

STATE BOARD OF PSYCHOLOGY OF OHIO
SEPTEMBER 27, 2006
APPROVED MEETING MINUTES
RIFFE CENTER, ROOM 1914
COLUMBUS

CURRENT BOARD MEMBERS:

President: Gayle Lanctot—Consumer Advocate Member 2006¹
Secretary: Kathryn R. Shroder, Ph.D.—Licensee Member 2008
Willie Williams, Ph.D.—Licensee Member 2006
Pamela Mattson – Consumer Advocate Organization Representative Member 2007
Kevin Arnold, Ph.D., ABPP – Licensee Member 2008
Michael Distelhorst – Consumer Advocate Member 2008
Julie Harmon, Ph.D. – Licensee Member 2009
Ann Kathleen Burlew, Ph.D. – Licensee Member 2010
Jane Z. Woodrow, Ph.D. – Licensee Member 2010

STAFF PRESENT: Ronald R. Ross, Ph.D., Executive Director; Kelli Coleman DelGuzzo, Investigator; Carolyn Knauss, Investigator

BOARD LEGAL COUNSEL: Roger F. Carroll, Principal Assistant Attorney General (unable to attend secondary to emergency legal needs of another State agency).

VISITORS: David Hayes, Ph.D., President, Ohio Psychological Association (OPA); Michael Ranney, Executive Director, OPA; Glenn Karr, Attorney at Law; Ann Brennan, Ohio School Psychologists Association.

10:40 AM MEETING CALLED TO ORDER by President Lanctot; Dr. Shroder called roll:

Dr. Burlew	Present
Dr. Shroder	Present
Ms. Lanctot	Present
Ms. Mattson	Present
Dr. Arnold	Present
Dr. Woodrow	Absent (scheduled)
Dr. Williams	Present
Dr. Harmon	Present
Mr. Distelhorst	Present

APPROVAL OF MAY 17-18, 2006 MINUTES:

Ms. Lanctot invited discussion about the draft minutes as distributed. Dr. Harmon offered clarification about her statements on page 9 relative to the competence areas approved for inclusion on the 2006 license registration form. She advised the Board that her statements were made to stimulate future discussion about the wording choice for defining cultural competence as “culture-centered services.” Her statements were not intended to downplay the critical importance of “cultural competence” for professional psychologists. Dr. Ross added that Dr. Harmon’s point was taken that way when he drafted the minutes and he apologized for any clumsy recording of her statement. He clarified that he understood Dr. Harmon to be suggesting that the wording choices, organization of the box, and its included areas (techniques and broad areas of competence) receive attention for the 2008 license registration period. There was no discussion or confusion heard from the Board.

¹ Year Board Member term ends

* President votes only to break a tie

Dr. Williams offered a motion to approve the minutes; Dr. Shroder second.

A vote was taken*

Aye: Dr. Burlew; Dr. Shroder; Ms.Mattson; Dr. Arnold; Dr. Harmon; Dr. Williams

Nay: None

Abstain: Mr. Distelhorst

The motion carried.

MEETING SCHEDULE:

Ms. Lanctot asked the Board to consider scheduling of future meetings and to review preferences for a Holiday celebration. After discussion, it was agreed by consensus that the Board would only need one day of its December 6-7, 2006 meeting, and that it would devote December 6, 2006 to a meeting of the Board and a Board/staff lunch to recognize the Holiday season. Dr. Ross asked the Board to tentatively hold December 7 for a few weeks before releasing it. In addition, the board agreed to schedule meetings for Monday March 12, 2007 beginning at 10:30 AM and Friday June 22, 2007 beginning at 10:30 AM. The Board agreed to schedule post-June 2007 meetings on December 6, 2006.

OFFICER ELECTIONS:

Ms. Lanctot opened the floor for nominations for the office of Board President for a term beginning October 5, 2006 and ending October 4, 2007.

Ms. Mattson nominated Dr. Arnold for the office of President; Dr. Williams second.

There were no other nominations for President heard.

A vote was taken:

Aye: Dr. Burlew; Dr. Shroder; Ms.Mattson; Dr. Harmon; Dr. Williams; Mr. Distelhorst

Nay: None

Abstain: Dr. Arnold

The motion carried.

Dr. Arnold received congratulations for his election and applause was heard.

Dr. Harmon then nominated Dr. Shroder to serve another term as the Board Secretary for a term beginning October 5, 2006 and ending October 4, 2007; Dr. Williams second.

There were no other nominations for Secretary.

A vote was taken:

Aye: Dr. Burlew; Ms. Mattson; Dr. Arnold; Dr. Harmon; Dr. Williams; Mr. Distelhorst

Nay: None

Abstain: Dr. Shroder

The motion carried.

Dr. Shroder heard congratulations on her election.

CONSENT AGENDA:

Ms Lanctot invited discussion of items on the Consent Agenda, which included the quarterly Board Budget Report for Review, the quarterly Enforcement Report for review, and the Entrance Examiner's Report for approval as follows:

**ENTRANCE EXAMINER'S REPORT
LICENSURE/REINSTATEMENT/THIRTY-DAY PRACTICE AUTHORIZATION
4/27/2006 THROUGH 9/15/2006**

PSYCHOLOGISTS: Under the respective Ohio Revised Code sections:

4732.12:

Patrick A. Palmieri, Ph.D.	#6227	Issued: 5/15/2006
Thomas William Frazier II, Ph.D.	#6229	Issued: 5/15/2006
Neal F. Kozlowski, Ph.D.	#6230	Issued: 5/15/2006
Daniela Linnebach Burnworth, Ph.D.	#6232	Issued: 5/30/2006
Ivy Ka-Min, Ph.D.	#6233	Issued: 5/30/2006
Alena C. Betton, Ph.D.	#6236	Issued: 5/31/2006
Farshid Afsarifard, Ph.D.	#6237	Issued: 5/31/2006
Jason Alan McCray, Ph.D.	#6238	Issued: 5/31/2006
Patricia Lathrop, Ph.D.	#6239	Issued: 5/31/2006
Leif Hokanson Smith, Psy.D.	#6241	Issued: 6/22/2006
Jarrod M. Leffler, Ph.D.	#6243	Issued: 6/22/2006
Amy Huddleston, Ph.D.	#6244	Issued: 7/10/2006
Tari N. Mellinger, Ph.D.	#6249	Issued: 7/14/2006
Jennifer Dawn Bass, Psy.D.	#6250	Issued: 7/14/2006
Cary N. Wallis, Psy.D.	#6252	Issued: 7/14/2006
Lisa M. Leonard, Psy.D.	#6254	Issued: 7/14/2006
Nicole M. Bing, Psy.D.	#6255	Issued: 7/21/2006
Tanya Maines Brown, Ph.D.	#6256	Issued: 7/21/2006
Erin K. Torson, Ph.D.	#6257	Issued: 7/21/2006
Margaret Mary Richards, Ph.D.	#6259	Issued: 8/16/2006
M. Lorene Sipes, Ph.D.	#6260	Issued: 8/28/2006
Rosemarie Garavalia Kugler, Psy.D.	#6261	Issued: 8/28/2006
Karen Joseph Tien, Ph.D.	#6262	Issued: 8/28/2006
Dryw O. Dworsky, Ph.D.	#6263	Issued: 8/28/2006
Jennifer M. Bradley, Ph.D.	#6264	Issued: 8/30/2006
Penelope Chavez-Frigon, Psy.D.	#6266	Issued: 8/30/2006

Priscilla Kingston, Ph.D.	#6267	Issued: 8/30/2006
Michael Joseph Biscaro, Psy.D.	#6268	Issued: 8/30/2006
Paul Castelino, Ph.D.	#6269	Issued: 9/15/2006
Rachel Burmeister Tangen, Ph.D.	#6270	Issued: 9/15/2006
Wendi Lin Lopez, Psy.D.	#6271	Issued: 9/15/2006
Richard W. Sears, Psy.D.	#6272	Issued: 9/15/2006

4732.15:

Francine M. Roberts, Psy.D.	#6228-Pennsylvania	Issued: 5/15/2006
Julie M. Miller, Ph.D.	#6231-Illinois	Issued: 5/30/2006
Alvin R. Freedman, Ph.D.	#6234-Illinois	Issued: 5/30/2006
Karen L. Burk-Paull, Ph.D.	#6235-Massachusetts	Issued: 5/31/2006
Lacresha D. Kinnebrew, Psy.D.	#6240-Arizona	Issued: 6/22/2006
John Michael Wryobeck, Ph.D.	#6242-Michigan	Issued: 6/22/2006
Martin Meyer, Ph.D.	#6245-Pennsylvania	Issued: 7/10/2006
Gary L. Wolfgang, Ph.D.	#6246-Pennsylvania	Issued: 7/10/2006
Sherry Lynn Addicott, Psy.D.	#6247-Pennsylvania	Issued: 7/10/2006
Michael F. Woodin, Ph.D.	#6248-Indiana	Issued: 7/10/2006
Kimberly A. Brown, Ph.D.	#6251-Maryland	Issued: 7/14/2006
Janell Deanne Giannitelli, Psy.D.	#6253-Kentucky	Issued: 7/14/2006
Richard E.A. Loren, Ph.D.	#6258-North Carolina	Issued: 7/21/2006
Deanna L. Barthlow, Ph.D.	#6265-Indiana	Issued: 8/30/2006

SCHOOL PSYCHOLOGIST:

Lisa Sue Rider Clair, M.Ed	#SP 561	Issued: 7/14/2006
Brenda R. Miller, Ed.S.	#SP 562	Issued: 7/14/2006
Megan Aline Peugeot, Ed.S.	#SP 563	Issued: 7/14/2006

THIRTY-DAY PRACTICE [4732.22(B)]

Robert John McCaffrey, Ph.D.	New York	Issued: 5/23/2006
Lacresha D. Kinnebrew, Psy.D.	Kentucky	Issued: 5/26/2006
Kimberly A. Brown, Ph.D.	Maryland	Issued: 6/5/2006
Kathleen Megan Chard, Ph.D.	Kentucky	Issued: 7/3/2006
Paul C. Larson, Ph.D.	Illinois	Issued: 8/30/2006

There were no motions heard relative to removing any item for placement on the meeting agenda. Relative to the Entrance Examiner's Report, Dr. Burlew announced that she would like the record to reflect her abstention from approving the licensing of Lacresha D. Kinnebrew, Psy.D. Dr. Harmon likewise placed on the record her abstentions from approving the licensing of Michael Joseph Biscaro, Ph.D., Priscilla Kingston, Ph.D., and Neal F. Kozlowski, Ph.D.

Dr. Harmon offered a motion to approve the Consent Agenda with the foregoing abstentions noted; Dr. Shroder second.

A vote was taken:

Aye: Dr. Burlew; Ms. Mattson; Dr. Arnold; Dr. Shroder; Dr. Harmon; Dr. Williams; Mr. Distelhorst

Nay: None

Abstain: As noted above on the Entrance Examiner's report

The motion carried.

EXECUTIVE DIRECTOR'S REPORT

Dr. Ross

Proposed Rule Amendments

Dr. Ross briefly reviewed the process of rule promulgation and rule filing. A formal public hearing shall be held in December 6, 2006, in conjunction with the meeting of the Board scheduled for that day.

Discussion began on the proposed amendment of OAC 4732-17-01 (E) Impaired objectivity and dual relationships (2) Multiple relationships affecting psychologist's judgment. Dr. Ross attempted to clarify, in response to a question from Mr. Karr, that the rule change would become effective and subject to enforcement after JCARR jurisdiction ends and the rule is "final filed." The rule would be set to be effective during Winter or Spring 2007.

Members of the Board engaged in a discussion about the proposed changes and whether the changes reasonably address the concerns raised when the Tenth District Court of Appeals declared the rule impermissibly vague. Mr. Distelhorst explained that there is concern present relative to the difference between a "substantive" vs. "procedural" rule, adding that it would seem that this rule would be applied prospectively and not retroactively. Dr. Ross confirmed that this, too, was his understanding. Mr. Distelhorst added that the Court decision at issue focused on the words "should avoid," while it seems more troubling that the rule contains the word "avoid."

Discussion was heard relative to the prospect of filing this rule for change as recommended by the Executive Director vs. studying the rule and filing a more comprehensive change during 2007. In this context, Dr. Arnold advised the Board that his initial thought was to amend this rule by rooting it in required procedures surrounding documentation of decision-making when a licensee decides to enter into a dual relationship that may not be prohibited.

Dr. Ross clarified that the proposed change recommended would assume that additional study and possible amendments would be done after the rule is again filed and enforceable.

Dr. Williams advised the Board that he was bothered by the attempt to further narrow the rule because of the apparent burdens it would impose on those in small cultural communities, in which linguistic or cultural variables place psychologists and potential clients in very small circles. Discussion about this ensued.

Mr. Distelhorst then turned attention to the fact that the Office of the Attorney General decided on its own accord to turn down the Board's request to appeal the decision in re:

Serednesky to the State Supreme Court. A series of comments were heard consistent with disappointment and confusion over the Tenth District decision, which invalidated OAC 4732-17-01 (E) (2) in the *Serednesky* decision.

Returning to the proposed rule change language at issue, Mr. Distelhorst asked Dr. Ross if Mr. Carroll had provided anything formal in relation to the rule amendment offered to the Board as drafted by Dr. Ross. Dr. Ross explained that Mr. Carroll, as stated on the materials sent to the Board, agreed that the decision seemed to focus on the sentence containing the words "should avoid," and he verbally advised that the proposed amendment was appropriate. Mr. Distelhorst clarified that, should this language go into effect and it is subsequently declared too vague upon another appeal, that the Board would expect an appeal to the Supreme Court (given that Board counsel advised that the change appeared to be constitutional). Dr. Ross clarified that Mr. Carroll was not asked explicitly whether the changes appeared constitutional, but whether they appeared reasonable. Many present agreed that the original rule was not unconstitutional, such that it would be hard to get a formal opinion that any amendment would be a constitutional fix.

Dr. Williams asked the Board whether the proposed change corrects the apparent deficiency identified by the Court. This served as the basis for subsequent discussion about whether to file the change as recommended (to allow essentially temporary enforcement of the new language) or whether to refrain from a change at this stage and file the rule *once* during early to mid-2007.

Dr. Arnold and Harmon and others discussed the role of requiring a written risk assessment in the record, such that licensees would incur the responsibility to document thinking and decision-making in regard to the establishment of certain dual relationships with current and former clients. Discussion involved the need for regulators to be able to apply prevailing standards to various allegations and fact patterns. Mr. Distelhorst stated that there needs to be forewarning that the rule is consistent with an identified standard of the profession that all licensees should know part and parcel of holding the license.

Dr. Ross asked if there was consensus to refrain from the filing the proposed change for review at the December 6, 2006 public hearing and, instead, to file changes to the rule only after additional study. Mr. Distelhorst stated that he does not believe the rule was unconstitutional to begin with and can live with the proposed change. Dr. Arnold stated that he could not vote in favor of the proposed language at this stage, because there are no standards that deal with definitions of "likely" and "reasonably."

Mr. Distelhorst and others discussed how the Board would determine violation of a dual relationships rule without applying prevailing standards to a specific fact pattern. Dr. Arnold again stated that this relates to his desire to require logical and rational documentation. Dr. Harmon replied by stating that codifying a risk assessment is risky, given that there is no accepted professional literature to reference. There was general consensus with the opinion that, in the face of standards that are either emerging or inherently not suitable for specific prohibitions, that psychologists should be required to document their professional judgments, given that dual relationships are frequently prone to be exploitative and harmful. There was also consensus with the opinion that it is neither wise nor possible to list specific prohibited relationships, given the role of

context in every case.

Mr. Distelhorst then made a motion:

Based on the understanding that Board counsel advises that the proposed changes are constitutional, to adopt the proposed changes by filing them and then undertaking study for future changes by a Board committee; Dr. Williams second.

Discussion ensued and Dr. Shroder raised the issue of a risk assessment requirement and Dr. Arnold asked if the motion could be amended to require a report to the Board from a committee for the March 2007 meeting. Discussion followed relative to the fact that there was a motion seconded and a vote was required.

A vote was taken on Mr. Distelhorst's motion:

Aye: Dr. Burlew; Ms. Mattson; Dr. Arnold; Dr. Shroder; Dr. Harmon; Dr. Williams; Mr. Distelhorst

Nay: None

Abstain: None

The motion carried.

Dr. Ross confirmed that the approved motion directed him to file the proposed changes as presented to the Board. He confirmed that the motion passed was contingent on review with Board counsel Mr. Carroll, who would be consulted relative to the issue of rule content and timing of the proposed change. Mr. Distelhorst clarified that the motion was explicitly tied to Mr. Carroll's approval of the concept of making the change and then revisiting the rule for a second filing. Dr. Ross advised that he would meet with Mr. Carroll to assess his understanding of the process and to receive his opinion, such that clarification from Mr. Carroll to avoid the current filing and file only once would make the motion and the vote moot.

Dr. Ross then reviewed the additional proposed changes to OAC 4732-9-01; 4732-9-03; 4732-11-01 (including changes recommended by Drs. Shroder and Woodrow); 4732-11-04; and, 4732-11-05 as amended to include language that the Board shall determine pass points on the EPPP and Praxis-SPSA). The Board also reviewed proposed filing of new rules OAC 4732-9-01.01 and 4732-9-01.02.

Dr. Ross further explained, in a brief interaction with Dr. Hayes (OPA President) that the presence of existing language in OAC 4732-9-03 afforded the Board a longstanding ability to admit applicants to the EPPP prior to completion of the requirements for supervised training. Dr. Ross reminded the Board that the proposed amendments were intended to clarify that the Board would not admit an applicant to the oral examination until the supervised post-doctoral experience was completed, and that by policy clarification the Board should immediately begin admitting applicants to the EPPP upon receipt of a qualifying doctoral degree. There was consensus from the board that the existing rule allows that and has done so since 1980.

The rule package presented for consideration was as follows, including amendment to initial language in OAC 4732-11-01 and 4732-11-05:

4732-9-01 **Requirements for admission to the examination for a psychologist license.**

The requirements for admission to the examination for a psychologist license, which are generally set forth under division (B) of section 4732.10 of the Revised Code, include that the applicant be at least twenty-one years of age and of good moral character. In addition, he/she shall have received from an accredited (see paragraphs (E) and (F) of rule 4732-3-01 of the Administrative Code) educational institution an earned doctoral degree in psychology or school psychology or a doctoral degree deemed by the board to be the equivalent thereof. Pursuant to rule 4732-9-01.01, persons with doctoral degrees in a field other than psychology or school psychology shall be eligible for an equivalent degree review by the board relative to the indicia of equivalence specified in paragraphs (A) through (F) of this rule, if application is made, including evidence of an earned doctoral degree, within three years of the effective date of this rule. In addition, He/she all applicants shall have had at least two years of supervised professional experience in psychological work of a type satisfactory to the board, at least one year of which shall be postdoctoral. With regard to such requirements, the board hereby further prescribes that:

- (A) In order for a doctoral degree completed after September 1, 1982, ~~but before July 15, 2002,~~ in a field other than psychology or school psychology from an educational institution holding full accreditation status at the time the degree was awarded to be deemed equivalent to a doctoral degree in psychology from such an educational institution, such degree shall include only graduate coursework completed prior to award of the doctorate and, in addition, shall:
- (1) Be from a program accredited by the "American Psychological Association, Committee on Accreditation" or listed in the directory "Doctoral Psychology Programs Meeting Designation Criteria" published and/or made available to the public at www.nationalregister.org under the auspices of the "Association of State and provincial Psychology Boards"; or
 - (2) Comply with the following indicia of equivalence:
 - (a) The applicant supplies the board with his/her dissertation title, abstract, bibliography and the names and professional qualifications of the dissertation committee members, at least one of whom must be a psychologist or other qualified faculty member according to criteria available from the board office. The board examiner shall determine whether the dissertation is psychological in nature; and
 - (b) The curriculum shall encompass a minimum of the university's standard of full-time graduate study for three academic years or the equivalent. This curriculum shall involve at least one academic year of full-time enrollment in residence at the university from which the degree was granted. The curriculum shall include credit for at least sixty-three quarter hours or forty-two semester hours of formal graduate study, excluding thesis, dissertation and internship credit, relevant to the study of psychology. At least fourteen quarter hours or nine semester hours shall be taken in the psychology department of the educational institution granting the doctoral degree. Acceptable academic work shall include examination and grading procedures designed to evaluate the degree of mastery of the subject matter by the student. The curriculum shall include instruction in paragraphs (A)(2)(b)(i) to (A)(2)(b)(iv) of this rule, and the applicant's transcript(s) shall include a minimum of five graduate quarter hours or three graduate semester hours in foundation courses providing a broad base of knowledge in each of four of the five substantive content areas named in paragraphs (A)(2)(b)(v) to (A)(2)(b)(ix) of this rule. For courses taken after July 15, 2002, the applicant's transcript(s) shall include five graduate quarter hours or three graduate semester hours in each of the content areas named in paragraphs (A)(2)(b)(i) to (A)(2)(b)(iv) of this rule and must also include five graduate quarter hours or three semester graduate semester hours in each of four of the five substantive content areas named in paragraphs (A)(2)(b)(v) to (A)(2)(b)(ix) of this rule.

- (i) Scientific and professional ethics and standards of psychology
 - (ii) History and systems of psychology
 - (iii) Research design and methodology
 - (iv) Statistics and psychometrics
 - (v) Biological bases of behavior, e.g., physiological psychology, comparative psychology, neuropsychology, sensation and perception, psychopharmacology
 - (vi) Cognitive-affective bases of behavior, e.g., learning, thinking, motivation, emotion, and related higher intellectual functions
 - (vii) Social bases of behavior, e.g., social psychology, theory of group processes, socio-moral development
 - (viii) Individual differences, e.g., personality theory, human development, abnormal psychology, assessment methodology
 - (ix) Industrial/organizational behavior, e.g., personnel training/selection, labor relations, consumer behavior, work motivation, organizational and systems theory; and
- (c) The doctoral program shall include training and experience in applied professional psychology:
- (i) The training shall include didactic and practica experiences in skills related to the professional work such as psychological assessment (use of group and individual psychological tests) and interventional procedures which may include, but not be limited to, counseling and psychotherapy, behavior modification, and psychological consultation. Appropriate training experiences may be considered toward meeting requirements of paragraph (H) of this rule; and
 - (ii) The psychological services offered in these training experiences shall be consistent with guidelines such as those proposed in the "General Guidelines for Providers of Psychological Services" as adopted and published by the "American Psychological Association"; and
- (d) Coursework taken in a department other than the psychology department shall be evaluated by the board examiner to determine whether it is psychological in nature, using the following criteria in such evaluation:
- (i) The content of the course was psychological in nature as evidenced by the course syllabi including textbook(s) with authors, a notarized statement from the professor verifying course content, or a written statement from the professor verifying course content, or a written statement, verifying the psychological content of the course, from the university or college offering the course; and
 - (ii) The instructor of the course was a licensed psychologist or licensed school psychologist, or possessed a diploma from the "American Board of Professional Psychology," or held a doctoral degree from the psychology department or in a school psychology program of an accredited educational institution or could otherwise demonstrate competency in the subject area of the course; or

- (3) Be from a program approved by this board as a specific degree program that is recognized as meeting academic requirements for admission to the examination for a psychologist license. (Information about such programs is available by writing or calling the board office.)
- (B) In order for a doctoral degree awarded on or before September 1, 1982, in a field other than psychology or school psychology from an educational institution holding full accreditation status at the time the degree was awarded to be deemed equivalent to a doctoral degree in psychology from a fully accredited educational institution, the degree shall include only graduate coursework, excluding thesis, dissertation and internship credit, completed prior to award of the doctorate and, in addition, shall:
- (1) Be from a program accredited by the "American Psychological Association, Committee on Accreditation"; or
 - (2) Comply with the following indicia of equivalence:
 - (a) The applicant supplies the board with his/her dissertation title, abstract, bibliography, and the names and professional qualifications of the dissertation committee members. The board examiner shall determine whether the dissertation is psychological in nature; and
 - (b) The applicant's official transcript(s) of graduate credits demonstrates that the applicant achieved, in addition to credit awarded for any internship or thesis or dissertation, ninety quarter hours or sixty semester hours at the graduate level; sixty-three of the quarter hours or forty-two of the semester hours shall consist of courses designated by the educational institution as psychology courses or courses deemed to be equivalent thereto by the board. A course shall be deemed equivalent to a psychology course if:
 - (i) The content of the course was psychological in nature as evidenced by the course syllabi including textbook(s) with authors, a notarized statement from the professor verifying course content, or a written statement, verifying the psychological content of the course, from the university or college offering the course; and
 - (ii) The instructor of the course was a licensed psychological or licensed school psychologist, or possessed a diploma from the "American Board of Professional Psychology," or held a doctoral degree from the psychology department or in a school psychology program of an accredited educational institution, or could otherwise demonstrate competency in the subject area of the course; or
 - (3) Be from a program approved by this board as a specific degree program that was recognized as meeting academic requirements for admission to the examination for a psychologist license. (Information about such programs is available by writing or calling the board office.)
- (C) A doctoral degree in psychology or any other field from an educational institution in the United States holding "candidate for accreditation" status at the time the degree was awarded shall be evaluated for equivalence to a doctoral degree in psychology from an educational institution holding full accreditation status. Any consideration under this paragraph shall be limited to a doctoral degree awarded within six years after the date on which the educational institution achieved "candidate for accreditation" status and awarded within 3 years of the effective date of this rule. ~~A doctoral degree in psychology or any other field from an educational institution outside the United States shall be evaluated for equivalence to a doctoral degree in psychology from a fully accredited educational institution in the United States. In either case, in order to be deemed equivalent, the doctoral degree shall include only graduate coursework, excluding thesis, dissertation and internship credit, completed prior to award of the doctorate.~~

- ~~(1) In the case of a doctoral degree from an educational institution in the United States, any consideration under this paragraph shall be limited to a doctoral degree awarded within six years after the date on which the educational institution achieved "candidate for accreditation" status.~~
- ~~(2) In the case of a doctoral degree from an educational institution outside the United States, the educational institution must be included in one of the following:~~
 - ~~(a) "International Handbook of Universities," published for the "International Association of Universities," by Stockton Press, 345 Park Avenue South—10th floor, New York NY 10010-1707)~~
 - ~~(b) "Commonwealth Universities Yearbook," published for "The Association of Commonwealth Universities," by John Foster House, 36 Gordon Square, London, England WC1H 0PF~~
- ~~(3) In any case, in order to be deemed equivalent, the doctoral degree shall include only graduate course work completed prior to award of the doctorate and, in addition, shall comply with:~~
 - ~~(a) The same indicia of equivalence as described in paragraph (A)(2) of this rule if the doctoral degree was completed after September 1, 1982; or~~
 - ~~(b) The same indicia of equivalence as described in paragraph (B)(2) of this rule if the doctoral degree was completed on or before September 1, 1982.~~
- (D) In order for a doctoral degree completed after September 1, 1982, in a field other than psychology or school psychology from an educational institution holding full accreditation status at the time the degree was awarded to be deemed equivalent to a doctoral degree in school psychology from a fully accredited educational institution, the degree shall include only graduate course work, excluding thesis, dissertation and internship credit, completed prior to award of the doctorate, and, in addition, shall:
 - (1) Be from a program accredited as a school psychology program by the "American Psychological Association, Committee on Accreditation," or be from a school psychology program approved by the "National Council for Accreditation of Teacher Education"; or
 - (2) Comply with the following indicia of equivalence:
 - (a) The applicant supplies the board with his/her dissertation title, abstract, bibliography and the names and professional qualifications of the dissertation committee members. The board examiner shall determine whether the dissertation is school psychological in nature; and
 - (b) The applicant's official transcript(s) of graduate coursework shall demonstrate that the applicant achieved, in addition to credit awarded for any internship or thesis or dissertation, sixty-three quarter hours or forty-two semester hours of formal graduate study relevant to the study of school psychology; and
 - (c) The graduate coursework relevant to the study of school psychology shall include at least three graduate quarter hours or two graduate semester hours in ten of the following eleven areas:
 - (i) Psychology of human development (includes cognitive development and skills)
 - (ii) Psychology of learning
 - (iii) Psychology of personality
 - (iv) Standardized group measurement and evaluation

- (v) Statistics and research design
 - (vi) The psychoeducational evaluation of children using individual testing techniques including practicum experiences
 - (vii) The educational implications and remedial techniques based on psychoeducational evaluation
 - (viii) Counseling and interviewing techniques
 - (ix) Family functioning and therapy
 - (x) Biological bases of behavior, e.g., physiological psychology, comparative psychology, neuropsychology, sensation and perception, psychopharmacology
 - (xi) Ethics of school psychology and laws related to the practice; and
- (d) The coursework relevant to the study of school psychology shall include at least three graduate quarter hours or two graduate semester hours in three of the following five areas:
- (i) The role and function of the school psychologist
 - (ii) Curriculum in the schools
 - (iii) The purposes and organizations of schools
 - (iv) Educational administration
 - (v) Remedial instruction in educational disability; and
- (e) Coursework shall be evaluated by the board examiner to determine whether it is school psychological in nature, using the following criteria in such evaluation:
- (i) The content of the course was school psychological in nature as evidenced by the course syllabi including textbook(s) with authors, a notarized statement from the professor verifying course content, or a written statement, verifying the school psychological content of the course, from the university or college offering the course; and
 - (ii) The instructor of the course was a licensed psychologist or licensed school psychologist or possessed a diploma from the "American Board of Professional Psychology" or held a doctoral degree from the psychology department or in a school psychology program of an accredited educational institution, or could otherwise demonstrate competency in the subject area of the course; and
- (f) The training shall include one academic year of internship training experiences, which total at least nine months' work with a minimum of thirty-five hours per week, or an equivalent amount of experience in part-time work.
- (i) These supervised experiences shall include relevant training in the application of skills related to the specialty of school psychology in areas such as psychological assessment (use of group and individual psychological tests) and interventional procedures which may include, but not be limited to, counseling and psychotherapy, behavior modification, and school psychological consultation; and

- (ii) The psychological services offered in these training experiences shall be consistent with guidelines such as those proposed in the "General Guidelines for Providers of Psychological Services" as adopted and published by the "American Psychological Association"; and
 - (iii) The above internship may be considered toward meeting requirements of paragraph (H) of this rule.
- (E) In order for a doctoral degree completed on or before September 1, 1982, in a field other than psychology or school psychology from an educational institution holding full accreditation status at the time the degree was awarded to be deemed equivalent to a doctoral degree in school psychology from a fully accredited educational institution, the degree shall include only graduate coursework completed prior to award of the doctorate and, in addition, shall:
 - (1) Be from a program accredited as a school psychology program by the "American Psychological Association, Committee on Accreditation," or be from a school psychology program approved by the "National Council for Accreditation of Teacher Education"; or
 - (2) Comply with the following indicia of equivalence:
 - (a) The applicant supplies the board with his/her dissertation title, abstract, bibliography, and the names and professional qualifications of the dissertation committee members. The board examiner shall determine whether the dissertation is psychological in nature; and
 - (b) The applicant's official transcript(s) of graduate coursework shall demonstrate that the applicant achieved, in addition to credit awarded for any internship or thesis or dissertation, ninety quarter hours or sixty semester hours at the graduate level, sixty-three of the quarter hours or forty-two of the semester hours shall consist of courses designated by the educational institution as school psychology courses or courses deemed to be equivalent by the board, and those courses shall include courses in the areas as required in paragraphs (B)(1) and (B)(2) of rule 4732-9-02 of the Administrative Code. A course shall be deemed equivalent to a school psychology course where the applicant demonstrates that it meets the requirements described in paragraph (D)(2)(e) of this rule.
- (F) A doctoral degree in school psychology or any other field from an educational institution holding "candidate for accreditation" status at the time the degree was awarded is evaluated for equivalence to a doctoral degree in school psychology from an educational institution holding full accreditation status. ~~In the case of a degree from an educational institution in the United States, any consideration -~~ Consideration under this paragraph shall be limited to a doctoral degree awarded within six years after the date on which the educational institution achieved "candidate for accreditation" status and awarded within three years of the effective date of this rule. In order to be deemed equivalent, the doctoral degree shall include only graduate coursework completed prior to award of the doctorate and, in addition, shall comply with:
 - (1) The same indicia of equivalence as described in paragraph (D)(2) of this rule if the doctoral degree was completed after September 1, 1982; or
 - (2) The same indicia of equivalence as described in paragraph (E)(2) of this rule if the doctoral degree was completed on or before September 1, 1982.
- (G) Consideration is also given under paragraphs (A) to (F) of this rule for graduate coursework completed or any graduate degree earned at an educational institution during the twenty-four months immediately preceding:

- (1) Accreditation of the educational institution as described in paragraphs (E) and (F) of rule 4732-3-01 of the Administrative Code;
 - (2) Accreditation of the doctoral program by the "American Psychological Association, Committee on Accreditation" or as a school psychology program by the "National Council for Accreditation of Teacher Education"; or
 - (3) The listing of the doctoral program in "Doctoral Psychology Programs Meeting Designation Criteria," published under the auspices of the "Association of State and provincial Psychology Boards."
- (H) The two years of supervised professional experience in psychological work of a type satisfactory to the board, at least one year of which shall be subsequent to attainment of the doctoral degree required by this rule, shall comply with all of the following requirements:
- (1) Psychological training supervision shall provide a sequence of experiences to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skills. These training experiences shall follow appropriate educational preparation, including both didactic and practica coursework.
 - (2) The training experience for the required two years (each to include at least eighteen hundred hours of work in psychology) may occur in more than one setting but must include each year a minimum of fifteen hundred hours in the trainee's applied area(s). In order to qualify for this requirement, the training experience shall follow adequate didactic and practicum preparation.
 - (3) Work in the applied area(s) must include at least three hundred seventy-five hours of the trainee's time in direct client contact for each of the required two years.
 - (4) The professional experience shall come under the supervision of a supervisor who is either:
 - (a) A psychologist or a school psychologist licensed by this board; or
 - (b) A psychologist or a school psychologist licensed by another state, territory, the District of Columbia, or Canada when the supervised experience took/takes place in that other jurisdiction or the psychologist or the school psychologist is/was practicing legally in Ohio; or
 - (c) A person eligible for licensure as a psychologist or a school psychologist:
 - (i) If the person has filed an official application for licensure with the state board of psychology, the application has been approved by the board examiner, passing the oral examination is the only remaining requirement, and the person is under umbrella supervision of an Ohio psychologist or school psychologist;
 - (ii) When the supervisee is/was (during the supervised period):
 - (a) Working in a state with no licensing requirements; or
 - (b) An employee of the federal government and, therefore, exempt from licensing requirements.
 - (5) The individual face-to-face supervision of such professional training experience shall be no less than five per cent of the weekly client contact time and shall meet all the supervision requirements described in rules 4732-13-01, 4732-13-02, 4732-13-03, and 4732-13-04 of the Administrative Code.

- (6) The supervised professional experience shall be such that it occurs in the applied branch of one of the recognized areas of psychology. Teaching and research involving the professional practice of psychology in which client welfare is directly affected shall be acceptable under this rule.
- (a) The teaching of graduate courses and research components at the graduate level should relate to courses or investigations concerning the professional practice of psychology or school psychology. Credit for teaching any one course shall be limited to three terms.
 - (b) The teaching and research components shall not exceed thirty per cent of the required eighteen hundred hours each year.
 - (c) The teaching and research shall not count as a substitute for the direct client contact hours as described in paragraph (H)(3) of this rule.
- (7) Applicants who have fully or partially completed the required two years of supervised professional experience in psychological work of a type satisfactory to the board, prior to April 1, 1991, shall be credited with the time completed as shown on supervisor's notarized statement(s) to the board. Any experience completed after that date shall comply with all other requirements in paragraph (H) of this rule.
- (I) Any professional experience engaged in by an applicant within this state on and after December 1, 1972, during which time he/she either offered or rendered services as a psychologist or otherwise engaged in the practice of psychology for a compensation or other personal gain shall not, unless it comes under one of the exemptions from licensure described in paragraph (B) of rule 4732-5-02 of the Administrative Code, be counted toward fulfillment of the professional experience requirement described in paragraph (H) of this rule.

4732-9-01.01 Accreditation requirements for degrees to be deemed "equivalent" to a doctoral degree in psychology or school psychology.

(A) Persons making application for a license as a psychologist on any date after three years from the effective date of this rule shall not be eligible for an equivalence degree review by the board relative to the indicia of equivalence specified in paragraphs (A) through (F) of rule 4732-9-01. The board further prescribes that for all applications received on any date after three years from the effective date of this rule, in order for a doctoral degree in a field other than psychology or school psychology to be deemed equivalent to a doctoral degree in psychology or school psychology, the degree shall be from:

(1) An educational institution accredited or recognized by a national or regional accrediting agency; and

(2) A doctoral program deemed to be in existence for the purpose of training professional psychologists, as evidenced by the program being, at the time the degree was awarded:

(a) Accredited by the "American Psychological Association, Committee on Accreditation"; or

(b) Listed in the directory "Doctoral Psychology Programs Meeting Designation Criteria" published and/or made available to the public at www.nationalregister.org under the auspices of the "Association of State and Provincial Psychology Boards; or

(c) Accredited by the "Accreditation Panel of the Canadian Psychological Association."

(B) Consideration is also given to those degrees granted within twenty-four months immediately preceding a program earning formal accreditation or designation by one of the bodies listed in section (A) (2) of this rule.

4732-9-01.02 **Requirements for degrees earned from institutions outside of the U.S. or Canada.**

A doctoral degree in psychology or any other field from an educational institution outside the United States or Canada shall be evaluated for equivalence to a doctoral degree in psychology from a fully accredited educational institution in the United States. The board prescribes that for any degree earned from an institution outside of the U.S. or Canada:

(A) The educational institution must be included in one of the following:

(1) "International Handbook of Universities," published for the "International Association of Universities," by Stockton Press, 345 Park Avenue South - 10th floor, New York NY 10010-1707); or

(2) "Commonwealth Universities Yearbook," published for "The Association of Commonwealth Universities," by John Foster House, 36 Gordon Square, London, England WC1H 0PF; and

(B) In addition, the academic transcript underlying the relevant degree shall be translated into English (as applicable) and shall be evaluated by a member organization of the National Association of Credential Evaluation Service (NACES). The degree shall be judged by a NACES member organization to be equivalent to a doctoral degree in psychology or school psychology from a regionally accredited academic institution in the U.S. Candidates can find information about seeking professional credential reviews at www.naces.org and at the board's website www.psychology.ohio.gov. The applicant shall be responsible for all fees associated with said credential review and any required translation deemed necessary by the board to conduct a review of the degree.

(C) Prior to admission to examination, applicants judged to have a qualifying degree pursuant to this rule shall evidence compliance with the same training and experience requirements prescribed in section (H) of rule 4732-9-01, including at least two years of supervised experience of a type satisfactory to the board occurring within the U.S. or Canada.

4732-9-03 **Computation and attainment of experience.**

(A) When the application pertains to licensure as a psychologist, each year of supervised professional experience in psychological work of a type satisfactory to the board, as described in paragraph (H) of rule 4732-9-01 of the Administrative Code, shall include at least eighteen hundred hours of work within one calendar year or at least eighteen hundred hours of part-time work which shall be completed within a period not to exceed three calendar years. In no event shall the applicant receive credit for more than one year of such supervised professional experience for activities performed over any twelve-month period, with forty hours per week being the maximum credited.

(B) When the application pertains to licensure as a school psychologist, each of the four years of required experience, as described in paragraph (C) of rule 4732-9-02 of the Administrative Code, shall include at least nine months' full-time work at thirty-five hours per week or the equivalence of same in part-time work which shall be completed within a period not to exceed three calendar years. The twenty-seven months of full-time experience provided for in division (C)(7) of section 4732.10 of the Revised Code shall be distributed over a period of at least three school years of nine months each. In no event shall the applicant receive credit for more than one year of training or experience for activities performed over any twelve-month period.

- (C) The professional training or experience required of the applicant as a prerequisite to admission to the examination for a psychologist license or to the examination for a school psychologist license shall be completed ~~no later than the last day of the month following the appropriate examination. The term "last day of the month of the appropriate examination" shall include either a written examination or an oral examination or both~~ and deemed satisfactory by the board before the applicant will be scheduled for the administration of the state jurisprudence examination.

4732-11-01 **Licensure examinations.**

- (A) Pursuant to section 4732.11 of the Revised Code examinations ~~will~~ shall be ~~held~~ conducted at least twice annually, in months ~~under rules established~~ prescribed by the board. ~~Announcement of specific dates for written examinations administered by this board will be furnished at least thirty days prior to such examination dates. Specific dates for written and/or oral examinations taken under other circumstances approved by the board may be set on a case by case basis. The board prescribes that applicants for the psychologist license shall evidence passing scores on the Examination for Professional Practice in Psychology (EPPP) and on a state jurisprudence examination administered under the direction of the board. The board prescribes that applicants for the school psychologist license shall evidence passing scores on the Praxis Series School Psychology Specialty Area Examination (Praxis-SPSA) and on a state jurisprudence examination administered under the direction of the board and the school psychology examination committee. The jurisprudence examination required for licensure as a psychologist or school psychologist may be administered orally or in writing. Information about the format and written study materials for the jurisprudence examination are available from the board office, on the board's website www.psychology.ohio.gov, and is provided to applicants.~~

- (B) Upon determination by the examiner that an individual applicant meets the requirements for admission to the appropriate examination, the board shall notify the applicant regarding eligibility for admission to the examination. ~~A permanent examination identification number, which should be retained for later reference purposes, shall be assigned to each candidate admitted to a written examination.~~

- (C) Pursuant to section 4732.12 of the Revised Code the board will review all EPPP and Praxis-SPSA - examination results and thereafter determine whether the applicant ~~should be graded with~~ has earned a passing score. ~~Announcement of The specific formulae for determining passing score(s) established by the board for an examination, and upon recommendation of the school psychology examination committee for a school psychology examination, will be furnished not less than thirty days in advance of the relevant examination date for the EPPP and the Praxis-SPSA and information about the expiration timelines of scores on the Praxis-SPSA are available from the board office and on the board's website www.psychology.ohio.gov.~~

(D)

- (1) Any applicant who fails ~~a part of the~~ an examination for a psychologist or a school psychologist license and wishes thereafter to take a subsequent examination shall be tested in all the subject areas covered by ~~that part of~~ said subsequent examination. ~~However, if an applicant passes any one portion of the examination (objective, essay, or oral), that portion need not be taken again.~~

- (2) Applicants failing an examination may be admitted to a subsequent examination:

- (a) If successful performance on the entire examination could lead to completion of requirements for licensure within the five-year period immediately following the date of original application, as provided for in paragraph (D) of rule 4732-1-02 of the Administrative Code; and

- (b) If the applicant has failed three examinations, he/she has reviewed exam performance with a member of the school psychology examination committee or the board, as appropriate, and has completed the review and/or study prescribed by the board as provided for in section 4732.11 of the Revised Code.
- (E) After successfully completing the appropriate national ~~and/or state~~-written examination, each applicant for a psychologist or school psychologist license must pass ~~an oral~~ a state jurisprudence examination administered under the direction of the board. The ~~oral-state jurisprudence~~ exam may include, but is not limited to:
- (1) The Ohio psychology law (Chapter 4732. of the Revised Code); and/or
 - (2) "Rules Governing Psychologists and School Psychologists," promulgated by the state board of psychology, (rules 4732-1-01 to 4732-21-01 of the Administrative Code); and/or
 - (3) Current ethical principles and other relevant documents of the profession of psychology, as published by the "American Psychological Association" or the "National Association of School Psychologists."
- (F) Any applicant detected in attempting to give or giving or obtaining aid during the examination for a psychologist or a school psychologist license shall be dismissed from the examination with the consequence of an automatic failure on the examination.

4732-11-04 **Subjects for the examination for a psychologist license.**

Pursuant to section 4732.11 of the Revised Code the board hereby prescribes that ~~the subject areas for the examination for a psychologist license may include, but not be limited to, the following theoretical and applied fields~~ candidates for a psychologist license shall evidence a passing score on the Examination for Professional Practice in Psychology (EPPP), owned by the Association of State and Provincial Psychology Boards (ASPPB). Candidates can find information about the content areas covered on the EPPP at www.asppb.org. ASPPB has designated eight content areas for the EPPP, which are subject to change. As such, the EPPP may include, but not be limited to:

- ~~(A) Background knowledge: physiological and comparative psychology, learning, history of psychology, theory and systems, sensation and perception, motivation, social psychology, personality, cognitive processes, developmental psychology, psychopharmacology;~~
- ~~(B) Methodology: research design and interpretation, statistics, test construction and interpretation, scaling;~~
- ~~(C) Clinical psychology: test usage and interpretation, diagnosis, psychopathology, therapy, judgment in clinical situations, and ethics;~~
- ~~(D) Behavior modification: learning, applications;~~
- ~~(E) Other specialties: management consulting, industrial psychology and human engineering, social psychology, counseling and guidance, communications, systems analysis;~~
- ~~(F) Professional conduct, affairs, and professional ethics: interdisciplinary relations, professional conduct, knowledge of professional affairs;~~
- ~~(G) School and educational psychology;~~
- ~~(H) Other recognized topics considered appropriate by the board.~~

(A) Treatment, Intervention, and Prevention;

(B) Ethical/Legal/Professional Issues;

(C) Assessment and Diagnosis;

(D) Cognitive-Affective Bases of Behavior;

(E) Growth and Lifespan Development;

(F) Social and Multicultural Bases of Behavior;

(G) Biological Bases of Behavior;

(H) Research Methods and Statistics.

4732-11-05 **Subjects for the examination for a school psychologist license.**

Pursuant to section 4732.11 of the Revised Code, ~~and upon the recommendations of the school psychology examination committee,~~ the board hereby prescribes ~~the following theoretical and applied fields to serve as the subject areas for the portions of the examination for a school psychologist license administered by this board~~ that candidates for a school psychologist license shall evidence a passing score, as determined by formulae established by the board, on the Praxis series School Psychology Specialty Area Examination (Praxis-SPSA), owned by the Educational Testing Service (ETS). The ETS has designated that the Praxis-SPSA shall assess five content areas in a variety of settings including consultation, assessment, intervention, research, and in-service. Candidates can find information about the Praxis-SPSA at www.ets.org. The examination content areas are subject to change and may include, but not be limited to the following content areas related to the professional practice of school psychology:

~~(A) Child development — concepts and research~~

~~(B) Concepts of counseling and behavior change~~

~~(C) Ethics and law~~

~~(D) Exceptional children and services~~

~~(E) Referral sources (agencies)~~

~~(F) Psychological testing (assessment)~~

~~(G) Remedial strategies (concepts) and technologies~~

~~(H) School curriculum and organization~~

~~(I) Measurement and statistics~~

~~(J) Other recognized topics considered appropriate by the board.~~

(A) Diagnosis and fact finding;

(B) Prevention and intervention;

(C) Applied psychological foundations;

[\(D\) Applied educational foundations](#)

[\(E\) Ethical and legal considerations.](#)

Dr. Harmon offered a motion to direct Dr. Ross to file the rules as presented above; Dr. Arnold second.

A vote was taken:

Aye: Dr. Burlew; Ms. Mattson; Dr. Arnold; Dr. Shroder; Dr. Harmon; Dr. Williams; Mr. Distelhorst

Nay: None

Abstain: None

The motion carried.

License Registration Summary

Dr. Ross referred members and visitors to a document summarizing the current license registration activity. He referenced the fact that there are licensees who have attempted to renew but do not have MCE compliance reported to the Board from OPA-MCE or OSPA-MCE. Dr. Ross also clarified that the Board staff will work with people to afford a fair and timely review of MCE issues for several days following the final renewal deadline of 9/30/2006. He reminded the Board that material must be postmarked by 9/30/2006 and that several days will be reserved to address receipt of materials.

State Auditor Report Summary and Improvement Opportunities

Dr. Ross briefly reviewed a summary that he had prepared serving to acknowledge the recent audit. There were no discussion points raised.

Colleague Assistance Program Development

Dr. Ross reported to the Board that he participated in a conference call with representatives of OPA and the APA's Advisory Committee on Colleague Assistance (ACCA). He asked that the Board consider supporting OPA's development of a program (or participation in a current program) by supporting rule changes that would afford licensees the ability to engage in early identification of impairments and potentially avoid Board license actions if there are no allegations of client harm. He emphasized that ACCA and OPA agreed with him that there is a culture of fear among psychologists, such that seeking help for an impairment is likely to be avoided without clear rules that afford 'safe passage' when client harm is not an issue. Dr. Ross further clarified that the Board should remain assertive when a licensee's impairment is alleged or known to have impaired practice, especially when client harm is at issue. He reported that it

would be wise to support a program that would be framed as a broad program of wellness and early identification so that client harm is avoided and rehabilitation can be sought without inherent Board action.

Dr. Hayes asked if the ball was in OPA's court at this stage and Dr. Ross confirmed that, advising that program funding was apparently the major issue. Dr. Ross said that he and Michael Ranney have discussed seeking seed money from APA and Dr. Arnold stated that he would support an attempt for the Board to participate in funding in the future.

Post-Doctoral Training and Insurance Reimbursement Inquiries

Dr. Ross turned the Board's attention to a letter that he had sent for review, submitted from license Dr. Ken DeLuca to Senator Jeff Armbruster at the Senator's request. Dr. Ross advised the board that approximately four (4) licensees have called over the past few months, all of them advising that there were concerns about continuity of care relative the apparent fact that some third party payors reimburse for services provided by post-doctoral supervisees but have policies prohibiting those same supervisees from being reimburse3d for independent services upon licensure. Most managed care companies require 2-3 years of licensure (independent practice without supervision) before considering the early career psychologist for placement of the "panel."

There was rapid consensus that the issue, while an important professional issue, was not subject to Board action and reflects an issue rooted in insurance policy. Dr. Hayes (OPA) was heard agreeing with the consensus that this was not an issue falling under the Board's purview.

Dr. Ross thanked the Board for their attention to this issue and to his report.

1:35 PM The Board agreed to take a break for 15 minutes, having had lunch during the above portion of public session.

1:50 PM Ms. Lanctot called the meeting back to order and Dr. Shroder called roll:

Dr. Burlew	Present
Dr. Shroder	Present
Ms. Lanctot	Present
Ms. Mattson	Present
Dr. Arnold	Present
Dr. Woodrow	Absent
Dr. Williams	Present
Dr. Harmon	Present
Mr. Distelhorst	Present

1:50 Ms. Lanctot asked for a motion to enter Executive Session.

Dr. Williams moved that the Board enter Executive Session for the purpose of discussing personnel issues and pending legal issues; Ms. Mattson. Dr. Shroder conducted a roll call vote:

Dr. Burlew	Absent temporarily for phone call
Dr. Shroder	Present/Aye
Ms. Lanctot	Present/Aye
Ms. Mattson	Present/Aye
Dr. Arnold	Present/Aye
Dr. Williams	Present/Aye
Dr. Harmon	Present/Aye
Mr. Distelhorst	Present/Aye
Ms. Lanctot	Present/Aye

EXECUTIVE SESSION

Dr. Burlew re-joined the meeting at 1:58 PM.

2:45 PM **PUBLIC SESSION resumed by Ms. Lanctot;** Dr. Shroder called roll:

Dr. Burlew	Present
Dr. Shroder	Present
Ms. Lanctot	Present
Ms. Mattson	Present
Dr. Arnold	Present
Dr. Woodrow	Absent
Dr. Williams	Present
Dr. Harmon	Present
Mr. Distelhorst	Present

Consent Agreement

Dr. Arnold moved that the Board approve the Consent Agreement as presented in Executive Session; Dr. Shroder second.

A vote was taken:

Aye: Dr. Burlew; Ms. Mattson; Dr. Arnold; Dr. Williams; Dr. Shroder; Mr. Distelhorst; Dr. Harmon

Nay: None

Abstain: None

The motion carried. Having been approved and made public, the subject of the Consent Agreement was announced by Ms. Knauss to be Elizabeth Semenchuk, Ph.D.

3:00 PM Ms. Lanctot offered her gratitude to the Board and staff for allowing her to serve as the Board's President and she handed the gavel to Dr. Arnold.

MEETING ADJOURNED BY CONSENSUS.

Minutes respectfully submitted by:

[Signed copy on file at the Board office]

Ronald R. Ross, Ph.D.
Executive Director

Kevin D. Arnold, Ph.D., ABPP
President

Schedule:

December 6, 2006	Meeting of the Board
March 12, 2007	Meeting of the Board
June 22, 2007	Meeting of the Board