Licensing Committee Meeting Minutes

Department of Consumer Affairs
1747 N. Market Blvd., Hearing Room #186
Sacramento, CA 95834
(916) 574-7720

Friday, October 13, 2017

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

Jacqueline Horn, PhD, Committee Chairperson, called the meeting to order at 9:03 a.m.

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

Members Present
Jacqueline Horn, PhD, Chairperson
Stephen Phillips, JD, PsyD
Seyron Foo, Public Member

Others Present
Antonette Sorrick, Executive Officer
Norine Marks, DCA Legal Counsel
Stephanie Cheung, Licensing Manager
Sandra Monerrubio, Enforcement Program Manager
Natasha Lim, Licensing & BreEZe Coordinator
Jason Glasspiegel, Central Services Coordinator
Lavinia Snyder, Examination Coordinator

Agenda Item #2: Public Comment(s) on Items Not on the Agenda

There was no public comment.


Dr. Horn asked if there were any additions or corrections to the March 16-17 minutes.

Dr. Horn had some non-substantive amendments and would send them to staff.

It was M(Foo)/S(Phillips)/C to approve the minutes as amended.

There was no public comment.

Vote: 3-0 (Aye: Foo, Horn, Phillips)
The Committee moved to the May 4, 2017 minutes. Dr. Horn asked if there were any additions or corrections to the May 4, 2017 minutes.

Dr. Phillips and Dr. Horn agreed that procedurally, the Committee could only comment on the first page and not the SOLID notes which were attached to the Board’s minutes.

There was no public comment.

It was M(Phillips)/S(Foo)/C to approve the minutes.

Vote: 3-0 (Aye: Foo, Horn, Phillips)

The Committee moved onto the August 22, 2017 minutes. Dr. Horn asked if there were any additions or corrections to the August 22, 2017 minutes.

It was M(Phillips)/S(Foo)/C to approve the minutes.

There was no public comment.

Vote: 3-0 (Aye: Foo, Horn, Phillips)

**Agenda Item #7: Examination Subject Matter Experts (SME) Qualifications Presentation** (22:17/3:53:51)

Ms. Snyder, the Examination Coordinator for the Board, presented a brief overview of the examination development process for the California Psychology Laws and Ethics Examination (CPLEE).

Ms. Snyder's presentation covered examination development, purpose of the CPLEE, types of workshops conducted, Subject Matter Expert qualifications, selection process, and benefits the Subject Matter Experts (SMEs) would receive for participating.

Dr. Phillips clarified that the Board does not use experts in law and ethics such as professors who teach law and ethics courses to construct examination questions because it would be a conflict for them to prepare their students for an examination which they helped construct. Dr. Phillips asked if the Board conducts a secondary review of the items constructed by selected SMEs to ensure that they are an accurate representation of law and ethics.

Ms. Snyder explained that Item Writing Workshops are conducted for the SMEs to create and develop new items and Item Review Workshops are conducted for a second group of SMEs to review the items for relevance, clarity and accuracy.

Dr. Phillips was concerned if the wrong group of individuals were selected to develop the new items and conduct the secondary review for the developed items, there may be items that are an incorrect reflection of either the law or the ethical code.
Dr. Horn responded to Dr. Phillips and explained that every test question must have a reference, which would prevent any question and its correct answer from being in conflict.

At the request of the Committee, Ms. Snyder will include the different content areas for a presentation at the February 2018 Board Meeting.

Mr. Foo asked for clarification regarding the randomly selected list versus the interested parties list.

Ms. Snyder responded that she does not receive many responses from the randomly selected list in comparison to the interested parties list.

Dr. Philips suggested to increase the number of randomly selected individuals.

Dr. Horn explained that every question is pretested before it is scored as part of the examination, and if the question doesn’t have good statistics, it will not be included on the examination.

Ms. Snyder stated that the CPLEE consists of 100 questions, 75 of which are scored and 25 of which are pretest questions. If the pretest questions do not perform as expected, these questions will be revisited and reviewed by the SMEs at a future workshop.

Ms. Sorrick stated that the Board can invite the Office of Professional Examination Services (OPES) to the Licensing Committee meeting in January 2018 for questions. If the Committee required additional information, staff could provide additional information for the February 2018 Board meeting.

Staff will provide a copy of the Subject Matter Expert application and the Candidate Information Bulletin for the Licensing Committee meeting in January 2018.

Agenda Item #4: Retired Psychologist License: Review and Discuss Draft Proposal to Add Language to Title 16 of the California Code of Regulations (45:14/3:53:51)

Ms. Cheung explained that staff drafted language to implement part of the Board’s Sunset Bill which, in part, created the authority for a Retired status for currently licensed psychologists. Staff is asking the Committee to review the language for any necessary changes.

The Committee discussed whether the phrase “retired status” was more suitable as a title instead of “retired license” since the Board would be only changing the status and not issuing a new license.
The Committee agreed that having a retired status option for licensees who are ending their career without any disciplinary actions is a better alternative to a license being expired or cancelled.

Ms. Marks suggested incorporating forms PSY 900 (Application for Psychologist Requesting Retired Status) and PSY 905 (Application for Psychologist to Restore to Active Status) by reference, removing duplicate language from the statutory language, and being specific regarding electronic fingerprint submissions. Staff was tasked to consult with Ms. Marks in drafting language regarding electronic fingerprint submission and providing the language to the full Board for review at the Board Meeting in November.

It was M(Foo)/S(Phillips)/C to approve the draft language as amended, incorporating the comments made by Ms. Marks, and recommend that the Board adopt the language and proceed with the rulemaking process.

There was no public comment.

Vote: 3-0 (Aye: Foo, Horn, Phillips)

The Committee’s changes were implemented in the proposed language below:

§ 1381.10. Retired License

(a) A licensed psychologist who qualifies pursuant to Section 2988.5 of the Code, may apply for a license in retired status by submitting the Form PSY 900 (Rev. 7/20XX), which is incorporated by reference.

(b) A psychologist holding a license in retired status is not subject to renewal and shall not engage in the practice of psychology in this State.

(c) If the license in retired status was issued less than three (3) years prior to applying to restore the license to active status, the licensee shall:

(1) Submit Form PSY 905 (Rev. 7/20XX), which is incorporated by reference and pay the biennial renewal fee, as prescribed in Section 2987 of the Code, at the time the request for activation is received;

(2) Furnish a full set of electronic fingerprints to the Board pursuant to Section 144 of the Code; and

(3) Satisfy continuing professional development requirements within two (2) years immediately prior to the date of application for restoring the license to an active status.
(d) If the license in retired status was issued three (3) or more years prior to applying to restore the license to active status, the licensee shall meet the requirements as set forth in Section 2988.5(d)(2) of the Code.

(e) A licensee may not be permitted to change the license to a retired status more than twice.


§ 1392. Psychologist Fees

(a) The application fee for a psychologist is $40.00.

(b) The fee for the California Psychology Laws and Ethics Examination (CPLEE) is $129.00.

(c) An applicant taking or repeating the licensing examination shall pay the full fee for that examination.

(d) The initial license fee and the biennial renewal fee for a psychologist are $400.00, except that if an initial license will expire less than one year after its issuance, then the initial license fee is an amount equal to 50 percent of the renewal fee in effect on the last regular renewal date before the date on which the license is issued.

(e) The biennial renewal fee for an inactive license is $40.00.

(f) The application fee for a retired license is $75.00.


Agenda Item #5: Inactive Status for Psychological Assistant: Review and Discuss Draft Proposal to Add Language to Title 16 of the California Code (1:01:04/3:53:51)

The Committee discussed how long an individual would be able to remain on inactive status.

Dr. Phillips stated his concern regarding a psychological assistant potentially being on inactive status for 10 years and still be within the 72-month time limit, and whether or not that individual had retained the knowledge of the application of psychology from previous experience. He suggested making a cumulative total.

Ms. Marks replied that it might depend on when the psychological assistant was on inactive status. If the psychological assistant was on inactive status early on in his or
her registration and remained on active status and practicing closer to the time of
applying for licensure, it might indicate the psychological assistant retained the
knowledge of the application of psychology.

Dr. Phillips suggested limiting inactive status to three years total cumulatively, which
would give psychological assistants sufficient time to attend to personal matters while
still not be so far removed from their graduate training that it would be problematic from
the point of view of the consumer.

Ms. Marks asked how many 72-month extension requests the Board receives.

Ms. Cheung responded that the Licensing Unit received roughly 12-18 extension
requests since May 2017 and that she anticipates receiving more extension requests
since the 72-month limitation has started impacting psychological assistants.

Ms. Marks stated that inactive status creates a solution for a problem that does not
exist. It might be more work for staff to have psychological assistants come in and out of
inactive status versus requesting an extension.

Ms. Cheung explained that if a psychological assistant does not have a supervisor, the
status of the registration is still shown as current even though the psychological
assistant cannot see patients. Having an inactive status for psychological assistants
makes clear to the psychological assistant and to the public that the psychological
assistant cannot practice.

The Committee agreed that they were not ready to move forward with regulations, but
will revisit this at the next Licensing Committee meeting. The Committee asked staff to
provide extension request statistics.

Public Comment: Dr. Immoos from the California Department of Corrections and
Rehabilitation (CDCR) stated that within her organization, there are many individuals
with a psychological assistant registration on “inactive status” even though they are
working in an exempt setting. She asked if these individuals choose to return to a
supervisor outside an exempt setting, would they be subject to the time limitation even
though they did not have a disability or did not have a supervisor?

The Committee explained that these individuals should have cancelled their registration
if they are going to be working in an exempt setting. If they choose to return to a
supervisor outside an exempt setting to complete the required 3,000 hours and have
exhausted the 72-month registration limit, they would have to find another setting to
obtain hours that did not involve a psychological assistant registration.

Dr. Phillips clarified that currently, there is not an inactive status for psychological
assistants.

Dr. Horn explained that Agenda Item #6 was a request from a psychologist asking the Committee to bring this issue before the full Board for discussion.

Dr. Phillips stated that there has been discussion about incorporating more options for electronic communication, such as video conferencing or telephone, but he had the understanding that licensing staff treated face-to-face as being in the same room. He added that this is something we should think about, because he doesn’t think this reflects the realities of the workplace in terms of supervision. However, he explained that he was not fully comfortable if someone was doing all supervision via video conferencing because that would not be the same experience as having face-to-face supervision.

Mr. Foo stated that while this question focuses on supervision, this same question could be asked in a practice monitoring scenario for someone who is on probation.

Ms. Sorrick reminded the Committee that the direction of the Pathways amendments is to remove “face-to-face” and replace it with “direct supervision” which does not specify what supervision would look like.

The Committee asked if Pathways would address this question.

Ms. Sorrick responded that historically, with many boards, there has been a debate on what is direct supervision.

The Committee agreed that this question is best addressed within the greater framework of Pathways and that the current interpretation of face-to-face is physically being in the same room.

Public Comment: Michael Kellen stated that this question came from his colleague in Florida who is licensed in both California and Florida and wants to know if supervision can be provided by video conferencing.

Dr. Horn responded that currently, supervision must be face-to-face and that video conferencing was not acceptable.

Public Comment: Dr. Immoos from CDCR stated that her organization would find it helpful if video conferencing was allowed for supervision.

Public Comment: Rene Puliatti, Executive Director of the California Psychology Internship Council (CAPIC), encouraged the Board to allow video conferencing for supervision, but with proper safeguards in place.
Agenda Item #8a: Pathways to Licensure: Review Stakeholder’s Input to Proposed Amendments to Business and Professions Code

Business and Professions Code (B&P Code), Section 2903, Licensure Requirements.

The Committee did not discuss this section.

Business and Professions Code, Section 2909, Applicability of chapter to credentialed school psychologists, and psychologists and psychological assistants employed by colleges, universities, or governmental organizations. (1:39:43/3:53:51)

The Committee discussed if there should be an exempt setting, who it should apply to and what they would be doing. Based on the feedback from the Northern and Southern California stakeholder’s meetings, stakeholders thought that there should be exemptions for individuals who were not doing things that required a license such as research, teaching courses (except for teaching applied courses), and certain types of consulting. If they are providing mental health services, they would be in a setting for a limited amount of time and working towards licensure.

The Committee suggested combining Sections 2909 and 2010.

Staff was tasked with researching the legislative intent for Sections 2909 and 2910 and report the findings, along with updated draft language for the next Licensing Committee meeting.

Public Comment: Rene Puliatti, Executive Director of CAPIC, agreed that it was important to look at why Section 2910 was added and was followed by adding Section 2909.

The Committee’s changes were implemented in the proposed language below:

§ 2909. Applicability of chapter to credentialed school psychologists, and psychologists and psychological assistants employed by colleges, universities, or governmental organizations

This chapter shall not be construed as restricting or preventing activities of a psychological nature or the use of the official title of the position for which they were employed on the part of the following persons, provided those persons are performing those activities as part of the duties for which they were employed, are performing those activities solely within the confines of or under the jurisdiction of the organization in which they are employed, and do not render or offer to render psychological services, as defined in Section 2903 outside of those settings:

(a) Persons who hold a valid and current credential as a school psychologist issued by the Commission on Teacher Credentialing.
(b) Persons who are employed in positions as psychologists or psychological assistants by accredited or approved colleges, junior colleges, or universities, or by federal, state, county, or municipal governmental organizations that are not primarily involved in the provision of direct health or mental health services, may conduct research and disseminate their research findings and scientific information.

(Amended by Stats. 2015, Ch. 218, Sec. 1. Effective January 1, 2016.)

B&P Code, Section 2909.5. Applicability of chapter to registered psychologist employed by nonprofit community agencies supported by governmental organizations.

Dr. Horn began the discussion by stating that Registered Psychologists are not psychologists and asked what would be an alternate term for them.

Stakeholders in Southern California preferred term “Pre-Licensed Psychologist” and those in Northern California suggested to identify them as “Psychological Assistants.”

Dr. Phillips favored “Psychological Associate” which would parallel “Psychological Assistant.”

The Committee agreed that the term Registered Psychologist was confusing and misleading to the public and proposed to adopt the term “Psychological Associate.”

Ms. Sorrick stated non-profit organizations might rely on the term “Registered Psychologist” for reimbursement purposes.

Mr. Foo asked if any non-profit organizations have reached out regarding this change.

Ms. Sorrick stated that the Board has not received any feedback from any non-profit organizations.

Ms. Lim explained that non-profit organizations were invited to the Northern and Southern California stakeholder meetings but would have to check and see if any actually attended.

Public Comment: Rene Puliatti, Executive Director of CAPIC, suggested to include language that would define a “Psychological Associate” as equivalent to whatever term is used by the Federal government or by insurance companies for reimbursement or grant purposes.

The Committee’s changes were implemented in the proposed language below: § 2909.5. Applicability of chapter to registered psychologist employed by nonprofit community agencies supported by governmental organizations.
(a) This chapter shall not be construed as restricting or preventing activities of a psychological nature or the use of the official title of the position for which persons were employed on the part of persons who are: (1) employed by nonprofit community agencies that receive a minimum of 25 percent of their financial support from any federal, state, county, or municipal governmental organizations for the purpose of training and providing services; (2) performing those activities as part of the duties for which they were employed; (3) performing those activities solely within the confines of or under the jurisdiction of the agency in which they are employed.

(b) Such persons must meet the educational requirements of subdivision (b) of Section 2914(b) and (c) and who have one year or more of the supervised professional experience referenced in subdivision (c) of Section 2914(d), if they are employed by nonprofit community agencies that receive a minimum of 25 percent of their financial support from any federal, state, county, or municipal governmental organizations for the purpose of training and providing services, provided those persons are performing those activities as part of the duties for which they were employed, are performing those activities solely within the confines of or under the jurisdiction of the organization in which they are employed and do not render or offer to render psychological services to the public, as defined in Section 2903.

(c) Those persons shall be registered by the agency with the board at the time of employment and shall be identified in the setting and may be referred to only as a “registered psychologistpsychological associate.”

(d) Those persons shall be exempt from this chapter for a maximum period of 30 months from the date of registration.

(Amended by Stats. 2016, Ch. 484, Sec. 1. Effective January 1, 2017.)

B&P Code, Section 2911, Exemptions.

The Committee did not discuss this section.

B&P Code, Section 2913, Services by psychological assistants. (2:09:48/3:53:51)

The Committee discussed whether board-certified psychiatrists should be allowed to be primary supervisors for psychological assistants since they are not required to complete the six-hour supervision course, are not subject to any of the other psychology regulations, and they do not promote the kind of socialization into the field of psychology that might be more applicable to psychologists.

The Committee agreed that board-certified psychiatrists should not be allowed to be primary supervisors and will recommend this to the full Board.

There was no public comment.
The Committee moved on to discuss whether psychological assistants should be allowed to advertise considering they are not allowed to practice independently. Dr. Phillips was in favor of allowing psychological assistants to advertise, but stated that it needed to be outlined in a way where consumers understood that the psychological assistant is providing services under someone else’s license. He also recommended that this issue be deferred to the Enforcement Committee, since they might be better informed on how to approach this issue from a consumer protection perspective.

Ms. Monterrubio agreed that this topic was more of an enforcement issue and stated that staff has already drafted language that will be discussed at the next Enforcement Committee meeting and that she will include the May and August stakeholder feedback for discussion.

There was no public comment.

The Committee’s changes were implemented in the proposed language below:

§ 2913. Services by psychological assistants

A person other than a licensed psychologist may perform psychological functions in preparation for licensure as a psychologist only if all of the following conditions are met:

(a) The person shall register himself or herself with the board as a “psychological assistant.” This registration shall be renewed annually in accordance with regulations adopted by the board.

(b) The person (A1) has completed a master’s degree in psychology or in education with the field of specialization in educational psychology or, counseling psychology, or school psychology, or (B2) has been admitted to candidacy for a doctoral degree in (1) psychology or education with the field of specialization in clinical, counseling, school, consulting, forensic or industrial/organizational psychology, or (2) education, with the field of specialization in educational psychology, counseling psychology, or school psychology, or (3) a field of specialization designed to prepare graduates for the professional practice of psychology after having satisfactorily completed three or more years of postgraduate education in psychology and having passed preliminary doctoral examinations, or (C3) has completed a doctoral degree that qualifies for licensure under Section 2914. The Board shall make the final determination as to whether a degree meets the requirements of this section.

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

(2) A licensed psychologist or board-certified psychiatrist shall not supervise more than three (3) psychological assistants at any given time. No psychological assistant may provide psychological services to the public except as a supervisee pursuant to this section.

(d) The psychological assistant shall not comply with regulations that the board may, from time to time, duly adopt relating to the fulfillment of requirements in continuing education.

(1) provide psychological services to the public except as a trainee pursuant to this section.

(2) receive payments, monetary or otherwise, directly from clients or patients.

(e) No person shall be registered to practice as a psychological assistant who is found by the board to be in violation of Section 2960 and the rules and regulations duly adopted thereunder.

(Amended by Stats. 2016, Ch. 484, Sec. 2. Effective January 1, 2017.)

B&P Code, Section 2914, Applicant’s Requirements. (2:19:50/3:53:51)

The Committee discussed whether in listing the fields of specialization, would potential applicants be excluded for licensure and what qualifying degrees would be left out?

Ms. Sorrick stated that it is best to have language that is easy to understand for staff to follow when reviewing the qualifications.

The Committee agreed that if the qualifications reviewed by staff are unclear, this would be referred to the Licensing Committee and ultimately to the full Board for review to make a determination.

Dr. Phillips stated the Board wants individuals enrolled in programs with curricula that are designed to prepare them to be licensed psychologists, and not just to accumulate the 3,000 hours of supervised professional experience to qualify for licensure.

The Committee agreed to keep the current language, since it identifies the most prominent applied areas of psychology as well as applied areas of psychology in education.
Public Comment: Rene Puliatti, Executive Director of CAPIC, asked for clarification regarding which degrees would qualify.

Dr. Horn explained that the Committee has identified that doctoral degrees in clinical, counseling, school, consulting, forensic, and industrial/organizational psychology, or doctorate degrees in education with the field of specialization in counseling, educational, or school psychology would qualify.

Dr. Phillips clarified that the goal of this regulatory change is to make sure applicants are getting an education in applied psychology would be eligible for licensure.

Dr. Horn added that the curriculum is designed to prepare students for practice.

Dr. Horn thanked everyone who attended the Stakeholder meetings.

There was no further public comment.

The Committee’s changes were implemented in the proposed language below:

§ 2914. Applicant’s requirements

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

(a) Is not be subject to denial of licensure under Division 1.5 (commencing with Section 475).

(b) Possess an earned doctorate degree (1) in psychology, (21) in educational psychology with the field of specialization in clinical, counseling, school, consulting, forensic or industrial/organizational psychology, or (32) in education with the field of specialization in counseling psychology, or educational psychology, or school psychology, or (3) a field of specialization designed to prepare graduates for the professional practice of psychology. Except as provided in subdivision (h), this degree or training shall be obtained from an accredited university, college, or professional school. The board shall make the final determination as to whether a degree meets the requirements of this section.

(c) (1) On or after January 1, 2020, possess an earned doctorate degree in psychology, in educational psychology with the field of specialization in clinical, counseling, school, consulting, forensic or industrial/organizational psychology, or in education with the field of specialization in counseling psychology, or educational psychology, or school psychology from a college or institution of higher education that is accredited by a regional accrediting agency recognized by the United States Department of Education. Until January 1, 2020, the board may accept an applicant who possesses a doctorate degree in psychology, educational psychology with the field of specialization in clinical, counseling, school, consulting, forensic or industrial/organizational psychology, or in
education with the field of specialization in counseling, educational psychology, or school psychology from an institution that is not accredited by an accrediting agency recognized by the United States Department of Education, but is approved to operate in this state by the Bureau for Private Postsecondary Education.

(2) Paragraph (1) does not apply to any student who was enrolled in a doctoral program in psychology, educational psychology with the field of specialization in clinical, counseling, school, consulting, forensic or industrial/organizational psychology, or in education with the field of specialization in counseling psychology or educational psychology, or school psychology at a nationally accredited or approved institution as of December 31, 2016.

(3) No educational institution shall be denied recognition as an accredited academic institution solely because its program is not accredited by any professional organization of psychologists, and nothing in this chapter or in the administration of this chapter shall require the registration with the board by educational institutions of their departments of psychology or their doctoral programs in psychology.

(4) An applicant for licensure trained in an educational institution outside the United States or Canada shall demonstrate to the satisfaction of the board that he or she possesses a doctorate degree in psychology or education pursuant to (c)(1) and (2) that is equivalent to a degree earned from a regionally accredited academic institution in the United States or Canada. These applicants shall provide the board with a comprehensive evaluation of the degree performed by a foreign credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES), and any other documentation the board deems necessary.

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

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

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

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

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

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

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

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

(1) The approved institution offered a doctoral degree in psychology designed to prepare students for a license to practice psychology and was approved by the former Bureau for Private Postsecondary and Vocational Education on or before July 1, 1999.

(2) The approved institution has not, since July 1, 1999, had a new location, as described in Section 94823.5 of the Education Code.

(Amended by Stats. 2016, Ch. 484, Sec. 3. Effective January 1, 2017.)

B&P Code, Section 2915, (Continuing Education).

The Committee did not discuss this section.

B&P Code, Section 2915.5 (Coursework in Aging and Long-term Care).

The Committee did not discuss this section.
Agenda Item #8b: Pathways to Licensure: Review Stakeholder’s Input to Proposed Amendments to Title 16 of the California Code of Regulations

California Code of Regulations (CCR), Section 1380.3 (Definitions).

The Committee did not discuss this section.

CCR, Sections 1381, 1381.1, & 1381.2 (Applications).

The Committee did not discuss these sections.

CCR, Section 1381.4, (Failure to Appear for an Examination).

The Committee did not discuss this section.

CCR, Section 1381.5 (Failure to Pay Initial License Fee).

The Committee did not discuss this section.

CCR, Sections 1382, 1382.3, 1382.4, 1382.5, & 1382.6, Pre-licensing Courses. 

(2:39:54/3:53:51)

The Committee discussed if the current pre-licensure coursework was still necessary and if six hours is adequate for exposure to each of these issues.

Dr. Phillips stated that the most impactful action by the Board is to establish a uniform system that is easy to understand by listing the requirements and the required number
of hours for each coursework requirement. He added that the pre-licensure coursework requirements are driven by the legislature and not by the Board.

Dr. Horn and Dr. Phillips agreed that the reasoning for requiring six hours of training is because it is equivalent to a day-long course, and that would be sufficient for exposure purposes.

The Committee agreed that these courses are still necessary. Each coursework requirement would be six (6) hours long and an applicant can fulfill the requirements in one of the following three ways: by taking a continuing education (CE) course, by obtaining it as part of the qualifying graduate degree program, or by obtaining it as part of supervised professional experience.

Ms. Sorrick stated that staff will add Business and Professions Code, Section 2915.7, Aging and Long-Term Care to the next Licensing Committee meeting.

There was no public comment.

The Committee’s changes were implemented in the proposed language below:

§ 1382. Human Sexuality Training.

(a) An applicant for licensure as a psychologist shall complete as a condition of licensure a minimum of six (6) hours of coursework or applied experience in human sexuality, which includes the study of physiological, psychological and sociocultural variables associated with sexual identity, sexual behavior or sexual disorders, major treatment approaches and the specific ethical and legal issues related to practice in this area.

(b) This requirement shall be met in one of the following ways:

(1) Obtained as part of his or her qualifying graduate degree program. To satisfy this requirement, the applicant shall submit to the Board a written certification from the registrar or training director of the educational institution or program from which the applicant graduated stating that the coursework required by this section is included within the institution’s curriculum required for graduation at the time the applicant graduated, or within the coursework that was completed by the applicant.

(2) Obtained as part of his or her applied experience. Applied experience can be met in any of the following settings: practicum, internship, or formal postdoctoral placement that meets the requirement of section 2911, or other qualifying supervised professional experience. To satisfy this requirement, the applicant shall submit to the board a written certification from the director of training for the program or primary supervisor where the qualifying experience has occurred stating that the training required by this section is included within the applied experience.
By taking a continuing education course that meets the requirements of subdivision (e) or (f) of section 2915 and that qualifies as a continuing education learning activity category specified in paragraph (2) or (3) of subdivision (c) of section 2915. To satisfy this requirement, the applicant shall submit to the board a certification of completion.

Unless otherwise exempted, all persons applying for a license as a psychologist shall, in addition to all other requirements for licensure, have completed coursework or training in human sexuality which meets the requirements of this section. Such training shall:

(a) Be completed after January 1, 1970.

(b) Be obtained

(1) In an accredited or approved educational institution, as defined in section 2901 of the Code, including extension courses offered by such institutions, or

(2) In an educational institution approved by the Department of Education pursuant to section 94310 of the Education Code, or

(3) From a continuing education provider approved by a professional association, or

(4) In a course sponsored or offered by a professional association, or

(5) In a course sponsored, offered or approved by a local, county or state department of health or mental health or by health agencies of the Federal Government.

(c) Have a minimum length of ten (10) contact hours.

(d) Include the study of physiological-psychological and social-cultural variables associated with sexual identity, sexual behavior or sexual disorders.

All applicants shall provide the board with documentation of completion of the required human sexuality training. It is the intent of the board that all persons licensed to practice psychology have minimal training in human sexuality. It is not intended that by complying with the requirements of this section only, a practitioner is fully trained in the subject of sex therapy.


§ 1382.3. Training in Alcoholism/Chemical Dependency Detection and Treatment.

(a) An applicant for licensure as a psychologist shall complete as a condition of licensure a minimum of six (6) hours of coursework or applied experience in alcoholism/chemical dependency detection and treatment. Such coursework or training shall include assessment and intervention of chemical dependency and alcoholism, the
study of physiological, psychological and sociocultural variables associated with
crational dependency and alcoholism, prevailing treatment models, and the specific
ethical and legal issues related to practice in this area.

(b) This requirement shall be met in one of the following ways:

(1) Obtained as part of his or her qualifying graduate degree program. To satisfy this
requirement, the applicant shall submit to the Board a written certification from the
registrar or training director of the educational institution or program from which the
applicant graduated stating that the coursework required by this section is included
within the institution’s curriculum required for graduation at the time the applicant
graduated, or within the coursework that was completed by the applicant.

(2) Obtained as part of his or her applied experience. Applied experience can be met
in any of the following settings: practicum, internship, or formal postdoctoral
supervised professional experience. To satisfy this requirement, the applicant shall
submit to the board a written certification from the director of training for the program
or primary supervisor where the qualifying experience has occurred stating that the
training required by this section is included within the applied experience.

(3) By taking a continuing education course that meets the requirements of
subsection (e) or (f) of section 2915 and that qualifies as a continuing education
learning activity category specified in paragraph (2) or (3) of subdivision (c) of
Section 2915. To satisfy this requirement, the applicant shall submit to the board a
certification of completion.

The requirements set forth in Section 2914 (e) of the code shall be satisfied by
completion of a graduate level course which meets the following criteria:

(a) The course shall be devoted solely to the topic of alcoholism and chemical
dependency detection and treatment and shall not be less than a; semester or a quarter
term in length.

(b) The course must be obtained at an educational institution, or in an extension course
offered by an institution, which is either credited under Education Code Section
94310.1, or approved under Education Code Section 94310.2, by the State Department
of Education.

(c) An original transcript indicating successful completion of the course shall be deemed
sufficient evidence for purposes of satisfying this requirement.

(d) The course shall include training in each of the following subjects as they relate to
alcoholism and chemical dependency:
(1) The definition of alcoholism and other chemical dependency, and the evaluation of the user.

(2) Current theories of, and research on, the etiology of substance abuse.

(3) Physiological and medical aspects and effects of alcoholism and other chemical dependency.

(4) Psychopharmacology and the interaction of various classes of drugs, including alcohol.

(5) Diagnosing and differentiating alcoholism and substance abuse in patients referred for other clinical symptoms, such as depression, anxiety, psychosis, and impotence.

(6) Populations at risk with regard to substance abuse.

(7) Cultural and ethnic considerations.

(8) Prenatal effects.

(9) Adolescent substance abuse.

(10) Implications for the geriatric population.

(11) Iatrogenic dependency.

(12) Major treatment approaches to alcoholism and chemical dependency, including research and application.

(13) The role of persons and systems which support or compound abuse.

(14) Family issues which include treatment approaches with families of alcoholics and/or substance abusers.

(15) The process of referring affected persons.

(16) Community resources offering assessment, treatment and follow-up for the abuser and family.

(17) Ethical and Legal issues for clinical practice.

(18) Prevention of substance abuse.

Note: Authority cited: Section 2930, Business and Professions Code. Reference: Section 2914(e), Business and Professions Code.
§ 1382.4. Child Abuse Assessment, Detection, Intervention, and Reporting
Training Requirements.

(a) An applicant for licensure as a psychologist who began graduate study on or after January 1, 1983, shall complete as a condition of licensure a minimum of seven (7) hours of coursework or applied experience in child abuse and neglect assessment, detection, intervention, and reporting. Such coursework or training shall include assessment, detection, intervention, and reporting of child abuse and neglect, the study of physiological, psychological, and sociocultural variables associated with child abuse and neglect, prevailing treatment models, and the specific ethical and legal issues related to practice in this area.

(b) This requirement shall be met in one of the following ways:

1. Obtained as part of his or her qualifying graduate degree program. To satisfy this requirement, the applicant shall submit to the Board a written certification from the registrar or training director of the educational institution or program from which the applicant graduated stating that the coursework required by this section is included within the institution’s curriculum required for graduation at the time the applicant graduated, or within the coursework that was completed by the applicant.

2. Obtained as part of his or her applied experience. Applied experience can be met in any of the following settings: practicum, internship, or formal postdoctoral supervised professional experience. To satisfy this requirement, the applicant shall submit to the board a written certification from the director of training for the program or primary supervisor where the qualifying experience has occurred stating that the training required by this section is included within the applied experience.

3. By taking a continuing education course that meets the requirements of subdivision (e) or (f) of section 2915 and that qualifies as a continuing education learning activity category specified in paragraph (2) or (3) of subdivision (c) of Section 2915. To satisfy this requirement, the applicant shall submit to the board a certification of completion.

All persons applying for a license or renewal of a license as a psychologist shall in addition to all other requirements for licensure, have completed coursework or training in child abuse assessment and reporting and shall submit documentation thereof to the board. The coursework or training in child abuse assessment and reporting shall consist of not less than 7 instructional hours and shall include training in each of the subject areas described in section 28 of the Code. The coursework or training shall be:

(a) Obtained at an educational institution, or in an extension course offered by an institution which is accredited by the Western Association of Schools and Colleges, the Northwest Association of Secondary and Higher Schools, or an essentially equivalent
(b) Obtained from a statewide professional association representing the professions of psychology, social work, or marriage, family and child counseling; or

c) Obtained from or sponsored by a local county, state or federal governmental entity.

d) Completed after January 1, 1983.

Note: Authority cited:
Sections 28 and 2930, Business and Professions Code.
Reference: Section 28, Business and Professions Code.

§ 1382.5. Spousal or Partner Abuse Assessment, Detection, and Intervention Strategies Training Requirements.

(a) An applicant for licensure as a psychologist shall complete as a condition of licensure a minimum of six (6) hours of coursework or applied experience in spousal or partner abuse assessment, detection, and intervention strategies. Such coursework or training shall include assessment, detection, and intervention of spousal abuse, the study of physiological, psychological, and sociocultural variables associated with spousal abuse, prevailing treatment models, and the specific ethical and legal issues related to practice in this area.

(b) This requirement shall be met in one of the following ways:

(1) Obtained as part of his or her qualifying graduate degree program. To satisfy this requirement, the applicant shall submit to the Board a written certification from the registrar or training director of the educational institution or program from which the applicant graduated stating that the coursework required by this section is included within the institution’s curriculum required for graduation at the time the applicant graduated, or within the coursework that was completed by the applicant.

(2) Obtained as part of his or her applied experience. Applied experience can be met in any of the following settings: practicum, internship, or formal postdoctoral placement that meets the requirement of section 2911, or other qualifying supervised professional experience. To satisfy this requirement, the applicant shall submit to the board a written certification from the director of training for the program or primary supervisor where the qualifying experience has occurred stating that the training required by this section is included within the applied experience.

(3) By taking a continuing education course that meets the requirements of subdivision (e) or (f) of section 2915 and that qualifies as a continuing education learning activity category specified in paragraph (2) or (3) of subdivision (c) of section 2915. To satisfy this requirement, the applicant shall submit to the board a certification of completion.
All persons applying for a license as a psychologist who began their graduate training on or after January 1, 1995 shall, in addition to all other requirements for licensure, have completed coursework in spousal or partner abuse assessment, detection, and intervention strategies and shall submit documentation thereof to the board. The coursework in spousal or partner abuse assessment, detection, and intervention strategies shall consist of not less than a combined total of two (2) hours focused on this topic. All persons applying for a license as a psychologist who began their graduate training on or after January 1, 2004 shall also meet the above requirement, however, such course shall consist of at least fifteen (15) contact hours.

The coursework shall be:

(a) taken in fulfillment of other educational requirements in the applicant’s graduate and/or doctoral training, or

(b) taken in a separate course approved by the board’s recognized continuing education accrediting agency, or

(c) taken in a separate course provided by a sponsor approved by the American Psychological Association.

(d) completed after January 1, 1995.

An applicant may request an exemption from this requirement if he or she intends to practice in an area that does not include the direct provision of mental health services.

Note: Authority cited: Sections 2914(f) and 2930, Business and Professions Code.
Reference: Section 2914(f), Business and Professions Code.

§ 1382.6. Aging and Long-Term Care Training Requirements.

All persons applying for a license as a psychologist who began their graduate training on or after January 1, 2004, shall, in addition to all other requirements for licensure, have completed coursework in aging and long-term care which shall include but not be limited to the biological, social, and psychological aspects of aging, and shall submit documentation thereof to the board. The coursework in aging and long-term care shall consist of not less than a combined total of ten (10) contact hours focused on this topic.

The coursework shall be:

(a) taken in fulfillment of other educational requirements in the applicant’s graduate and/or doctoral training, or

(b) taken in a separate course approved by the board’s recognized continuing education accrediting agency, or
(c) taken in a separate course provided by a sponsor approved by the American Psychological Association.

(d) completed after January 1, 2004.

Note: Authority cited: Section 2915.5 and 2930, Business and Professions Code.

Reference: Section 2915.5, Business and Professions Code.

CCR, Section 1386, (Evaluation of Education).

The Committee did not discuss this section.

CCR, Section 1387, Supervised Professional Experience (SPE) (2:52:04/3:53:51)

The Committee discussed if the hours of supervision is in addition to the number counted towards SPE.

Dr. Horn stated that based on the feedback from the Stakeholders’ Meetings, there was a lot of confusion regarding how the 10% is counted. Some individuals are interpreting it as 40 hours of work plus 4 hours of supervision which would total to a maximum of 44 hours.

The Committee agreed that supervision should be counted toward SPE and the hours should be capped.

Ms. Cheung stated that, if the hours are stated in increments, it is tricky for staff to differentiate the number of hours of supervision and the number of hours of direct service.

The Committee discussed what would be the best way to calculate hours of supervision and the total number of hours and decided on making a table which would show a range for the number of hours worked and the number of hours of supervision required for each range.

Public Comment: Dr. Immoos from CDCR expressed her satisfaction with the table because it makes it clear.

Ms. Marks asked if removing “face-to-face” would change the quality of supervision. Ms. Marks’ concern was the amount of attention given when using technology versus being face-to-face.

Dr. Horn and Dr. Phillips agreed that if they are primarily post-doctoral hours, face-to-face would not be as important since this would be much later in their training and they have had all their practicum experience and pre-doctoral supervision.
Staff will provide the Committee with how many psychological assistants are working on their pre- and post-doctoral hours.

The Committee’s changes were implemented in the proposed language below:

§ 1387. Supervised Professional Experience (SPE).

This section applies to all trainees, pre- or post-doctoral, who intend accruing for hours of supervised professional experience (SPE) to count toward meeting the licensing/licensure requirements stated in section 2914(ed) of the Business and Professions Code. Those all trainees accruing hours of SPE supervised experience in areas of general applied psychology that do not include direct mental health services must also should refer to section 1387 subdivision (d) for information on establishing an alternate plan for SPE.

(a) SPE is defined as an organized program that consists of a planned, structured and administered sequence of professionally supervised, comprehensive, clinical, applied training experiences. SPE shall have a logical training sequence that builds upon the skills and competencies of trainees to prepare them for the independent practice of psychology once they become licensed. SPE shall include:

SPE shall include (1) socialization into the profession of psychology and shall be augmented by integrated modalities including mentoring, didactic exposure, role-modeling, enactment, observational/vicarious learning, and consultative guidance.

SPE shall include (2) activities which address the integration of psychological concepts and current and evolving competencies, scientific knowledge, principles, and theories to the professional delivery of psychological services to the consumer public.

SPE shall include (3) only the time spent by the trainee engaged in psychological activities that directly serve to prepare the trainee for the independent practice of psychology once licensed. SPE shall not include custodial tasks such as filing, transcribing or other clerical duties.

The term “trainee” as used in these regulations means a psychology trainee working under one of the conditions listed in subsections (a)(1) and (a)(2) of this section.

(ab) Pursuant to section 2914(ed) of the Code, two years of qualifying SPE shall be completed and documented prior to licensure. One year of SPE shall be defined as 1500 hours. At least one year of SPE shall be completed post-doctorally. Each year of SPE shall be completed within a thirty (30) consecutive months period. If both years of SPE (3000 hours) are completed post-doctorally, they shall be completed within a sixty (60) consecutive months period. Upon showing of good cause as determined by the Board, these specified time limitations may be reasonably modified.
(1) Pre-doctoral SPE: Up to 1500 hours of SPE may be accrued pre-doctorally but only after completion of 48 semester/trimester or 72 quarter units of graduate coursework in psychology, not including thesis, internship or dissertation. Pre-doctoral SPE shall may be accrued only as follows:

(A) In a formal internship placement pursuant to section 2911 of the Code, which is accredited by the American Psychological Association (APA), or which is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC) and Registration with the Board is not required. A formal internship placement that actually began prior to January 1, 2007 that meets the membership requirements of, but is not a member of, APPIC or CAPIC will satisfy the requirements of this section; or

(B) As an employee of an exempt setting pursuant to section 2910 of the Code and, Registration with the Board is not required; or

(C) As a psychological assistant pursuant to section 2913 of the Code and, Registration with the Board prior to commencing work is required; or

(D) Pursuant to a Department of Mental Health Waiver (5751.2 Welfare and Institutions Code) for which registration with the board is not required.

(2) Post-doctoral SPE: At least 1500 hours of SPE shall be accrued post-doctorally. "Post-doctorally" means after the date certified as "meeting all the requirements for the doctoral degree" by the Registrar or Dean of the educational institution, or by the Director of Training of the doctoral program. Post-doctoral SPE may be accrued only as follows:

(A) For postdoctoral SPE accrued on or after January 1, 2006, in a formal post-doctoral training placement program pursuant to section 2911 of the Code, which is accredited by the American Psychological Association (APA), or which is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC) and Registration with the Board is not required; or

(B) As a registered psychologist psychology associate pursuant to section 2909.5(d) of the Code and, Registration with the Board prior to commencing work is required; or

(C) As an employee of an exempt setting pursuant to section 2910 of the Code and, Registration with the Board is not required; or

(D) As a psychological assistant pursuant to section 2913 of the Code and, Registration with the Board prior to commencing work is required; or

(E) Pursuant to a Department of Mental Health Waiver (5751.2 Welfare and Institutions Code) for which registration with the board is not required.
(bc) Supervision Requirements:

(1) All SPE must be overseen by a primary supervisor.

(A) All primary supervisors must be licensed psychologists who meet the requirements of section 1387.1(a), except for SPE accrued in areas of general applied psychology, including but not limited to applied psychological research, industrial-organizational psychology, applied developmental psychology or consulting psychology, in which case the primary supervisor may be unlicensed.

If the primary supervisor is unlicensed, the trainee must obtain a co-supervisor who is a licensed psychologist that meets the requirements of section 1387.1(c).

(B) With the exception of psychological assistants who are accruing SPE in private practice settings, the primary supervisor may delegate supervision to other licensed mental health professionals who meet the requirements of section 1387.1(b). If the trainee is accruing SPE as a psychological assistant in a private practice setting, the primary supervisor may not delegate any supervisory responsibilities.

Primary supervisors shall meet the requirements set forth in section 1387.1.

(2) Delegated supervisors shall meet the requirements set forth in section 1387.2.

(23) Trainees shall have no proprietary interest in the business of the primary or delegated supervisor(s) and shall not serve in any capacity which would hold influence over the primary or delegated supervisor(s)' judgment in providing supervision.

(34) Trainees shall be provided with supervision for 10% of the total time. A maximum of 40 hours per week can be credited toward SPE. Time spent in supervision can be counted toward the trainee’s SPE worked each week. At least one (1) hour per week shall be face-to-face, must be in direct, individual supervision with the primary supervisor. Additional supervision can be provided by the primary, delegated, or co-supervisor(s). See table below for supervision requirements.

<table>
<thead>
<tr>
<th>Hours Worked</th>
<th>Within the Hours Worked, Time Spent in Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>1</td>
</tr>
<tr>
<td>11-20</td>
<td>2</td>
</tr>
<tr>
<td>21-30</td>
<td>3</td>
</tr>
<tr>
<td>31-40</td>
<td>4</td>
</tr>
<tr>
<td>Total Countable SPE</td>
<td>40</td>
</tr>
</tbody>
</table>
(5) A maximum of forty-four (44) hours per week will be credited toward meeting the SPE requirement. This shall include the required 10% supervision.

(6) The primary supervisor shall be employed by the same work setting as the trainee and be available to the trainee 100% of the time the trainee is accruing SPE. This availability may be in-person, by telephone, by pager or by other appropriate technology.

(7) Primary supervisors shall ensure that a plan is in place to protect the patient/client in the event a patient/client crisis or emergency occurs during any time the supervisor is not physically present at the established site at which the trainee is working. The primary supervisor shall ensure that the trainee thoroughly understands the plan in the event of a crisis/emergency.

(48) SPE shall not be obtained from supervisors who have received payment, monetary or otherwise, from the trainee for the purpose of providing such supervision. No supervisor shall request, receive, or facilitate the receipt of payment, monetary or otherwise, from the trainee as a condition for the accrual of SPE.

(59) Experience gained while the trainee is functioning under another mental health license shall not be credited toward meeting the SPE requirements for licensure, the psychologist’s license.

(610) Prior to the start of the experience, the primary supervisor and the traineesupervisee shall together prepare an agreement (“Agreement”) that outlines the structure and sequence of the planned program of supervision to accomplish the goals and objectives of the experience. The original agreement shall accompany the application for registration, if any, and identify and shall include at least the following:

- Name, license number and signature of primary supervisor;
- Name and signature of traineesupervisee;
- Statutory authority under which the traineesupervisee will function;
- Start date of the experience and the anticipated completion date;
- Duties to be performed in a sequential structured plan as defined in this section;
- Address of the locations at which the duties will be performed;
- Goals and objectives of the plan for SPE, including how socialization into the profession will be achieved; and
- How and when the supervisor will provide periodic assessments and feedback to the traineesupervisee as to whether or not he or she is performing as expected; and
• Attestation that both the supervisor and trainee have discussed and understand each term of SPE as required in sections 1387, 1387.1, 1387.4, 1387.5 of the Business and Professions Code.

Hours accrued prior to preparing such an agreement result in those hours not counting toward the licensure requirements. Additionally, the agreement shall reflect that both supervisor and supervisee have discussed and understand each term of SPE as required by the California Code of Regulations.

(744) Once the SPE outlined in the Agreement has been completed, the primary supervisor shall submit to the trainee supervisee both the Agreement and a verification of the experience form signed by the primary supervisor under penalty of perjury, in a sealed envelope, signed across the seal by the primary supervisor, for submission to the Board by the trainee supervisee along with his or her application for licensure or registration. The verification shall certify to completion of the hours consistent with the terms of the Agreement, and contain the following information:

• Name and contact information of the trainee
• Name, license number and contact information of the supervisor
• Start and end date of the experience
• Total number of hours per week worked by the trainee
• Total number of supervised hours per week
• Total number of hours being verified

The supervisor must indicate, in his or her best professional judgment, whether the trainee supervisee demonstrated an overall performance at or above the level of competence expected for the supervisee’s level of education, training and experience. When SPE is accrued in a formal pre-doctoral internship or post-doctoral training program, the program’s training director shall be authorized to perform the verification and rating duties of the primary supervisor provided that the internship training director is a licensed psychologist who possesses a valid, active license free of any disciplinary action.

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

(8) The trainee shall maintain a written weekly log of all hours of SPE earned toward licensure, in accordance with section 1387.5.

(9) Failure to comply with the requirements of this section shall be considered unprofessional conduct and may subject the supervisor to disciplinary action.
(c) Delegated Supervision Requirements:

(1) Except as provided in section 1391.5, which regulates the supervision of psychological assistants, primary supervisors may delegate supervision to other qualified psychologists or to other qualified mental health professionals including licensed marriage and family therapists, licensed educational psychologists, licensed clinical social workers and board certified psychiatrists.

(2) The primary supervisor remains responsible for providing the minimum one hour per week of direct, individual face-to-face supervision.

(3) The primary supervisor remains responsible for ensuring compliance with this section.

CCR, Sections 1387.1 & 1387.2, (Qualifications of Primary and Delegated Supervisors).

The Committee did not discuss these sections.

CCR, Section 1387.3, (Non-Mental Health Services).

The Committee did not discuss this section.

CCR, Section 1387.4, (Out-of-State Experience).

The Committee did not discuss this section.

CCR, Section 1387.5, (SPE Log).

The Committee did not discuss this section.

CCR, Sections 1388, 1388.6, 1389, & 1389.1, (Examinations-Waiver/Reconsideration).

The Committee did not discuss these sections.

CCR, Sections 1387.7, 1390, 1390.1, 1390.2, & 1390.3 (Registered Psychologists).

The Committee did not discuss these sections.

CCR, Sections 1387.6, 1391, 1391.1, 1391.2, 1391.3, 1391.4, 1391.5, 1391.6, 1391.7, 1391.8, 1391.10, 1391.11, & 1391.12 (Psychological Assistants).

The Committee did not discuss these sections.

CCR, Section 1392.1, (Psychological Assistant Fees).
The Committee did not discuss this section.

**Agenda Item #9: Recommendations for Agenda Items for Future Licensing Committee Meetings**

Dr. Horn asked the public if there were any recommendations for agenda items for future board meetings.

There were no recommendations from the public.

**Agenda Item #10: Closed Session**

The Committee met in closed session pursuant to Government Code Section 11126(c)(2) to discuss and consider qualifications for licensure.

Meeting adjourned at 2:30 p.m.

**ADJOURNMENT**

The Committee adjourned at 4:00 p.m.

[Signature]

Committee Chair

Date: 10/3/18