake the CPLEE due to an unsuccessful attempt. This process is also created for licensees who are

required to take the CPLEE due to probation. An application with an “open” status means it is deficient, pending review, or an applicant is waiting for approval to re-take the examination when the new form becomes available in the next quarter.

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

Psychological Assistant Application Workload Report

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

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

At the beginning of April 2020, the psychological assistant applications have been distributed to the licensing analysts for processing, in addition to the psychologist applications that the licensing analysts process. The transition may have had an impact on the increased data for a higher than normal open applications for psychological assistant applications in April.

Registered Psychologist Application Workload Report

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

Attachments:

- A. Licensing Population Report as of May 4, 2020
- B. Application Workload Reports as of May 4, 2020
- C. Applications Received May 2019 – April 2020 as of May 4, 2020
- D. Examination Statistics April 2019 – March 2020

Action:

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



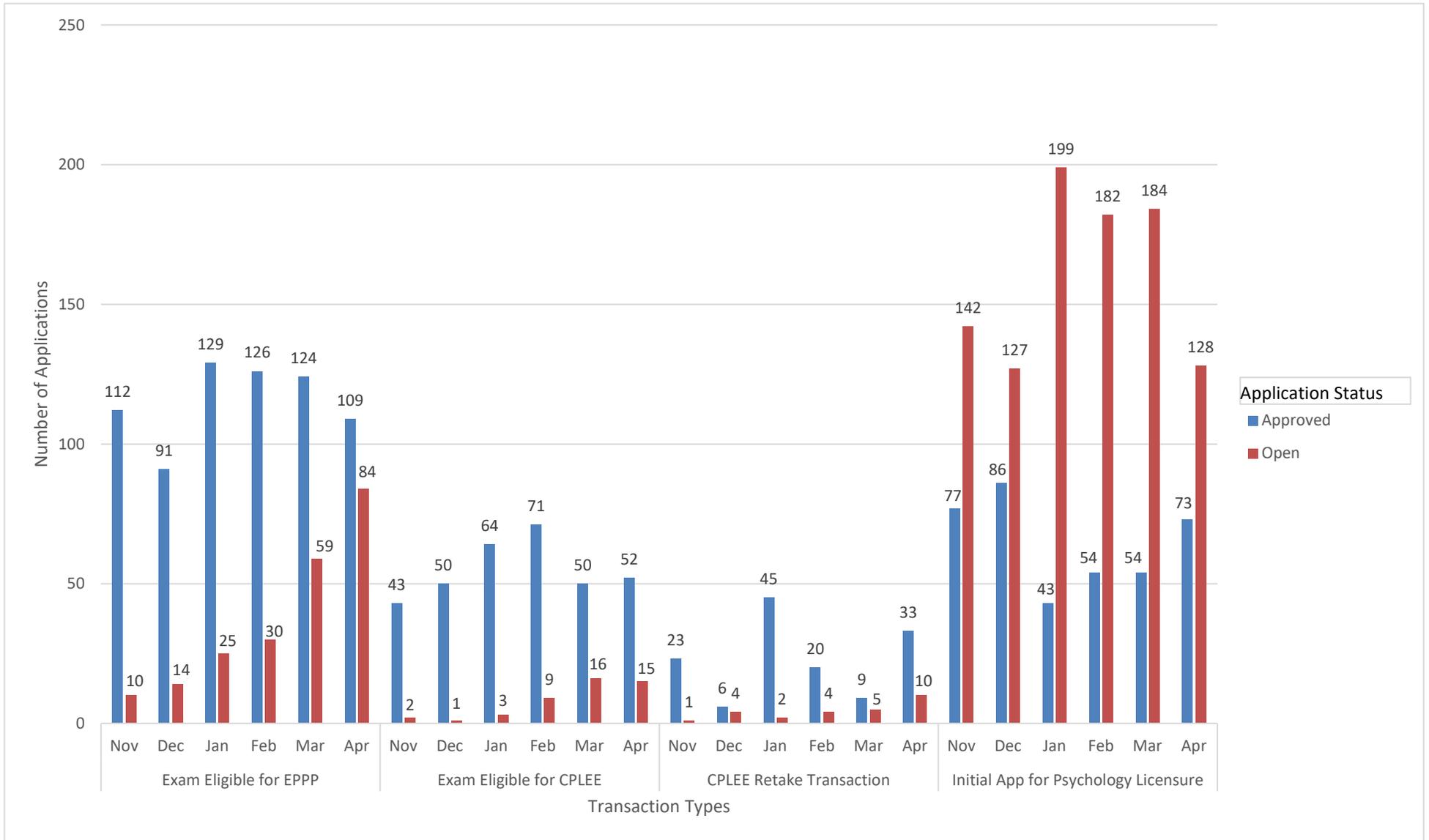
STATE DEPARTMENT OF CONSUMER AFFAIRS
BREEZE SYSTEM



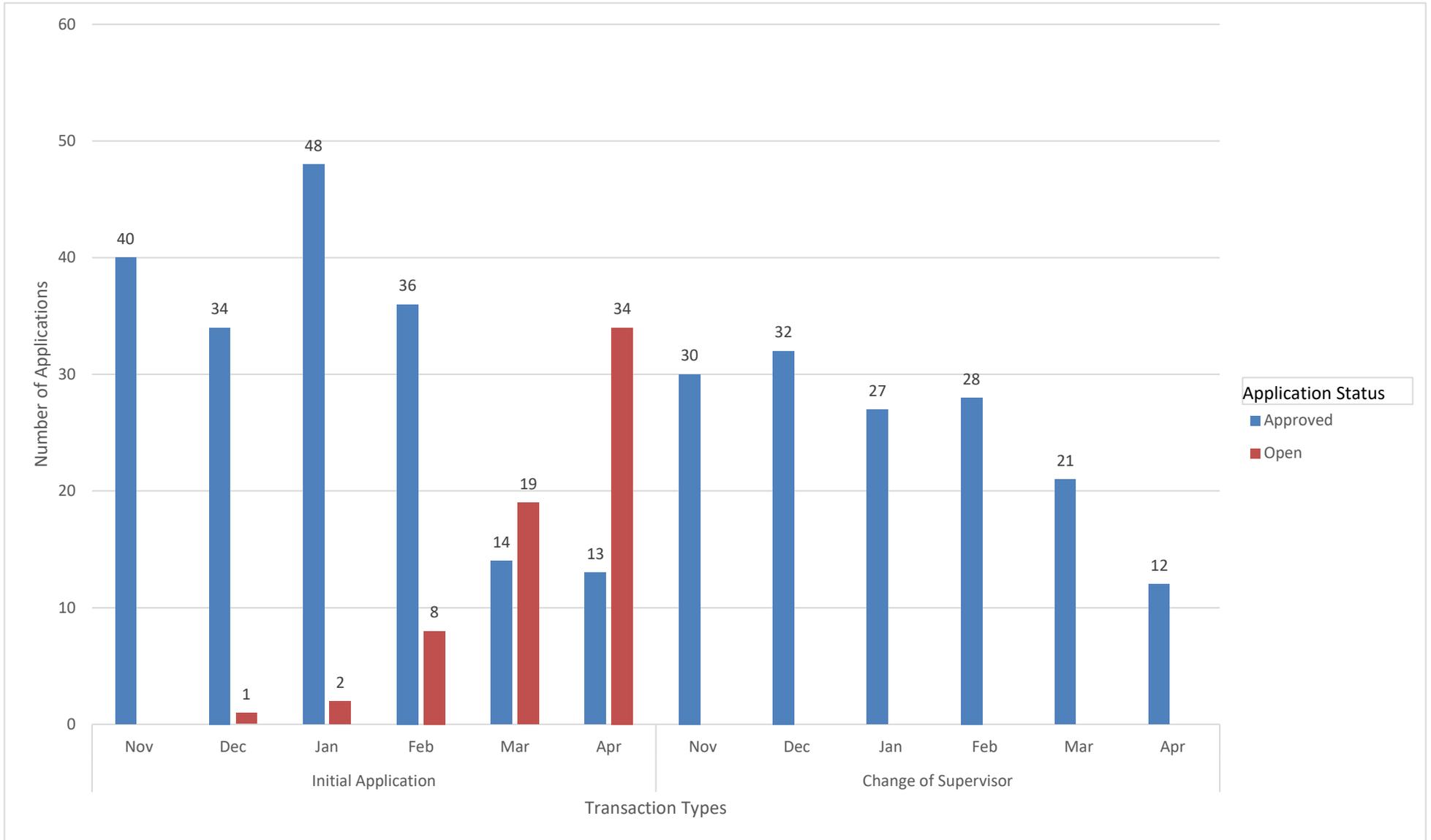
LICENSING POPULATION REPORT
BOARD OF PSYCHOLOGY
AS OF 5/4/2020

License Type	License Status							Total
	Licensing					Enforcement		
	Current	Inactive	Delinquent	Cancelled	Deceased	Surrendered	Revoked	
Psychologist	19,067	2,902	1,266	6,430	1,011	220	146	31,042
Psychological Assistant	1,350	0	76	21,777	8	8	7	23,226
Registered Psychologist	121	0	0	4,545	1	0	0	4,667
Total	20,538	2,902	1,342	32,752	1,020	228	153	58,935

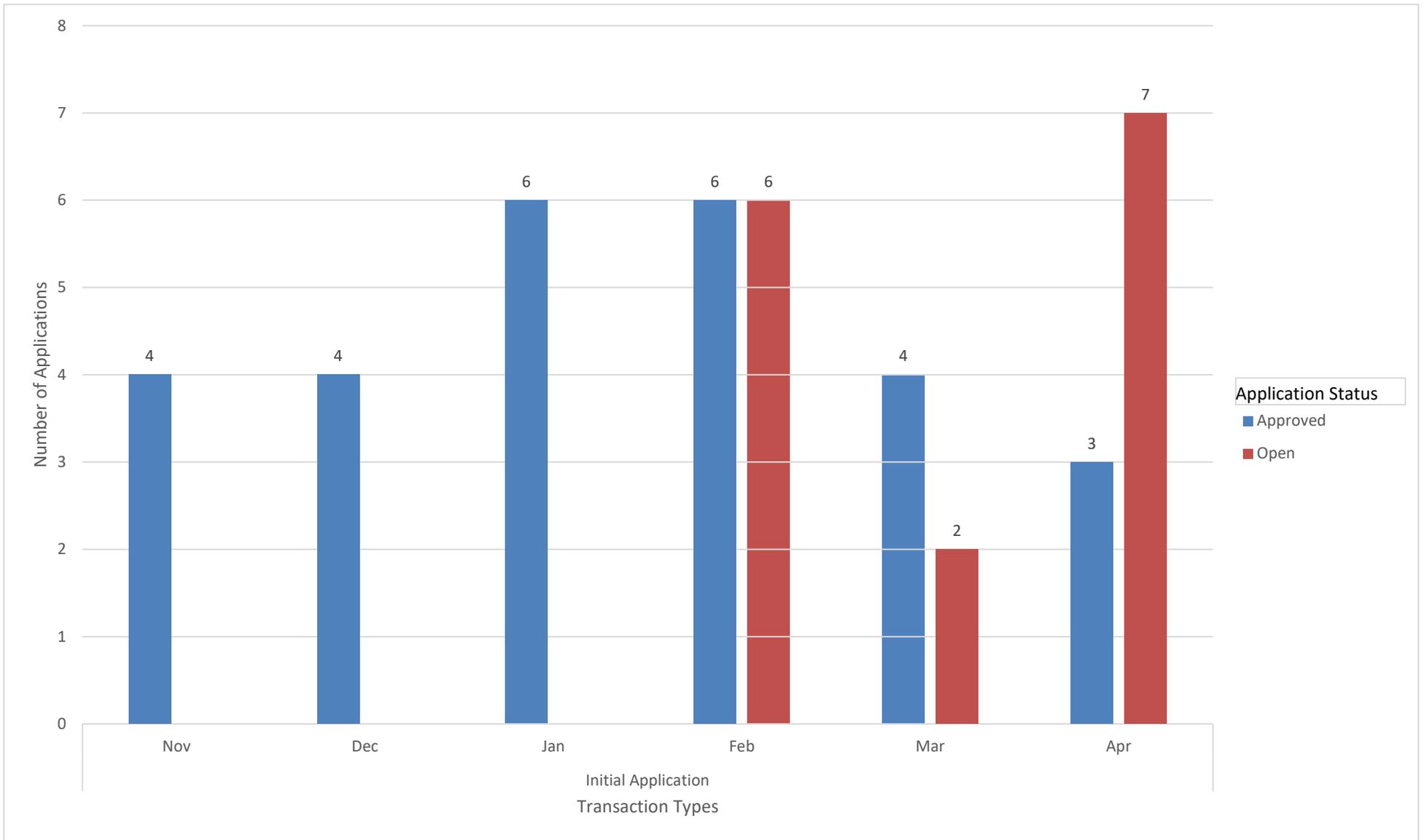
Psychologist Application Workload Report November 1, 2019 to April 30, 2020

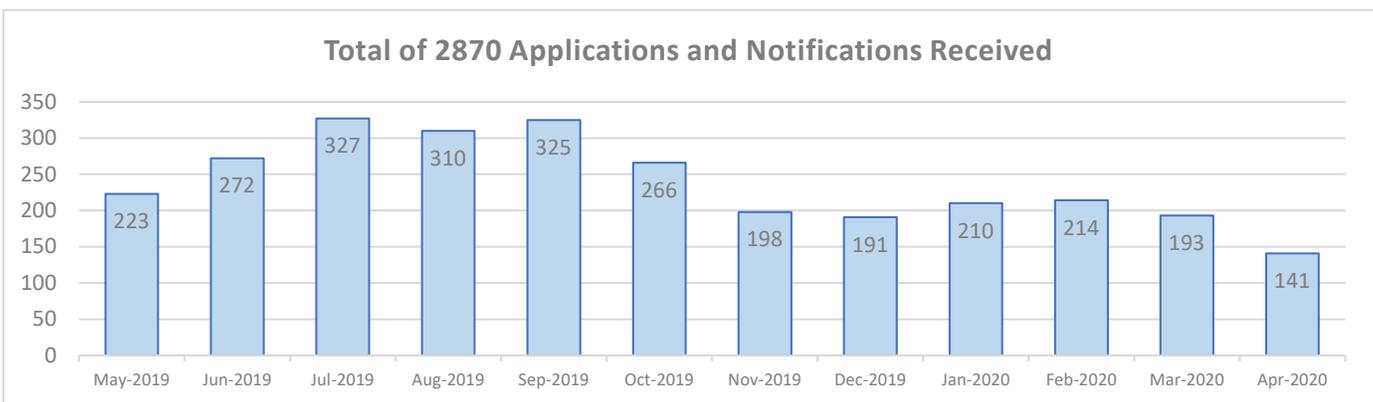
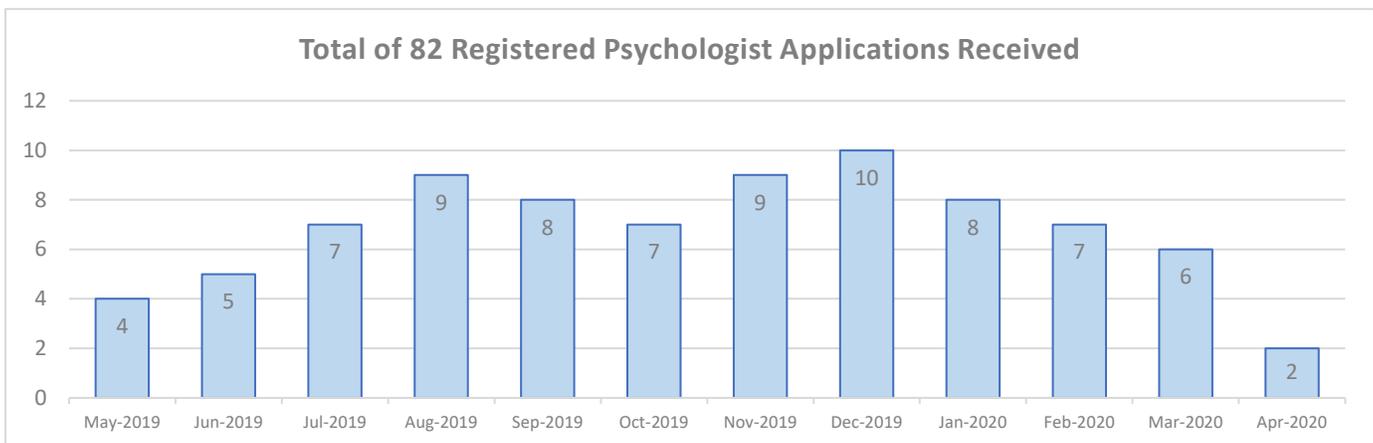
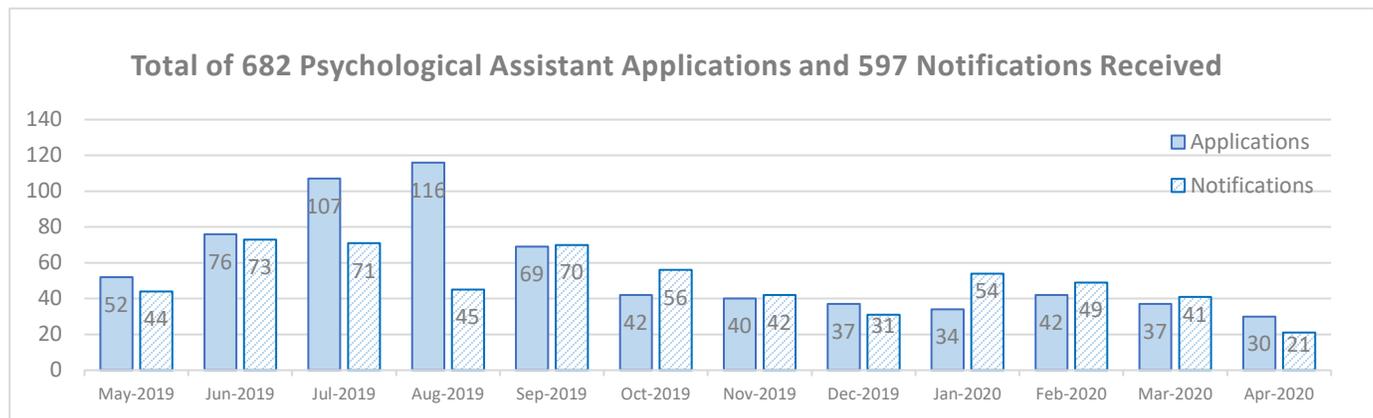
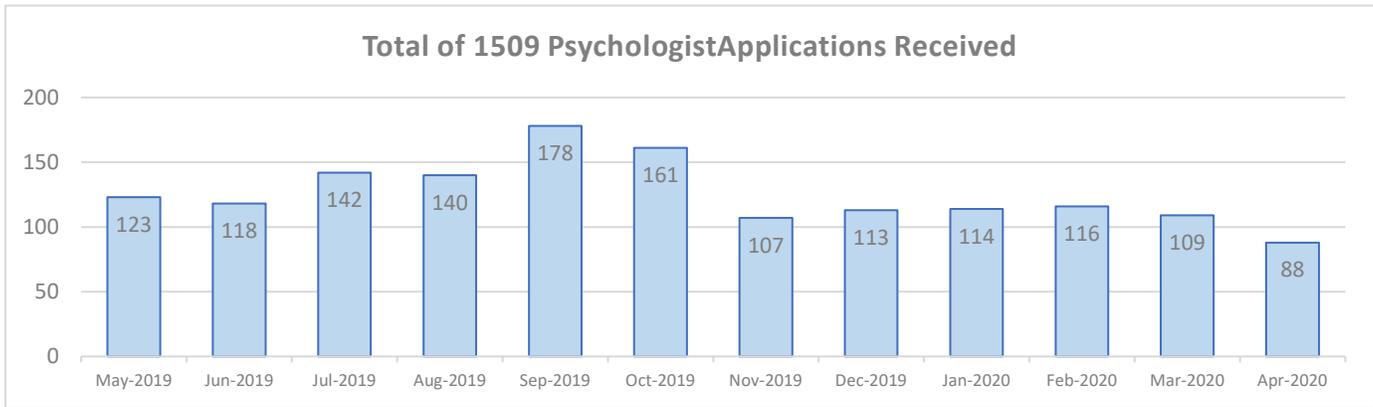


Psychological Assistant Application Workload Report November 1, 2019 to April 30, 2020



Registered Psychologist Application Workload Report November 1, 2019 to April 30, 2020





**Examination Statistics April 2019 – March 2020
As of May 4, 2020**

2019/2020 Monthly EPPP Examination Statistics

Month	# of Candidates	# Passed	% Passed	Total First Timers	First Time Passed	% First Time Passed
April 2019	174	94	54.02	96	74	77.08
May 2019	173	84	48.55	95	66	69.47
June 2019	148	69	46.62	83	56	67.47
July 2019	172	79	45.93	91	56	61.54
August 2019	158	71	44.94	86	50	58.14
September 2019	115	47	40.87	47	28	59.57
October 2019	137	69	50.36	60	40	66.67
November 2019	130	63	48.46	65	43	66.15
December 2019	186	64	34.41	79	45	56.96
January 2020	107	54	47.66	64	37	57.81
February 2020	103	45	43.69	45	31	68.89
March 2020	89	46	51.69	53	36	67.92
Total	1692	785	46.43	864	562	64.81

2019/2020 Monthly CPLEE Examination Statistics

Month	# of Candidates	# Passed	% Passed	Total First Timers	First Time Passed	% First Time Passed
April 2019	89	59	66.29	47	32	68.09
May 2019	79	60	75.95	53	38	71.7
June 2019	114	78	68.42	92	65	70.65
July 2019	106	84	79.25	76	60	78.95
August 2019	151	124	82.12	121	100	82.64
September 2019	154	121	78.57	130	105	80.77
October 2019	83	62	74.7	56	47	83.93
November 2019	90	73	81.11	57	48	84.21
December 2019	108	78	72.22	84	61	72.62
January 2020	58	45	77.59	41	31	75.61
February 2020	72	53	73.61	54	40	74.07
March 2020	64	50	78.13	51	41	80.39
Total	1168	887	75.66	862	668	76.97

Department of Consumer Affairs Board of Psychology

May 15, 2020 Licensure Committee
Meeting Teleconference

Hand-Carry Agenda Item Available Upon Request

Agenda Item 6 – Continuing Education and Renewals Report

Attachment A: CE Audit 2018

Attachment B: CE Audit 2019 (January – March)

Attachment C: Reasons for Not Passing CE Audit

Attachment D: Psychologist and Psychological Assistant Renewal Applications
Processed: January 2020 – May 6, 2020

Attachment E: Online vs. Mailed-In Renewals Processed

Attachment F: Pass and Fail Rate 2014-2017

Attachment G: Pass and Fail Rate 2018

Attachment H: Pass and Fail Rates for 2nd Audits

Attachment I: Renewal Postcard