

**State of Alaska
Department of Commerce, Community &
Economic Development Division of Corporations,
Business, and Professional Licensing**

**Board of Psychologists & Psychological Associate
Examiners**



Public Meeting Packet

Board Meeting June 1-2, 2023
550 W. 7th Ave., Suite 1550
Anchorage, Alaska

State of Alaska
Department of Commerce, Community &
Economic Development Division of Corporations,
Business, and Professional Licensing

Board of Psychologists & Psychological Associate
Examiners



Roll Call & Ethics

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Board of Psychologists and Psychological Associate Examiners

Name	Appointed	Reappointed	Expires
Gatewood, Bernard (Fairbanks) <small>Public</small>	03/01/2020		03/01/2024
Johnson, Erin (Anchorage) <small>Psychologist</small>	03/01/2019		03/01/2023
McConnell, Bradley (Anchorage) <small>Psychologist</small>	03/01/2020		03/01/2024
Scott, Sherri Lue (Anchorage) <small>Psychological Associate</small>	01/15/2021		03/01/2024
Vacant () <small>Psychologist</small>			03/01/2025

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State of Alaska
DEPARTMENT OF LAW

ETHICS ACT PROCEDURES FOR BOARDS & COMMISSIONS

All board and commission members and staff should be familiar with the Executive Branch Ethics Act procedures outlined below.

Who Is My Designated Ethics Supervisor (DES)?

Every board or commission subject to the Ethics Act¹ has several ethics supervisors designated by statute.

- The chair serves as DES for board or commission members.
- The chair serves as DES for the executive director.
- The executive director serves as DES for the staff.
- The governor is the DES for a chair.²

What Do I Have To Disclose?

The Ethics Act requires members of boards and commissions to disclose:

- Any matter that is a potential conflict of interest with actions that the member may take when serving on the board or commission.
- Any circumstance that may result in a violation of the Ethics Act.
- Any personal or financial interest (or that of an immediate family member) in a state grant, contract, lease or loan that is awarded or administered by the member's board or commission.
- The receipt of certain gifts.

The executive director of the board or commission and its staff, as state employees, must also disclose:

- Compensated outside employment or services.
- Volunteer service, if any compensation, including travel and meals, is paid or there is a potential conflict with state duties.

- For more information regarding the types of matters that may result in violations of the Ethics Act, board or commission members should refer to the guide, *"Ethics Information for Members of Boards and Commissions."* The executive director and staff should refer to the guide, *Ethics Information for Public Employees.* Both guides and disclosure forms may be found on the [Department of Law's ethics website](#).

How Do I Avoid Violations of the Ethics Act?

- Make timely disclosures!
- Follow required procedures!
- Provide all information necessary to a correct evaluation of the matter!³
- When in doubt, disclose and seek advice!
- Follow the advice of your DES!

What Are The Disclosure Procedures for Board and Commission Members?

The procedural requirements for disclosures by members are set out in AS 39.52.220 and 9 AAC 52.120. One goal of these provisions is to help members avoid violations of the Ethics Act. The procedures provide the opportunity for members to seek review of matters in advance of taking action to ensure that actions taken will be consistent with the Act.

Procedure for declaring actual or potential conflicts.

Members must declare potential conflicts and other matters that may violate the Ethics Act **on the public record and in writing to the chair**.

Disclosure on the public record. Members must identify actual and potential conflicts orally at the board or commission's public meeting **in advance** of participating in deliberations or taking any official action on the matter.

- A member must always declare a conflict and may choose to refrain from voting, deliberations or other participation regarding a matter.⁴
- If a member is uncertain whether participation would result in a violation of the Act, the member should disclose the circumstances and seek a determination from the chair.

Disclosure in writing at a public meeting. In addition to an oral disclosure at a board or commission meeting, members' disclosures must be made in writing.

- If the meeting is recorded, a tape or transcript of the meeting is preserved **and** there is a method for identifying the declaration in the record, an oral disclosure may serve as the written disclosure.
- Alternatively, the member must note the disclosure on the Notice of Potential Violation disclosure form and the chair must record the determination.

Confidential disclosure in advance of public meeting. Potential conflicts may be partially addressed in advance of a board or commission's public meeting based on the published meeting agenda or other board or commission activity.

- A member identifying a conflict or potential conflict submits a Notice of Potential Violation to the chair, as DES, in advance of the public meeting.
- This written disclosure is considered confidential.
- The chair may seek advice from the Attorney General.
- The chair makes a written determination, also confidential, whether the disclosed matter represents a conflict that will result in a violation of the Ethics Act if the member participates in official action addressing the matter.⁵
- If so, the chair directs the member to refrain from participating in the matter that is the subject of the disclosure.
- An oral report of the notice of potential violation and the determination that the member must refrain from participating is put on the record at a public meeting.⁶

Determinations at the public meeting. When a potential conflict is declared by a member for the public record, the following procedure must be followed:

- The chair states his or her determination regarding whether the member may participate.
- Any member may then object to the chair's determination.
- If an objection is made, the members present, excluding the member who made the disclosure, vote on the matter.
- *Exception:* A chair's determination that is made consistent with advice provided by the Attorney General may not be overruled.
- If the chair, or the members by majority vote, determines that a violation will exist if the disclosing member continues to participate, the member must refrain from voting, deliberating or participating in the matter.⁷

If the chair identifies a potential conflict, the same procedures are followed. If possible, the chair should forward a confidential written notice of potential violation to the Office of the Governor for a determination in advance of the board or commission meeting. If the declaration is first

made at the public meeting during which the matter will be addressed, the members present, except for the chair, vote on the matter. If a majority determines that a violation of the Ethics Act will occur if the chair continues to participate, the chair shall refrain from voting, deliberating or participating in the matter. A written disclosure or copy of the public record regarding the oral disclosure should be forwarded to the Office of the Governor for review by the chair's DES.

Procedures for Other Member Disclosures

A member's interest in a state grant, contract, lease or loan and receipt of gifts are disclosed by filling out the appropriate disclosure form and submitting the form to the chair for approval. The disclosure forms are found on the [Department of Law's ethics website](#).

What Are The Disclosure Procedures for Executive Directors and Staff?

Ethics disclosures of the executive director or staff are made in writing to the appropriate DES (chair for the executive director and the executive director for staff).

- Disclosure forms are found on the ethics website, noted above.

Notices of Potential Violations. Following receipt of a written notice of potential violation, the DES investigates, if necessary, and makes a written determination whether a violation of the Ethics Act could exist or will occur. A DES may seek advice from the Attorney General. If feasible, the DES shall reassign duties to cure a potential violation or direct divestiture or removal by the employee of the personal or financial interests giving rise to the potential violation.

- These disclosures are not required to be made part of the public record.
- A copy of a determination is provided to the employee.
- Both the notice and determination are confidential.

Other Disclosures. The DES also reviews other ethics disclosures and either approves them or determines what action must be taken to avoid a violation of the Act. In addition to the disclosures of certain gifts and interests in the listed state matters, state employees must disclose all outside employment or services for compensation.

- The DES must provide a copy of an approved disclosure or other determination the employee.

How Are Third Party Reports of Potential Violations or Complaints Handled?

Any person may report a potential violation of the Ethics Act by a board or commission member or its staff to the appropriate DES or file a complaint alleging actual violations with the Attorney General.

- Notices of potential violations and complaints must be submitted in **writing** and **under oath**.
- Notices of potential violations are investigated by the appropriate DES who makes a written determination whether a violation may exist.⁸
- Complaints are addressed by the Attorney General under separate procedures outlined in the Ethics Act.
- **These matters are confidential**, unless the subject waives confidentiality or the matter results in a public accusation.

What Are The Procedures for Quarterly Reports?

Designated ethics supervisors must submit copies of notices of potential violations received and the corresponding determinations to the Attorney General for review by the state ethics attorney as part of the quarterly report required by the Ethics Act.

- Reports are due in April, July, October and January for the preceding quarter.
- A sample report may be found on the Department of Law's ethics website.
- An executive director may file a quarterly report on behalf of the chair and combine it with his or her own report.
- If a board or commission does not meet during a quarter and there is no other reportable activity, the DES advises the Department of Law Ethics Attorney by e-mail at ethicsreporting@alaska.gov and no other report is required.

If the state ethics attorney disagrees with a reported determination, the attorney will advise the DES of that finding. If the ethics attorney finds that there was a violation, the member who committed the violation is not liable if he or she fully disclosed all relevant facts reasonably necessary to the ethics supervisor's or commission's determination and acted consistent with the determination.

How Does A DES or Board or Commission Get Ethics Advice?

A DES or board or commission may make a **written request** to the Attorney General for an opinion regarding the application of the Ethics Act. In practice, the Attorney General, through the state ethics attorney, also provides **advice by phone or e-mail** to designated ethics supervisors, especially when time constraints prevent the preparation of timely written opinions.

- A request for advice and the advisory opinion are confidential.
- The ethics attorney endeavors to provide prompt assistance, although that may not always be possible.
- The DES must make his or her determination addressing the potential violation based on the opinion provided.

It is the obligation of each board or commission member, as well as the staff, to ensure that the public's business is conducted in a manner that is consistent with the standards set out in the Ethics Act. We hope this summary assists you in ensuring that your obligations are met.

¹ The Act covers a board, commission, authority, or board of directors of a public or quasi-public corporation, established by statute in the executive branch of state government.

² The governor has delegated the DES responsibility to Guy Bell, Administrative Director of the Office of the Governor.

³ You may supplement the disclosure form with other written explanation as necessary. Your signature on a disclosure certifies that, to the best of your knowledge, the statements made are true, correct and complete. False statements are punishable.

⁴ In most, but not all, situations, refraining from participation ensures that a violation of the Ethics Act does not occur. Abstention does not cure a conflict with respect to a significant direct personal or financial interest in a state grant, contract, lease or loan because the Ethics Act prohibition applies whether or not the public officer actually takes official action.

⁵ The chair must give a copy of the written determination to the disclosing member. There is a determination form available on the Department of Law's ethics web page. The ethics supervisor may also write a separate memorandum.

⁶ In this manner, a member's detailed personal and financial information may be protected from public disclosure.

⁷ When a matter of particular sensitivity is raised and the ramifications of continuing without an advisory opinion from the Attorney General may affect the validity of the board or commission's action, the members should consider tabling the matter so that an opinion may be obtained.

⁸ The DES provides a copy of the notice to the employee who is the subject of the notice and may seek input from the employee, his or her supervisor and others. The DES may seek advice from the Attorney General. A copy of the DES' written determination is provided to the subject employee and the complaining party. The DES submits a copy of both the notice and the determination to the Attorney General for review as part of the DES' quarterly report. If feasible,

the DES shall reassign duties to cure a potential violation or direct divestiture or removal by the employee of the personal or financial interests giving rise to the potential violation.

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The Attorney General and Department of Law staff may not provide legal advice to private citizens or organizations. Please contact an attorney if you need legal advice. The [Alaska Lawyer Referral Service](#) or your local bar association may be able to assist you in locating a lawyer.

Alaska Department of Law

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Anchorage, AK 99501

attorney.general@alaska.gov

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Ethics Disclosure Form

<p style="text-align: center;">CONFIDENTIAL REQUEST FOR ETHICS DETERMINATION</p>
--

TO: _____, Designated Ethics Supervisor

(Identify Your Department, Agency, Public Corporation, Board, Commission)

I request advice regarding the application of the Executive Branch Ethics Act (AS 39.52.010 - .960) to my situation. The situation involves the following:

I have provided additional information in the attached document(s).

I believe the following provisions of the Ethics Act may apply to my situation:

- AS 39.52.120, Misuse of Official Position
- AS 39.52.130, Improper Gifts
- AS 39.52.140, Improper Use or Disclosure of Information
- AS 39.52.150, Improper Influence in State Grants, Contracts, Leases or Loans
- AS 39.52.160, Improper Representation
- AS 39.52.170, Outside Employment Restricted
- AS 39.52.180, Restrictions on Employment after Leaving State Service
- AS 39.52.190, Aiding a Violation Prohibited

I understand that I should refrain from taking any official action relating to this matter until I receive your advice. If the circumstances I described above may result in a violation of AS 39.52.110 - .190, I intend that this request serve as my disclosure of the matter in accordance with AS 39.52.210 or AS 39.52.220.

I certify to the best of my knowledge that my statement is true, correct, and complete. In addition to any other penalty or punishment that may apply, the submission of a false statement is punishable under AS 11.56.200 - AS 11.56.240.

(Signature)

(Date)

(Printed Name)

(Division, Board, Commission)

(Position Title)

(Location)

Designated Ethics Supervisor: Provide a copy of your written determination to the employee advising whether action is necessary under AS 39.52.210 or AS 39.52.220, and send a copy of the determination and disclosure to the attorney general with your quarterly report.

Ethics Disclosure Form

Receipt of Gift

TO: _____, Designated Ethics Supervisor, _____
(Agency, Public Corporation, Board,
Commission or Council)

This disclosure reports receipt of a gift with value in excess of \$150.00 by me or my immediate family member, as required by AS 39.52.130(b) or (f).

1. Is the gift connected to my position as a state officer, employee or member of a state board or commission?

Yes No

2. Can I take or withhold official action that may affect the person or entity that gave me the gift?

Yes No

(If you answer "No" to both questions, you do not need to report this gift. If the answer to either question is "Yes," or if you are not sure, you must complete this form and provide it to your designated ethics supervisor.)

The gift is _____

Identify gift giver by full name, title, and organization or relationship, if any:

Describe event or occasion when gift was received or other circumstance explaining the reason for the gift:

My estimate of its value is \$ _____ The date of receipt was _____

The gift was received by a member of my family. Who? _____

If you checked "Yes" to question 2 above, explain the official action you may take that affects the giver (attach additional page, if necessary):

I certify to the best of my knowledge that my statement is true, correct, and complete. In addition to any other penalty or punishment that may apply, the submission of a false statement is punishable under AS 11.56.200 - AS 11.56.240.

(Signature)

(Date)

(Printed Name)

(Division)

(Position Title)

(Location)

Ethics Supervisor Determination: Approve Disapproved

Designated Ethics Supervisor*

(Date)

**Designated Ethics Supervisor: Provide a copy of the approval or disapproval to the employee. If action is necessary under AS 39.52.210 or AS 39.52.220, attach a determination stating the reasons and send a copy of the determination and disclosure to the attorney general with your quarterly report.*

State of Alaska
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Board of Psychologists & Psychological Associate
Examiners



Agenda June 1-2, 2023



Board of Psychologists & Psychological Associate Examiners - EXAM Workgroup

Alaska Division of Corporations, Business and Professional Licensing
Jun 1, 2023, at 9:00 AM AKDT to Jun 2, 2023, at 4:30 PM AKDT

550 W. 7th Ave., Suite 1550, Anchorage, AK

Zoom Information: Link -

<https://us02web.zoom.us/j/89040132803?pwd=T1QxbE1ZUEtsM0pOMDNodXF1Z2N0Zz09>

Meeting ID: 890 4013 2803

Passcode: 318626

Agenda – June 1, 2023

1. 9:00 am Roll Call

A. Ethics Disclosure

2. Review/Approve Agenda

3. Review/Approve Minutes

4. Courtesy License Update

5. 9:30 am Division Update

A. Current Fiscal report

6. 10:00 am Investigations Unit

A. Current Investigative Report

B. Review of types of complaints received

7. 11:00 am Public Comment

8. 11:15 am FY2023 Annual Report

9. 12:00 pm Lunch Break

10. 1:00 pm Executive Session - State Law & Ethics Exam (Scoring and revision)

11. 4:30 Recess until 8:30 am 6/2/2023



Board of Psychologists & Psychological Associate Examiners - EXAM Workgroup

Alaska Division of Corporations, Business and Professional Licensing

Jun 1, 2023, at 9:00 AM AKDT to Jun 2, 2023, at 4:30 PM AKDT

550 W. 7th Ave., Suite 1550, Anchorage, AK

Agenda – June 2, 2023

12. 8:30 am Call to order

A. Roll call

13. ASPPB Conference Report

14. 9:00 am EPPP2 Presentation

15. Regulations project(s)

A. Current Project

B. New project(s) {Exam regulations if applicable}

16. 12:00 pm Lunch break

17. 1:00 pm License review/action (if needed)

18. 1:30 pm Administrative Business

A. Schedule Future Meetings

B. New Business/staffing if applicable

19. 2:00 pm Executive Session (State Law & Ethics Exam Revision)

20. 4:30 pm Adjourn

**State of Alaska
Department of Commerce, Community &
Economic Development Division of Corporations,
Business, and Professional Licensing**

**Board of Psychologists & Psychological Associate
Examiners**



**Review/Approval
Previous
Meeting Minutes**



Board of Psychologist and Psychological Associate Examiners

Alaska Division of Corporations, Business and Professional Licensing

DRAFT Minutes - Feb 17, 2023 at 9:00 AM AKST

These draft minutes have been prepared by staff and have not yet been approved by the board.

Attendance

Present:

Members: Dr. Erin Johnson, chair; Bernard Gatewood, Sherri Scott, Dr. Bradley McConnell

Staff: Sara Chambers, DCCED Boards and Regulations Advisor; Melissa Dumas, Administrative Operations Manager; Jasmin Bautista, Investigator; Jenni Summers, Senior Investigator; Logan Bugayong, Licensing Examiner; Jeanne Pace, Program Coordinator

1. Call to Order and Administrative Business

The chair called the roll, and all members were present. Ms. Scott read the board's mission statement.

Motion by Dr. McConnell to approve the agenda, which was seconded by Mr. Gatewood and unanimously approved.

All members said they had no potential ethical conflicts to disclose.

Motion by Mr. Gatewood to approve the draft minutes from February 10-11, 2022; March 2, 2022; March 18, 2022; and December 2, 2022 with minor edits suggested by the chair. Seconded by Ms. Scott and unanimously approved.

The board received an update from Examiner Bugayong on the number of courtesy licenses issued.

Ms. Chambers introduced the division's behavioral health Program Coordinator, Jeanne Pace, who recently joined the team.

2. Investigative Report

Investigator Jasmin Bautista presented the current investigative report showing 12 open cases and 3 closed cases. Since the predominant complaint is about ethical or unprofessional misconduct, Chambers recommended investigators create a list of any ethical issues that are trending. The board may find it beneficial to issue additional communication to licensees to attempt to ward off violations before they happen. Chair Johnson requested this information.

Next steps: Investigator Bautista will provide a list of the types of complaints she is receiving.

3. Division Update

Melissa Dumas, division Administrative Operations Manager, provided the program's latest fiscal report reflecting an ending annual deficit of \$46,153 and cumulative surplus of \$195,997 at the end of

the 2nd Quarter. She also showed the board where to find various reports on the division's reporting web page.

The board took a quick break from 9:50-10:05

4. Administrative Business:

- The board reviewed the FY22 Annual Report, which had been drafted and submitted but never formally approved by the board.

Motion by Ms. Scott to approve with one minor edit, unanimously approved. Ms. Scott will take the lead on the 2023 annual report with Chair Johnson's help.

Next steps:

Chair Johnson will see if she can attend the ASPPB meeting April 27-30 in Denver and let Ms. Chambers know so travel can go through the approval process timely. Ms. Scott indicated she could serve as backup.

5. **Public Comment** was noticed, but no participants joined the meeting.

6. Distance Supervision Discussion

The board discussed the distance supervision requirements in regulation, which has been a topic at the last few board meetings. Chair Johnson summarized that supervisees, supervisors, and clients generally like distance supervision, particularly when it is done well. Concerns remain about ethics complaints and client satisfaction in this space. Dr. McConnell and Chair Johnson reiterated that the data is not available on this information.

Next steps:

- Ms. Scott had assembled information about telesupervision previously and will resend to the board the chart she created.
- Chair Johnson requested that board members log into ASPPB to see what has been updated on this topic since they are collecting data. Ms. Chambers requested that Ms. Pace contact ASPPB to ensure all members could log in and follow up with the board.
- Once she gains access to the ASPPB web site, Chair Johnson said she would find the information and ensure it is sent to board members for review and consideration. She will also ask ASPPB for any complaint/violation data. This will be scheduled for review at the next meeting or at a special meeting.

7. PsyPact:

Ms. Chambers stated that compact legislation is gaining interest among legislators. The board will likely be asked for their opinion on joining PsyPact. McConnell has the PsyPact credential, and he doesn't feel Alaska is appropriate for this kind of teletherapy service because Outside practitioners are unlikely to understand the nuances with rural and Alaska Native populations. He also registered concern that licensees must have obtained their education in an accredited program can qualify, and APU is not accredited. Board members had many outstanding questions about the impact of compact licensing: Will it impact state licensing? Who bears the cost and responsibility for investigation? How do prescription privileges issued in other states impact licensees who practice here?

Next steps: Ms. Chambers offered to gather information and encouraged board members to do the same to prepare for a future meeting. Chambers will reach out to South Carolina and ask why they pulled out of PsyPact. This will be scheduled for review at the next meeting or at a special meeting.

8. Regulations Projects

Regulations Specialist Alison Osborne joined the meeting. She and Ms. Chambers explained the state's new new regulations process.

Ms. Chambers reviewed the courtesy license section. Ms. Scott said ASPPB had equivalency tools available to assist the board in this determination. These are available to board members and staff online.

Motion by Ms. Scott to amend 12 AAC 60.035(c)(4) as shown below. Unanimously approved.

(4) provide verification of a current license in good standing to practice psychology independently in another jurisdiction where the licensing requirements are at least equivalent to those in this state for the scope of practice specified in the application; to meet the requirements of this paragraph, the verification must be sent directly to the department from the licensing jurisdiction and the license must [BE ACTIVE, IN GOOD STANDING, AND] cover the scope of the practice requested for the courtesy license in this state;

The board deliberated the remaining proposed amendments and additions, expressing a desire for all licensees to obtain these specific areas of training by the 2025 renewal, with new and reinstating licensees required to obtain training at their first renewal.

Motion by Mr. Gatewood to approve the following regulations changes to move forward for drafting and Department of Law review. Unanimously approved.

Using the draft presented by the regulations specialist as a working document:

- Update 12 AAC 60.260(b) as presented, including:
- a provision that all licensees must complete the continuing education topics in (b) during the 2023-2025 licensing period and
- including these requirements for anyone who is seeking reinstatement of licensure unless they can prove they have completed these requirements for an Alaska license renewal since 2025
- Update 12 AAC 60.260(c) as presented, deleting (2) and (3).
- Add 12 AAC 60.400 as presented
- Add 12 AAC 60.405 as presented, except removing the word "all" from (2) and rewording or deleting the topic list in (2) to reflect a requirement to gain general competency in teletherapy practice
- Add 12 AAC 60.410 as presented, excluding the advisory section in green.
- Add 12 AAC 60.415 as presented
- Add 12 AAC 60.990 as presented, except remove the term "PC."

9. Administrative Business

Review Correspondence:

The board reviewed correspondence against implementing the EPPP (Part 2) exam.

Next steps:

- Chair Johnson suggested a presentation on the EPPP (Part 2) from ASPPB at a future board meeting and would send Ms. Chambers the name of the person she had in mind.
- Ms. Chambers suggested the board hear the presentation and then form questions for LAW.
- Ms. Scott will send Ms. Chambers some additional information to send out to the board.

Upcoming Board Meetings:

The board identified late May (after the 18th) and mid-to-late August for in-person meetings to review and design the SLEE exam, as well as CE audit materials.

Next steps:

- Staff will poll the board via email to narrow down dates.
- Dr. McConnell will send Ms. Chambers some materials about exam development for distribution to the board.
- Ms. Chambers will see if the division's contract psychometrician is available to help.

Examiner Bugayong stated five people were currently awaiting the state exam. The chair suggested scheduling the next SLEE in March with grading in OnBoard and again in early May before the in-person meeting.

License Review/Actions

The chair reminded board members to review OnBoard applications quickly to avoid delays in licensing. She asked board members to email Ms. Chambers with their best email addresses if they have not been receiving these alerts.

Next steps:

The board determined to vote in OnBoard on the pending three applications no later than Monday. Staff will notice the SLEE for a March date.

10. Grade SLEE Exams

The board graded the SLEE exams.

Next steps:

Mail them back to the Juneau office to Examiner Bugayong's attention. Staff will compile scores and notify the applicants.

Motion by Mr. Gatewood to adjourn. Unanimously approved.

State of Alaska
Department of Commerce, Community &
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Board of Psychologists & Psychological Associate
Examiners



Courtesy License
Compliance Report

Psychologist Courtesy License
Report

Prepared
05/15/2023

License #	Days Practiced	Expiration Date	Public Note	Compliance Notice sent
196881	2 days	6/12/2023	Scope of Practice: Forensic Evaluation	5/15/2023
198461	2 days	8/1/2023	Scope of Practice: Forensic psychological evaluation in a civil case.	5/15/2023
198537	0 days	9/1/2023	Scope of Practice: Family Counseling for Specific Court Case	5/15/2023
199810	14 days	9/6/2023	Scope of Practice: Individual Psychotherapy	N/A
200590	2 days	9/28/2023	Scope of Practice: Forensic Psychological Evaluation for Civil Lawsuit.	5/15/2023
201343	5 days	10/18/2023	Scope of Practice: Psychological Assessment	5/15/2023
202613	No reports submitted	2/22/2024	Scope of practice: Telehealth services for patients who reside in Alaska and have surgical care at Shriners Hospital for Children in Oregon.	5/15/2023
207483	No reports submitted	3/31/2024	Scope of Practice: Time limited teletherapy with one longstanding former patient who moved.	5/15/2023
207401	No reports submitted	4/3/2024	Scope of license: psychotherapy and psychological evaluation	5/15/2023
207353	No reports due at time of report	5/11/2024	Scope of practice: Telehealth services for patient relocationg to Alaska.	N/A

State of Alaska
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Board of Psychologists & Psychological Associate
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Division Update:
A. Current Fiscal
Report

Department of Commerce Community, and Economic Development
Corporations, Business and Professional Licensing

Summary of All Professional Licensing
Schedule of Revenues and Expenditures

Board of Psychologist and Psychological Associate Examiners	FY 16	FY 17	Biennium	FY 18	FY 19	Biennium	FY 20	FY 21	Biennium	FY 22	FY 23 1st - 3rd QTR
	Revenue										
Revenue from License Fees	\$ 33,572	\$ 193,265	\$ 226,837	\$ 17,080	\$ 141,845	\$ 158,925	\$ 35,220	\$ 156,005	\$ 191,225	\$ 33,536	\$ 16,130
General Fund Received	-	-	-	1,017	1,696	2,713	-	-	-	\$ 42,146	\$ -
Allowable Third Party Reimbursements	-	-	-	-	-	-	-	-	-	\$ -	\$ -
TOTAL REVENUE	\$ 33,572	\$ 193,265	\$ 226,837	\$ 18,097	\$ 143,541	\$ 161,638	\$ 35,220	\$ 156,005	\$ 191,225	\$ 75,682	\$ 16,130
Expenditures											
Non Investigation Expenditures											
1000 - Personal Services	30,048	23,347	53,395	37,789	59,421	97,210	59,145	42,686	101,831	41,002	38,755
2000 - Travel	13,089	14,489	27,578	19,445	10,608	30,053	4,819	-	4,819	4,726	5,358
3000 - Services	5,805	3,825	9,630	2,624	3,929	6,553	2,691	2,561	5,252	2,987	958
4000 - Commodities	19	149	168	29	121	150	-	-	-	-	-
5000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-
Total Non-Investigation Expenditures	48,961	41,810	90,771	59,887	74,079	133,966	66,655	45,247	111,902	48,715	45,072
Investigation Expenditures											
1000-Personal Services	7,431	4,707	12,138	12,145	19,534	31,679	20,104	22,311	42,415	31,454	28,969
2000 - Travel	-	-	-	-	-	-	-	-	-	-	-
3023 - Expert Witness	525	-	525	-	-	-	400	400	800	-	-
3088 - Inter-Agency Legal	3,859	-	3,859	-	4,980	4,980	1,303	-	1,303	4,430	682
3094 - Inter-Agency Hearing/Mediation	-	-	-	-	-	-	-	-	-	846	-
3000 - Services other	-	-	-	-	96	96	94	23	117	30	1
4000 - Commodities	-	-	-	-	-	-	-	-	-	-	-
Total Investigation Expenditures	11,815	4,707	16,522	12,145	24,610	36,755	21,901	22,734	44,635	36,760	29,652
Total Direct Expenditures	60,776	46,517	107,293	72,032	98,689	170,721	88,556	67,981	156,537	85,475	74,724
Indirect Expenditures											
Internal Administrative Costs	9,623	9,419	19,042	11,585	16,264	27,849	15,715	13,867	29,582	15,141	11,356
Departmental Costs	7,278	7,761	15,039	9,735	15,719	25,454	11,085	9,751	20,836	11,910	8,933
Statewide Costs	2,812	3,390	6,202	5,580	8,370	13,950	10,441	8,921	19,362	9,107	6,830
Total Indirect Expenditures	19,713	20,570	40,283	26,900	40,353	67,253	37,241	32,539	69,780	36,158	27,119
TOTAL EXPENDITURES	\$ 80,489	\$ 67,087	\$ 147,576	\$ 98,932	\$ 139,042	\$ 237,974	\$ 125,797	\$ 100,520	\$ 226,317	\$ 121,633	\$ 101,843
Cumulative Surplus (Deficit)											
Beginning Cumulative Surplus (Deficit)	\$ 320,268	\$ 273,351		\$ 399,529	\$ 318,694		\$ 323,193	\$ 232,616		\$ 288,101	\$ 242,150
Annual Increase/(Decrease)	(46,917)	126,178		(80,835)	4,499		(90,577)	55,485		(45,951)	(85,713)
Ending Cumulative Surplus (Deficit)	\$ 273,351	\$ 399,529		\$ 318,694	\$ 323,193		\$ 232,616	\$ 288,101		\$ 242,150	\$ 156,437
Statistical Information											
Number of Licenses for Indirect calculation	307	321		290	310		322	405		405	
Additional information:	<ul style="list-style-type: none"> • Fee analysis required if the cumulative is less than zero; fee analysis recommended when the cumulative is less than current year expenditures; no fee increases needed if cumulative is over the current year expenses * • Most recent fee change: Fee reduction FY19 • Annual license fee analysis will include consideration of other factors such as board and licensee input, potential investigation load, court cases, multiple license and fee types under one program, and p 										

Appropriation Name (Ex)	(Multiple Items)
Sub Unit	(All)
PL Task Code	PSY1

Sum of Budgetary Expenditures Object Name (Ex)	Object Type Name (Ex)			Grand Total
	1000 - Personal Services	2000 - Travel	3000 - Services	
1011 - Regular Compensation	35,222.78			35,222.78
1014 - Overtime	105.59			105.59
1016 - Other Premium Pay	6.60			6.60
1023 - Leave Taken	4,755.84			4,755.84
1028 - Alaska Supplemental Benefit	2,461.63			2,461.63
1029 - Public Employee's Retirement System Defined Benefits	3,084.36			3,084.36
1030 - Public Employee's Retirement System Defined Contribution	1,464.96			1,464.96
1034 - Public Employee's Retirement System Defined Cont Health Reim	941.69			941.69
1035 - Public Employee's Retirement Sys Defined Cont Retiree Medical	304.27			304.27
1037 - Public Employee's Retirement Sys Defined Benefit Unfnd Liab	4,147.80			4,147.80
1040 - Group Health Insurance	10,473.64			10,473.64
1042 - Worker's Compensation Insurance	321.44			321.44
1047 - Leave Cash In Employer Charge	787.75			787.75
1048 - Terminal Leave Employer Charge	775.80			775.80
1053 - Medicare Tax	546.98			546.98
1069 - SU Business Leave Bank Contributions	107.73			107.73
1077 - ASEA Legal Trust	37.24			37.24
1079 - ASEA Injury Leave Usage	3.00			3.00
1080 - SU Legal Trst	26.20			26.20
1970 - Personal Services Transfer	2,148.88			2,148.88
2000 - In-State Employee Airfare			520.90	520.90
2001 - In-State Employee Surface Transportation			-	-
2002 - In-State Employee Lodging			390.00	390.00
2003 - In-State Employee Meals and Incidentals			150.00	150.00
2005 - In-State Non-Employee Airfare			295.89	295.89
2007 - In-State Non-Employee Lodging			390.00	390.00
2008 - In-State Non-Employee Meals and Incidentals			150.00	150.00
2009 - In-State Non-Employee Taxable Per Diem			32.00	32.00
2010 - In-State Non-Employee Non-Taxable Reimbursement			61.25	61.25
2012 - Out-State Employee Airfare			1,155.35	1,155.35
2019 - Out-State Non-Employee Lodging			1,699.52	1,699.52
2020 - Out-State Non-Employee Meals and Incidentals			513.50	513.50
3000 - Training/Conferences			315.00	315.00
3045 - Postage			1.20	1.20
3046 - Advertising			245.38	245.38
3085 - Inter-Agency Mail			5.70	5.70
3088 - Inter-Agency Legal			1,074.34	1,074.34
Grand Total	67,724.18	5,358.41	1,641.62	74,724.21

**State of Alaska
Department of Commerce, Community &
Economic Development Division of Corporations,
Business, and Professional Licensing**

**Board of Psychologists & Psychological Associate
Examiners**



Investigations:

A. Investigative Report

B. Review of types of

Complaints



MEMORANDUM

DATE: May 22, 2023
 TO: Board of Psychologist and Psvch Associate
 THRU: Erika Prieksat, Chief Investi *DS JB*
 FROM: Jasmin Bautista, Investigator
 RE: Investigative Report for the June 01, 2023 Meeting

The following information was compiled as an investigative report to the Board for the period of February 25, 2023 thru May 19, 2023; this report includes cases, complaints, and intake matters handled since the last report.

Matters opened by the Paralegals in Anchorage and Juneau, regarding continuing education audits and license action resulting from those matters are covered in this report.

OPEN - 11

<u>Case Number</u>	<u>Violation Type</u>	<u>Case Status</u>	<u>Status Date</u>
PSYCHOLOGICAL ASSOCIATE			
2021-001205	Unethical conduct	Complaint	12/29/2021
PSYCHOLOGIST			
2021-001308	Unethical conduct	Complaint	01/25/2022
2021-001315	Unethical conduct	Complaint	12/20/2021
2022-000048	Standard of care	Complaint	02/02/2022
2022-000141	Unethical conduct	Complaint	02/22/2022
2022-000241	Unethical conduct	Complaint	05/11/2022
2023-000162	Standard of care	Complaint	03/10/2023
2023-000318	Violation of licensing regulation	Complaint	04/21/2023

2018-001129	Violating professional ethics	Investigation	07/13/2021
2020-000175	License application problem	Investigation	06/04/2021
2020-000395	Unethical conduct	Investigation	10/19/2021

Closed - 4

<u>Case #</u>	<u>Violation Type</u>	<u>Case Status</u>	<u>Closed</u>	<u>Closure</u>
PSYCHOLOGIST				
2023-000184	Unprofessional conduct	Closed-Intake	04/19/2023	Incomplete Complaint
2021-000048	Unlicensed practice or activity	Closed-Complaint	04/19/2023	No Action - Lack of Jurisdiction
2022-000058	Unethical conduct	Closed-Complaint	04/19/2023	No Action - Lack of Jurisdiction
2022-000370	Unprofessional conduct	Closed-Complaint	03/28/2023	No Action - No Violation

END OF REPORT

**State of Alaska
Department of Commerce, Community &
Economic Development Division of
Corporations, Business, and Professional
Licensing
Board of Psychologists & Psychological
Associate Examiners**



Public Comment

The board chair shall open public comment. The time allotted for comment will be divided between all individuals signed in to give comment. The group will be told how much time each person will have to speak; board staff will keep track of the time and notify the individual when they need to wrap up their comment(s).

This is not the time for the board to respond to the comments. The board can choose to respond to any comments at the end of the comment period; they can choose to send a letter with their responses to the individual; or they can choose to not respond.

Please be mindful of the time limit so that all who choose to speak will be given the same opportunities.

State of Alaska
Department of Commerce, Community &
Economic Development Division of Corporations,
Business, and Professional Licensing

Board of Psychologists & Psychological Associate
Examiners



Annual Report
Preparation

Department of Commerce, Community
and Economic Development

Division of Corporations, Business
and Professional Licensing

**Board of Psychologists and
Psychological Associate Examiners
Annual Report**

Fiscal Year 2022



Department of Commerce, Community and Economic Development
Division of Corporations, Business and Professional Licensing
P.O. Box 110806
Juneau, Alaska 99811-0806
Email: License@Alaska.Gov

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

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**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Identification of the Board

Board Member	Duty Station	Date Appointed	Term Expires
Dr. Erin Johnson Psychologist, Board Chair	Anchorage	Mar 1, 2019	Mar 1, 2023
Dr. Bradley McConnell Psychologist	Anchorage	Mar 1, 2020	Mar 1, 2024
Sherri Scott Psychological Associate	Anchorage	Jan 15, 2021	Mar 1, 2024
Bernard Gatewood Public Member	Fairbanks	Mar 1, 2020	Mar 1, 2024

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Identification of Staff

Logan Bugayong - Licensing Examiner

Department of Commerce, Community & Economic Development
Division of Corporations, Business and Professional Licensing
P.O. Box 110806
Juneau, Alaska 99811-0806
(907) 465-2550

Lacey Derr - Records & Licensing Supervisor

Department of Commerce, Community & Economic Development
Division of Corporations, Business and Professional Licensing
P.O. Box 110806
Juneau, Alaska 99811-0806
(907) 465-2550

Joshua Hardy & Jasmine Bautista - Investigators

Department of Commerce, Community & Economic Development
Division of Corporations, Business and Professional Licensing
550 West 7th Avenue, Suite 1500
Anchorage, Alaska 99501-3567
(907) 269-8124

Jenni Summers - Senior Investigator

Department of Commerce, Community & Economic Development
Division of Corporations, Business and Professional Licensing
550 West 7th Avenue, Suite 1500
Anchorage, Alaska 99501-3567
(907) 269-8124

Greg Francois - Chief Investigator

Department of Commerce, Community & Economic Development
Division of Corporations, Business and Professional Licensing
550 West 7th Avenue, Suite 1500
Anchorage, Alaska 99501-3567
(907) 269-8124

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Narrative Statement

The FY 2022 report of activities is based on the Board of Psychologist and Psychological Associate Examiners meetings held between July 1, 2021, and June 30, 2022. During that time, the Board held three quarterly meetings on August 19-20, November 4-5, and May 9-10. Additional, urgent-need meetings on December 18, March 2, and March 18.

Accomplishments

The Board continues with the goals of 1) protecting the public, 2) ensuring the public of continued competency of licensed psychology practitioners, 3) ensuring psychological care is offered by professionally qualified persons, and 4) ensuring qualified psychology practitioners are available. The Board has approved applicants for licensure as Psychologists and Psychological Associates, facilitated the State Law and Ethics Exam (SLEE) four times virtually, and monitored continuing education requirements. Several Board members attended the virtual ASPPB annual meeting (October 2021) and the Board Chair attended the mid-year in-person meeting (April 2022) and provided updates to all other Board members. These meetings are no longer offered virtually.

In the past year, the Board has worked collaboratively on several fronts; we have met with representatives of University of Alaska Anchorage's and Alaska Pacific University's doctoral program to address various needs of their doctoral- and master's-level psychology students. We have worked with the Alaska Psychological Association (Alaskan member's guild) and Representative Sponholz's office to ensure HB 276 secured protection of the public while reducing a barrier to maintaining a license in Alaska. The Board also quickly enacted the Military Courtesy License and approved 42 full, temporary, and courtesy licenses.

Challenges

We are seeing an increase in complaints, particularly with unlicensed practice. This put a strain, not only on Board members (with only 4 of the 5 seats filled), but on the Investigators and Licensing Examiners. As is well known, the Boards and Commissions continues to be understaffed, which poses challenges for the Board and the licensees. We appreciate OLE Lacey Derr, who has worked with the Board since 2019. Her historical knowledge continues to prove invaluable.

Ongoing Tasks

While the board is required to meet three times per year, four meetings per year are necessary to adequately address workload. In the coming year, the Board plans to address the challenges to obtaining LPA licensure and updating of the State Law and Ethics Exam (SLEE). The SLEE is administered four times per year and is crucial to ensuring potential practitioners are qualified to provide services and help the Board in its mission to protect the public. Rebuilding the SLEE test bank has been delayed since 2016 due to turnover of Board members, travel restrictions, and the COVID-19 pandemic. Prior to the pandemic, the SLEE was administered face-to-face in Anchorage. Thanks primarily to OLE Lacey Derr, the SLEE has successfully been administered remotely since 2020 significantly reducing a large barrier to licensure.

There are also two primary national trends the Board needs to continue to monitor and address as needed: 1) the additional test added to the national Examination for Professional Practice in Psychology (EPPP Part 2), which has been adopted by seven of 64 jurisdictions in the United States and Canada as of March 2022 and 2) the Psychology Interjurisdictional Company (PSYPACT) regarding telepsychology practice, enacted by 34 states and DC thus far.

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Budget Recommendations for FY 2023

Budget Recommendations section anticipates the board's fiscal priorities for the upcoming year. Please complete all parts of this section with details about anticipated meetings, conferences, memberships, supplies, equipment, to other board requests. Meeting expenses that are being funded through third-party reimbursement or direct booking must be identified separately from expenses paid through license fees (receipt-supported services or RSS). Be sure to explain any items listed as "other" so they may be tracked appropriately.

Board Meeting Date	Location	# Board	# Staff
August, 2022	Anchorage	5	1
<input type="checkbox"/> Airfare:			\$ 600.00
<input type="checkbox"/> Hotel:			\$ 800.00
<input type="checkbox"/> Ground:			\$ 300.00
<input type="checkbox"/> Other:			\$ 430.00
Total Estimated Cost:			\$ 2,130.00

Board Meeting Date	Location	# Board	# Staff
November, 2022	Anchorage	5	1
<input type="checkbox"/> Airfare:			\$ 600.00
<input type="checkbox"/> Hotel:			\$ 800.00
<input type="checkbox"/> Ground:			\$ 300.00
<input type="checkbox"/> Other:			\$ 430.00
Total Estimated Cost:			\$ 2,130.00

Board Meeting Date	Location	# Board	# Staff
February, 2023	Juneau	5	1
<input type="checkbox"/> Airfare:			\$ 1,850.00
<input type="checkbox"/> Hotel:			\$ 2,000.00
<input type="checkbox"/> Ground:			\$ 200.00
<input type="checkbox"/> Other:			\$ 430.00
Total Estimated Cost:			\$ 4,480.00

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Budget Recommendations for FY 2023 (continued)

Budget Recommendations section anticipates the board's fiscal priorities for the upcoming year. Please complete all parts of this section with details about anticipated meetings, conferences, memberships, supplies, equipment, to other board requests. Meeting expenses that are being funded through third-party reimbursement or direct booking must be identified separately from expenses paid through license fees (receipt-supported services or RSS). Be sure to explain any items listed as "other" so they may be tracked appropriately.

Board Meeting Date	Location	# Board	# Staff
May, 2023	Anchorage	5	1
<input checked="" type="checkbox"/> Airfare:			\$ 600.00
<input checked="" type="checkbox"/> Hotel:			\$ 800.00
<input checked="" type="checkbox"/> Ground:			\$ 300.00
<input checked="" type="checkbox"/> Other:			\$ 430.00
Total Estimated Cost:			\$ 2,130.00

Travel Required to Perform Examinations

Not Applicable

Date	Location	# Board	# Staff

Description of meeting and its role in supporting the mission of the Board:

- Airfare:
- Hotel:
- Ground:
- Conference:
- Other:

Total Estimated Cost: \$ 0.00

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Budget Recommendations for FY 2023 (continued)

Out-of-State Meetings and Additional In-State Travel (Rank in order of importance)

#1 Rank in Importance or Not Applicable

Date	Location	# Board	# Staff
October, 2022	National Harbor, MD	1	1

Description of meeting and its role in supporting the mission of the Board:

ASPPB Annual Meeting provides valuable training, resources, and support. Board members have the opportunity to remain informed about key issues relating to licensure, enforcement, ethics, and even Supreme Court decisions that directly impact board functions and responsibilities. Attendance at ASPPB annual and mid-year conferences by as many board members as possible in FY 2023 is important as only one current member has been able to attend an in-person conference.

Expenditure	License Fees (RSS)	Third-Party Reimbursement	Third-Party Direct Booked	Total
<input checked="" type="checkbox"/> Airfare:	\$ 3,000.00	\$ 1,200.00		\$ 4,200.00
<input checked="" type="checkbox"/> Hotel:	\$ 2,600.00	\$ 900.00		\$ 3,500.00
<input checked="" type="checkbox"/> Ground:	\$ 170.00	\$ 170.00		\$ 340.00
<input checked="" type="checkbox"/> Conference:	\$ 500.00	\$ 100.00		\$ 600.00
<input checked="" type="checkbox"/> Other	\$ 500.00	\$ 300.00		\$ 800.00
Describe "Other" (break out all sections): Per Diem				
Net Total:	\$ 6,770.00	\$ 2,670.00	\$ 0.00	\$ 9,440.00

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Budget Recommendations for FY 2023 (continued)

Out-of-State Meetings and Additional In-State Travel

#2 Rank in Importance

Date	Location	# Board	# Staff
March or April 2023	TBD	5	1

Description of meeting and its role in supporting the mission of the Board:

ASPPB Mid-Year Meeting provides valuable training, resources, and support. Board members have the opportunity to remain informed about key issues relating to licensure, enforcement, ethics, and even Supreme Court decisions that directly impact board functions and responsibilities. Attendance at ASPPB annual and mid-year conferences by as many board members as possible in FY 2023 is important as only one current member has been able to attend an in-person conference.

Expenditure	License Fees (RSS)	Third-Party Reimbursement	Third-Party Direct Booked	Total
<input type="checkbox"/> Airfare:	\$ 4,000.00			\$ 4,000.00
<input type="checkbox"/> Hotel:	\$ 3,600.00			\$ 3,600.00
<input type="checkbox"/> Ground:	\$ 170.00			\$ 170.00
<input type="checkbox"/> Conference:	\$ 2,035.00			\$ 2,035.00
<input type="checkbox"/> Other	\$ 500.00			\$ 500.00
Describe "Other" (break out all sections): Per Diem				
Net Total:	\$ 10,305.00	\$ 1,500.00	\$ 0.00	\$ 10,305.00

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Budget Recommendations for FY 2023 (continued)

Out-of-State Meetings and Additional In-State Travel

#3 Rank in Importance

Date	Location	# Board	# Staff
TBD	Anchorage, AK	5	1

Description of meeting and its role in supporting the mission of the Board:

A 2-day work session dedicated to developing test questions for the SLEE test bank, which is an essential board function. Development of the test bank was suspended due to unexpected turnover of the board membership and the COVID-19 pandemic. Work on this project needs to resume in FY 2023.

Expenditure	License Fees (RSS)	Third-Party Reimbursement	Third-Party Direct Booked	Total
<input type="checkbox"/> Airfare:	\$600.00			\$600.00
<input type="checkbox"/> Hotel:	\$800.00			\$800.00
<input type="checkbox"/> Ground:	\$300.00			\$300.00
<input type="checkbox"/> Conference:	\$0.00			\$0.00
<input type="checkbox"/> Other	\$500.00			\$500.00
Describe "Other" (break out all sections): Per Diem				
Net Total:	\$2,200.00	\$ 0.00	\$ 0.00	\$2,200.00

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Budget Recommendations for FY 2023 (continued)

Non-Travel Budget Requests

- Not Applicable Resources Examinations
 Membership Training Other

Product or Service	Provider	Cost Per Event
ASPPB Annual Membership Dues	Psychology Boards (ASPPB)	\$1,100.00

Description of item and its role in supporting the mission of the Board:

Essential to maintain nation's organizational membership and national exam administration.

Non-Travel Budget Requests

- Not Applicable Resources Examinations
 Membership Training Other

Product or Service	Provider	Cost Per Event
Training by ASPPB Lawyer	Alex Siegal, JD, Ph.D	\$3,500.00

Description of item and its role in supporting the mission of the Board:

Given Board turnover, training/consultation provided by ASPPB's legal counsel is warranted to ensure board members put forth appropriate regulations and understand successes and challenges experienced by other jurisdictions.

Summary of FY 2023 Fiscal Requests

Board Meetings and Teleconferences:	\$10,870.00
Travel for Exams:	\$0.00
Out-of-State and Additional In-State Travel:	\$21,945.00
Dues, Memberships, Resources, Training:	\$4,600.00
Total Potential Third-Party Offsets:	- \$ 2,670.00
Other:	\$0.00
Total Requested:	\$34,745.00

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Legislative Recommendations - Proposed Legislation for FY 2023

No Recommendations

The Board has no recommendations for proposed legislation at this time.

Recommendations

The Board has the following recommendations for proposed legislation:

1. Authorization to create license categories/types (e.g., Inactive).
2. Authorization to conduct criminal background checks of applicants.
3. Currently under review by board:
 - a. Examination for Professional Practice in Psychology (EPPP) Part 2: ASPPB has developed a skills-assessment portion of the national exam. Thus far, seven jurisdictions have adopted the EPPP part.
 - b. Psychology Interjurisdictional Compact (PSYPACT): ASPPB has developed an interstate compact that facilitates providing telehealth services across state lines. Participation in PSYPACT will require legislative action. The Board is still considering whether to propose participation in PSYPACT.

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Regulation Recommendations - Proposed Regulations for FY 2023

No Recommendations

The Board has no recommendations for proposed regulations at this time.

Recommendations

The Board has the following recommendations for proposed regulations:

The Board actively reviews and updates regulations as needed.

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Goals and Objectives

Part I

FY 2022's goals and objectives and how they were met:

1. To enforce the Psychology Practice Act by:

- a. **Holding 4 quarterly meetings for FY 2022 and teleconference meetings as deemed necessary.**
The Board held 4 regular meetings in FY 2022. All meetings held a quorum. During regular meetings, the Board evaluated and approved license applications, conducted evaluations, and discussed regulatory changes consistent with the growing and changing needs of the public. Voting on urgent matters continued between meetings.
- b. **Maintaining board activity and involvement in review of investigative matters, regarding the practice of psychology. Maintaining an annual update of the list of expert witnesses that the Division of Corporations, Business and Professional Licensing, Investigative Section, may use for investigative matters.**
The Board received an investigative report during each meeting. The Board assured that the investigator had convenient and timely access to qualified board members to review data collected during the investigative process. The Board is prepared to provide the investigator with appropriate referrals to well-qualified Psychologists, should their expertise be required.
- c. **Requesting that the Division of Corporations, Business and Professional Licensing, Investigative Section, continue to provide statistics reflecting the number of cases investigated, provide a projected cost of those investigations, provide the Department of Law expenses so that the board can be aware of the project expenses, and advised annually of the projected cost with updates given quarterly.**
Communication and cooperation with the Investigations Unit during FY 2022 were positive and productive.
- d. **Adhering to statutes and regulations in awarding licenses to applicants.**
All applications received by the Board were reviewed and addressed, consistent with current statutes and regulations.
- e. **Continue to review AS. 08.86.204 - grounds for imposition of disciplinary sanctions and to recommend statutes or regulations as deemed necessary.**
The Board did not find a need to recommend statutory or regulatory changes related to imposition of disciplinary sanctions during FY 2022.

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Goals and Objectives (continued)

Part I (continued)

FY 2022's goals and objectives and how they were met:

2. To ensure continued competency of licensed psychology professionals by:

- a. **Continuing to review and update as needed regulations regarding continuing education.**
The Board remained updated on potential regulation changes and reviewed the practice of other jurisdictions.
- b. **Continuing to encourage the Alaska Psychological Association (AK-PA) to communicate matters of interest or concern with the board regarding competency, licensing, continuing education or other information relevant to the practice of psychology in the State of Alaska.**
The Board made time at each meeting for public comment and invited an AK-PA representative to attend. In addition, the Board responded positively to AK-PA's requests to be placed on the agenda for engaging in discussions with the Board on matters of mutual interest and concern.

3. To assure the public that persons offering psychological care throughout the State of Alaska are professionally qualified by:

- a. **Reviewing AS 08.86.130 (licensing requirements) and recommend statutory or regulation changes as deemed necessary.**
The Board reviewed AS 08.86.130 and associated regulations on an ongoing basis while reviewing applications for new licenses.
- b. **Maintaining Board knowledge of issues and licensing.**
A representative of the Board attended the ASPPB mid-year and annual meetings and provided information to all Board members.

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Goals and Objectives (continued)

Part II

FY 2023's goals and objectives, and proposed methods to achieve them.

Describe any strengths, weaknesses, opportunities, threats and required resources:

1. To enforce the Psychology Practice Act by:

- a. **Holding 4 quarterly meetings during FY 2022 and additional meetings in response to identified needs.**

Strength: Despite having only four of the five seats filled, the Board continues to hold quorum at quarterly meetings and emergency meets as needed.

- b. **Maintaining board activity and involvement in review of investigative matters regarding the practice of psychology. To maintain an annual update of the list of expert witnesses that the Division of Corporations, Business and Professional Licensing, Investigative Section, may use for investigative matters.**

Strength: Board members and investigators have continued to work together to complete reviews and resolve complaints.

- c. **Requesting that the Division of Corporations, Business and Professional Licensing, Investigative Section, continued to provide statistics reflecting the number of cases investigated, provide a projected cost of those investigations, provide the Department of Law expenses so that the board can be aware of the project expenses, and advised annually of the projected cost with updates given quarterly.**

Strength: The Division has been consistently supportive and has always provided the information necessary for the Board to carry out its duties.

- d. **Adhering to statutes and regulations in awarding licenses to applicants.**

Strength: The Board members have processed all applications, including the new Emergency Courtesy Licenses, promptly and in accordance with statute and regulation. There is every reason to believe this will continue into FY 2023.

- e. **Continuing to review AS. 08.86.204 - grounds for imposition of disciplinary sanctions and to recommend statutes or regulations as deemed necessary.**

Area of progress and growth for FY 2023: Reading law and regulation is a technical skill that comes with training and experience. It is imperative that as many board members as possible and the licensing examiner attend both the ASPPB Annual and Midyear conferences in FY 2023.

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Goals and Objectives (continued)

Part II (continued)

FY 2023's goals and objectives, and proposed methods to achieve them.

Describe any strengths, weaknesses, opportunities, threats and required resources:

2. To ensure continued competency of licensed psychology professionals by:

a. Continuing to review and update as needed regulations regarding continuing education.

Area of progress and growth for FY 2023: Reading law and regulation is a technical skill that comes with training and experience. It is imperative that as many Board members as possible and the licensing examiner attend both the ASPPB Annual and Midyear conferences in FY 2023.

b. Continuing to encourage the Alaska Psychological Association (AK-PA) to communicate matters of interest or concern with the board regarding competency, licensing, continuing education or other information relevant to the practice of psychology in the State of Alaska.

Strength: The Board has been and will continue to build a healthy and appropriate relationship with AK-PA.

c. Hold a two-day in-person work session in FY 2022 dedicated to improving and adding to the test bank of questions for the State Law and Ethics Exam (SLEE).

Area of Growth: Project to be started in FY2023.

3. To assure the public that persons offering psychological care throughout the State of Alaska are professionally qualified by:

a. Reviewing AS 08.86.130 (licensing requirements) and recommend statutory or regulation changes as deemed necessary.

Area of progress and growth for FY 2023: Reading law and regulation is a technical skill that comes with training and experience. It is imperative that as many Board members as possible and the licensing examiner attend both the ASPPB Annual and Midyear conferences in FY 2023.

b. Maintaining Board knowledge of issues and licensing.

Area of progress and growth for FY 2023: Reading law and regulation is a technical skill that comes with training and experience. It is imperative that as many Board members as possible and the licensing examiner attend both the ASPPB Annual and Midyear conferences in FY 2023.

**Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report**

Goals and Objectives (continued)

Part II (continued)

FY 2023's goals and objectives, and proposed methods to achieve them.

Describe any strengths, weaknesses, opportunities, threats and required resources:

4. To promote high professional standards of psychology practice by:

a. **Assessing the impact of continuing education requirements for the license renewal process.**
This work is ongoing and is generally a part of the discussions in every meeting.

b. **Educating the public regarding the practice of psychology and the purpose of the board by:**
- Advertising meetings of the board.
- Including public comment on agendas at the board meetings.
- Holding public hearings to consider regulatory changes.
- Ensuring the board complies with all statutes and regulations regarding public comment.
All meetings of the board are publicly noticed according to law. Time for public comment is included on the agenda in every meeting.

c. **Maintaining good relations and appropriate distinctions between the State Medical Board, Board of Clinical Social Work Examiners, the Board of Marital and Family Therapy, the Board of Professional Counselors, and other boards as appropriate; to work on areas of mutual interest by participating in joint meetings as appropriate.**
Previous and current Board chairs, as well as the OLE, participated in the weekly/bi-weekly board chair meetings of medical and health related board as part of the administration's response to the pandemic.

d. **Maintaining good relations and ongoing communications with the legislative, executive, and judicial branches of the State of Alaska government.**
Board members met several times with members of the Labor and Commerce Committee to address HB276.

Board of Psychologists and Psychological Associate Examiners
FY 2022 Annual Report

Sunset Audit Recommendations

Date of Last Legislative Audit: 07/15/2021

Board Sunset Date: 06/30/2028

Audit Recommendation:

The Division of Corporations, Businesses, and Professional Licensing in consultation with the Board, should reduce fees.

Action Taken:

The Board has implemented a fee reduction for psychologists and psychological associates effective in the next renewal period - July 1, 2019.

Next Steps:

Continue evaluating fees and budget surplus to maintain fees at an appropriate level.

Completed: No Yes

If yes, date completed: 07/01/2019

Audit Recommendation:

The Division of Corporations, Business, and Professional Licensing's Director should develop a procedure to ensure courtesy licenses comply with monthly reporting requirements.

Action Taken:

Improved reporting and tracking procedures have been implemented.

Next Steps:

Maintain Compliance.

Completed: Yes

If yes, date completed: 09/15/2017

**State of Alaska
Department of Commerce, Community &
Economic Development Division of Corporations,
Business, and Professional Licensing**

**Board of Psychologists & Psychological Associate
Examiners**



**Executive Session
State Law & Ethics Exam
(Scoring & Revision)**

**The board will take no
further action and will
recess until 8:30 am
6/2/2023 at approximately
4:30 pm.**

EXECUTIVE SESSION MOTION

I, _____, move that the Alaska State Board of Psychologists & Psychological Associate Examiners enter into executive session in accordance with AS 44.62.310(c), and Alaska Constitutional Right to Privacy Provisions, for the purpose of discussing _____

Board staff member(s) _____ to remain during the session.

Off record: _____
On record: _____

Authority: AS 44.62.310(c), Government meetings public

The following subjects may be considered in executive session:

- matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the public entity;
- **subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion;**
- **matters which by law, municipal charter, or ordinance are required to be confidential;**
- matters involving consideration of government records that by law are not subject to public disclosure.

State of Alaska
Department of Commerce, Community &
Economic Development Division of Corporations,
Business, and Professional Licensing

Board of Psychologists & Psychological Associate
Examiners



Roll Call 6/2/2023
8:30 am

[f](#) [t](#) [i](#) [..](#) STATUS OF THE FLAG

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MIKE DUNLEAVY

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Board of Psychologists and Psychological Associate Examiners

Name	Appointed	Reappointed	Expires
Gatewood, Bernard (Fairbanks) <small>Public</small>	03/01/2020		03/01/2024
Johnson, Erin (Anchorage) <small>Psychologist</small>	03/01/2019		03/01/2023
McConnell, Bradley (Anchorage) <small>Psychologist</small>	03/01/2020		03/01/2024
Scott, Sherri Lue (Anchorage) <small>Psychological Associate</small>	01/15/2021		03/01/2024
Vacant () <small>Psychologist</small>			03/01/2025

[Board Fact Sheet](#)

MORE INFORMATION

BOARDS AND COMMISSIONS

ACTIVE BOARDS & COMMISSIONS

APPLY FOR A BOARD APPOINTMENT

CURRENT VACANCIES

RESOURCES



**State of Alaska
Department of Commerce, Community &
Economic Development Division of Corporations,
Business, and Professional Licensing**

**Board of Psychologists & Psychological Associate
Examiners**



ASPPB Conference Report

**State of Alaska
Department of Commerce, Community &
Economic Development Division of Corporations,
Business, and Professional Licensing**

**Board of Psychologists & Psychological Associate
Examiners**



EPPP2 Presentation

ASPPB Staff



ASPPB

Association of State and
Provincial Psychology Boards

Supporting member jurisdictions in fulfilling their responsibility of public protection

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Frequently Asked Questions about the EPPP

General Topic:

Why do licensing boards need to assess competency?

It is the duty of licensing boards to protect the public by making all efforts to ensure those who practice psychology are competent to do so. The public expects this of the healthcare professions and believes that it is being done. Assessing candidates is not a “hoop” or punitive action for potential licensees. A great deal of thought goes into requirements for licensure and the required assessment of these requirements. ASPPB has spent more than 15 years evaluating the need and methods to assess competency, and the revised EPPP is an effective method to accomplish this goal.

Is there a need for skills assessment as part of licensure requirements?

Yes. The EPPP has historically been a foundational knowledge exam and has been criticized for not being a skills-focused exam. Although many other healthcare professions have moved toward competency exams, psychology has been an outlier in not having a standardized competency exam. This has posed problems for licensing boards because skills assessment was left to individual boards. As each licensing authority now assesses skills differently, this introduces variability in how candidates are assessed. The most common techniques used by licensing boards are counting supervised practice hours, using letters of recommendations, and administering oral examinations. All these methods have known reliability problems. The EPPP (Parts 1 and 2) provides a universal, standardized, objective, and reliable tool for regulators to ensure that their candidates demonstrate competency.

The need for competency assessment has been noted in the literature for many years as well. Rodolfa, Ko, and Petersen (2004) reported that Training Directors agreed that a significant majority of candidates were not ready for practice upon receipt of the degree. The authors further noted that Training Directors believed that approximately 3,400 hours of supervised experience were needed for licensure. Yet, many states have eliminated the post-doctoral training requirement. Another study revealed that 77% of psychology students reported competency problems among their peers (Furr & Brown-Rice, 2017). APPIC has also reported increasing consultation requests from members for competency concerns for three straight years.

How has the EPPP been revised?

The EPPP was revised to transition from a foundational knowledge-focused examination to a fuller measure of competency (both knowledge and skills). Until recently, the EPPP focused on assessing knowledge [EPPP (Part 1-Knowledge)]. The EPPP now includes the EPPP (Part 1-Knowledge) and the EPPP (Part 2-Skills) as a comprehensive competency assessment that allows licensing authorities to evaluate both foundational knowledge and practical skills.

Why did ASPPB decide to revise the EPPP to include an applied skills portion?

ASPPB's primary mission is to support American and Canadian psychology licensing boards in meeting their mandate of public protection. Licensing boards have the responsibility of ensuring that the professionals they license are competent to practice. Competence is defined as the integrated and consistent use of the knowledge, skills, attitudes, and values of the profession. The membership of ASPPB supported a revision to the EPPP that would further enhance their ability to evaluate candidate readiness to enter into independent practice. With this revision of the EPPP, licensing boards have available to them an examination that will offer a standardized, reliable, valid, and legally defensible method of assessing both the knowledge and the applied skills necessary for independent practice.

Why not just require that candidates graduate from an accredited educational program?

Accreditation is valuable and provides a level of assurance that the training program in psychology has met certain standards. Evaluation for licensure must ensure that training in psychology and the degree conferred are acceptable for licensure, and *also* that the candidate for licensure possesses the necessary knowledge and skills for practice in the profession. Thus, accreditation is a **program** review, whereas evaluation for licensure is an **individual** review. The EPPP adds to the tools used to assess the *individuals* who are applying to practice psychology independently. Although program accreditation might ensure that educational requirements for licensure were met by individuals, licensing boards must be able to ensure that each individual also meets a standard level of knowledge attainment and skills that makes them able to practice without supervision.

Is the EPPP (Part 2-Skills) valid and reliable?

The EPPP (Part 2-Skills) was developed using the same methodology as the EPPP (Part 1-Knowledge), and this methodology complies with the guidelines outlined in the *Standards for Educational and Psychological Testing* (2014). The development process was extensive and is ongoing. This work has included hundreds of Subject Matter Experts (licensed psychologists) throughout the development process. Some of the processes that help support the validation include: two Job Task Analyses that surveyed thousands of licensed psychologists for refinement of the test specifications, multiple levels of item review, ongoing statistical analysis at the item level and the exam level, and a Standard Setting process to develop an empirically derived pass point.

ASPPB stands by the process used to establish a fair and valid examination. A more thorough discussion about the validity of the EPPP is provided later in this document.

The need for mental health providers is great. Will a two-part examination create barriers to licensure?

There is a recognized shortage of health care providers, and ASPPB is committed to supporting an accessible, navigable, and efficient path to licensure for all qualified candidates. Although such services are needed, it is important to also recognize that these services must be delivered by individuals who have demonstrated their competence in the knowledge and skills needed to practice.

Prior to the development of the EPPP (Part 2- Skills), numerous jurisdictions had created their own versions of skills exams or employed oral exams in an effort to evaluate skills. The cost of jurisdictional-level skills assessment is very high, and oral exams tend to be more subjective and are subject to legal challenges. The EPPP (Part 2-Skills) provides for a standardized assessment of skills across jurisdictions that meets credentialing/licensing industry standards. It is expected to *replace* these current steps to licensure, *not* add to them. Nevada, for example, eliminated a state-specific skills exam by replacing it with the EPPP (Part 2-Skills).

Additionally, ASPPB recommends that the timing of the EPPP (Part 1 Knowledge) be shifted to the point of knowledge acquisition: when all foundational coursework is completed and prior to or during internship. This has some advantages in that pass rates tend to be higher at this point in training, and this eliminates delays at the culminating point of licensure.

Candidate-related Topic:

What does this mean for taking the EPPP in my jurisdiction?

Jurisdictions have gradually adopted the revised EPPP whereas some jurisdictions continue to require only the EPPP (Part 1-Knowledge). You can find a list of jurisdictions that are presently using both parts of the EPPP here:

<https://www.asppb.net/page/EPPPPart2-Skills>

Beginning in January 2026 all jurisdictions that require the EPPP will use the updated version which includes both a knowledge portion and a skills portion.

What is the process for taking each part of the exam?

In order to take the EPPP, an individual must be a candidate for licensure in one of the 65 ASPPB member jurisdictions. This means that one must apply for a Psychologist license in the State, Province, or Territory where that person wishes to practice. The licensing authority determines if the candidate meets the requirements for licensure in that jurisdiction and will approve the candidate to take the EPPP.

Once approved, candidates will receive an email notification that will allow them to register online for the EPPP (Part 1-Knowledge). Candidates may register and schedule testing at one of many Pearson testing centers located in the US and Canada. In jurisdictions that require the EPPP (Part 2-Skills), candidates may take the skills portion *only* after they have passed the EPPP (Part 1-Knowledge). If both parts are required for licensure, the candidate must pass both parts to pass the EPPP. See the Candidate Handbook for more complete details:

<https://www.asppb.net/page/CandHandbook>

What does the EPPP (Part 2-Skills) look like?

The EPPP (Part 2-Skills) is designed to assess a candidate's ability to demonstrate what should be done in practice settings. In the simplest terms, questions focus on what psychologists should *do* in a real-world context. This part of the exam contains 170 questions - 130 of these questions are included in the exam score and 40 questions are "pretest" questions that are being statistically evaluated prior to their use on subsequent versions of the exam. The item types include traditional multiple choice (3 options), scenarios with multiple parts, animations, exhibits, "point and click" items, and items with multiple correct responses.

Sample items can be viewed on the ASPPB website. <https://www.asppb.net/page/EPPPPart2-Skills>. Additionally, candidates who have registered to take the exam may take a Sample Exam online or in testing center to familiarize themselves with the format and item types, similarly as taking a Practice Test for the EPPP Part 1.

Is the EPPP (Part 2-Skills) just for Health Service Psychologists or is it for all psychology service providers?

The EPPP (Part 2-Skills), like the EPPP (Part 1-Knowledge), is for all psychology service providers (i.e., Health Service Psychologists and General Applied Psychologists) who must be licensed to practice independently as psychologists.

Is the EPPP (Part 2-Skills) also for those taking the examination under a master's license requirement?

Yes, just as jurisdictions have used the EPPP (Part 1-Knowledge) as a requirement for licensure regardless of degree level, the EPPP (Part 2-Skills) is being used for that purpose as well.

Will the EPPP (Part 2-Skills) be required for individuals who are already licensed psychologists?

No. ASPPB has recommended that Individuals who were licensed in their jurisdiction before the EPPP (Part 2-Skills) is required should not be required to take it.

Please note that although ASPPB does not expect any jurisdictions to require the EPPP (Part 2- Skills) in this circumstance, jurisdictions have the authority to determine their own requirements for licensure.

Will the EPPP (Part 2-Skills) be required for people who are licensed but apply for a license in a jurisdiction that requires both parts?

When a licensed person is seeking licensure in another jurisdiction (Licensure by Endorsement), they may be required to take the EPPP (Part 2-Skills) in the new jurisdiction. The decision on such a requirement is up to the licensing board in the new jurisdiction.

ASPPB has recommended that jurisdictions that presently require both parts of the exam only require licensees by endorsement to take the EPPP (Part 2-Skills) if those individuals were initially licensed *after* the receiving jurisdiction required candidates to pass both parts of the exam. However, individual jurisdictions may have rules that require all applicants to follow the same process. Candidates must check with the jurisdiction in question to understand the requirements.

Why would taking the EPPP (Part 1-Knowledge) after completion of graduate coursework be a good idea?

When moving to a two-part examination model, it makes the most sense to assess foundational knowledge near to the point of acquisition and skills at the point of licensure (after all supervised training hours have been completed). This is the sequence used in other health care professions. Here are a few important points to understand:

- ASPPB data indicate that pass rates are higher the closer a candidate is to completed coursework. Licensure for psychologists is general, and the EPPP assesses global knowledge. People tend to become more specialized as they move from completed coursework to practice, and acquired general knowledge of psychology may not be as fresh. It is therefore to a candidate's benefit to take the EPPP (Part 1-Knowledge) earlier if possible.
- This should reduce reliance on expensive third-party test preparation programs. Taking the EPPP (Part 1-Knowledge) shortly after that information has recently been learned should reduce the need to prepare to the same extent as is often done by candidates under the current model.

- Taking the EPPP (Part 1-Knowledge) once coursework has been completed allows the candidate who does not pass to assess their knowledge and remediate any deficiencies much earlier in the process, and when the candidate has the greatest access to educational remediation resources.

Ultimately, early admittance for the EPPP (Part 1-Knowledge) allows for a more streamlined process to licensure, provides earlier feedback, requires less preparation time, should reduce reliance on expensive test preparation materials, and would likely result in fewer retakes of the exam.

What is the cost of the EPPP?

The ASPPB Board of Directors has set the following fee schedule:

- The EPPP (Part 1-Knowledge) \$600.00 USD per sitting.
- The EPPP (Part 2-Skills) \$300.00 USD per sitting until 08/15/2023.
- The EPPP (Part 2-Skills) \$450.00 USD per sitting after 08/15/2023.

Do candidates receive their examination results unofficially at the examination site?

Yes, candidates will receive results at the examination site for the EPPP (Part 1-Knowledge) and for EPPP (Part 2-Skills). The results, however, will not be official until they have been confirmed by the jurisdictional licensing board.

In my jurisdiction, the board requires an oral examination. Will I still be required to take it if I am taking the EPPP (Part 2-Skills)?

The determination of requirements for licensure is the domain of the jurisdictional licensing board where a candidate applies for licensure. The licensing board in each jurisdiction will decide if an oral examination is still required.

Are there testing accommodations offered for those with identified disabilities?

Yes, accommodations are offered in cases where a candidate has a disability and the impact of that disability requires an accommodated administration. All candidates must be approved for accommodations. Requests for accommodations must be sent in writing to the licensing board and must include the accommodations requested and medical/professional documentation supporting the request. Reasonable requests that do not impact the validity or the security of the examination will be considered.

How much time is allowed to take the EPPP (Part 2-Skills)?

The amount of time that will be allowed to take the EPPP (Part 2-Skills) is 4 hours and 15 minutes, the same amount of time that is allowed to take the EPPP (Part 1-Knowledge).

Can I take both parts of the EPPP before I apply for licensure?

Jurisdictions that are using the revised EPPP may allow their candidates to take the EPPP (Part 1-Knowledge) before they have finished their graduate degree, but after they have completed all academic coursework (excluding research, practicum experience, and internship). All candidates may take the EPPP (Part 1-Knowledge) post-degree once they are candidates for licensure in a jurisdiction and have been registered by that jurisdiction. To take the EPPP (Part 2-Skills), candidates must be approved and registered by a jurisdictional licensing board that is using both parts of the EPPP in accordance with established ASPPB policies. ASPPB is recommending that the EPPP (Part 2-Skills) be taken after all supervised experience requirements are completed. Jurisdictions will determine whether they will accept exam scores for those individuals who took the EPPP (Part 1-Knowledge) prior to internship. Jurisdictions will also determine when the EPPP (Part 2-Skills) can be taken. Candidates

should check with the jurisdiction where they would like to become licensed for the licensing requirements that apply in that jurisdiction regarding when each part of the EPPP can be taken.

More Technical Topic:

Can you provide more detail on validation? Have there been studies addressing predictive, incremental, or concurrent validity?

Content Validity. Questions have been raised about the validity of the EPPP as a tool to assess the knowledge and applied skills necessary for independent licensure. The EPPP is one component of the assessment of an applicant’s readiness for independent licensure as a psychologist. **The accepted standard of validity for credentialing and licensing exams is evidence of content validity**, which is determined primarily through a Job Task Analysis. According to the *Standards for Educational and Psychological Testing*, “validation of credentialing tests depends mainly on content-related evidence, often in the form of judgments that the test adequately represents the content domain associated with the occupation or specialty being considered” (AERA, APA, & NCME, 2014, p. 175).

The content of the EPPP (Part 1-Knowledge) has been validated through Job Task Analyses for more than 50 years. The most recent Job Task Analysis, completed in 2016, was conducted to address the validity of the content and structure of the revised EPPP (both Part 1 and Part 2). Based on data from more than 2,700 licensed/registered psychologists across the United States and Canada, the 2016 study refined the *ASPPB Competency Model* and validated the blueprint for the EPPP (Part 2-Skills) portion of the EPPP. This blueprint (and a more detailed description of the job task analyses from 2016) can be found on the ASPPB website at: <https://www.asppb.net/page/EPPPPart2-Skills>

Predictive Validity. Other types of validity, such as predictive validity, are **not** considered the standard for addressing the validity of licensure examinations to determine readiness for independent practice. In fact, the *Standards for Educational and Psychological Testing* (2014) indicate:

“Criterion-related evidence is of little applicability because credentialing examinations are not intended to predict individual performance but rather to provide evidence that candidates have acquired the knowledge, skills, and judgment required for effective performance.” (pp. 175-176)

As noted in the *Standards*, all assessments should be validated in accordance with their intended use. In this case, the exam is used to determine if the candidate can demonstrate the foundational knowledge or skills required for entry-level practice. This is the question that licensing bodies must answer to have assurance that the candidate is ready to practice safely. Predictions of future outcomes are beyond the scope of the exam—this is not the purpose for which the EPPP has been developed.

All licensing exams are validated in a similar manner. The reason for this stems from the nature of the licensure process and the use of the examination. Although questions such as, “Would an applicant’s score on the EPPP predict the likelihood of that person being disciplined by a licensing board?”, “Would the EPPP score predict improved patient outcomes?”, or “Does a higher score predict that one is more competent than someone with a lower score?” sound like reasonable questions, however they are **not relevant or applicable** to licensure examination scores. Licensure examinations are a **special type of selection exam** where the goal is to identify test takers who pass and those who fail. Unlike other forms of assessment, the discriminatory power of the exam is at the pass point. The precise score obtained by a candidate, how far above or below the pass point, is not relevant

to the question of readiness for licensure. A score that greatly exceeds the pass point does not necessarily indicate greater competence than a score that is just above the pass point; both scores are passing scores.

The implication of this for exam development is that, in addition to a restriction of range problem in only using scores from those who passed the exam, an analysis of the relation of (passing) exam scores to any professional activity would not actually address the validity of the exam in determining readiness for independent practice at the time of application for licensure. To examine predictive validity questions about the future activities of those who took the exam without the restriction of range challenge, it would be necessary to compare an adequately sized and demographically similar sample of individuals who have passed both parts of the EPPP and individuals who have failed the applied skills portion of the EPPP. In this scenario, both groups of individuals would be allowed to practice autonomously for a number of years so that their EPPP scores could be related to whatever criterion is selected to be the standard of “competence” (e.g., patient outcomes, no disciplinary complaints, etc.). An empirical investigation of predictive validity such as this is not feasible because it would depend on a sample of licensing boards allowing people who have been deemed to be unqualified to practice to actually practice independently. Because such a scenario could involve potential harm to the public, it is hard to imagine that any licensing board would consent to take part in such a study.

Incremental validity. Questions have been raised about the incremental validity of assessing skills over the assessment of knowledge. Incremental validity addresses the question of whether an additional means of assessment (i.e., applied skills exam) adds anything to an existing measure’s (i.e., knowledge exam) ability to predict the standing of test takers on an established criterion variable (Hunsley & Meyer, 2003). The type of analysis necessary to evaluate incremental validity would not be consistent with the decision-making process used in a licensure context. This is because it is not simply a matter of whether a new piece of information accounts for significant additional variance in the predicted variable (assuming an appropriate criterion variable could be identified). Licensing boards make the decision of whether an individual, at a specific point in time, is prepared for independent practice. The boards have several requirements for licensure, all of which must be met before a license for independent practice is given. First, educational requirements must be met, followed by passing the EPPP (Part 1-Knowledge), followed by passing the EPPP (Part 2-Skills), good ratings from supervisors, possibly a state or provincial jurisprudence exam, and possibly an oral exam. Most of the requirements are sequential in nature so, as examples, one cannot take the EPPP (Part 1-Knowledge) without appropriate academic qualifications, and one cannot take the EPPP (Part 2-Skills) until the EPPP (Part 1-Knowledge) has been passed. In a licensure context, the data from these various evaluations should not be subjected to an incremental validity analysis because (a) each discrete measure assesses a different essential component of the ultimate decision to grant the license and (b) data from a measure is available only after data have indicated that earlier requirements of the licensing process have been met.

In the case of the EPPP, the different parts, EPPP (Part 1-Knowledge) and EPPP (Part 2-Skills), are designed to assess different essential components of the overall construct of professional competence. The results from the applied skills portion of the EPPP enhances a licensing board’s ability to determine readiness for independent practice by measuring a key element (i.e., applied skills) that previously had not been evaluated or that was evaluated in a less standardized and objective manner (e.g., supervisor ratings) (Johnson et al., 2008).

Concurrent validity. Some individuals have inquired about concurrent validity studies; that is, studies that examine whether scores on the EPPP are correlated with other measures of competence. One of the confounding issues in conducting such validation studies is the question of the accuracy of those other measures of competence. For example, supervisor ratings of competence are widely used in academic and training environments, as well as by licensing boards, to assist in determining the competence of trainees. There are

many questions about the objectivity of supervisor ratings, however, due to the multiple roles that supervisors play (i.e., supervisor/mentor and gatekeeper) (Johnson et al., 2008). Although it remains necessary for licensing boards to continue to use supervisor ratings for some aspects of the evaluation of candidate readiness for independent practice (specifically for some aspects of interpersonal relationship competence), the introduction of the EPPP (Part 2-Skills) provides a psychometrically sound, objective, standardized measure of many of the skills needed. Licensing boards are tasked with answering the ultimate question about those they license as psychologists: “Is this individual safe (competent) to practice independently?” Training supervisors are not responsible for that final approval, or for answering that ultimate question. The EPPP (Part 2-Skills) provides an objective, standardized, and appropriately validated measure of professional skills to enhance a licensing board’s ability to answer that question. At this time, there are simply no other psychometrically sound general measures of competence relevant to all areas of professional psychology that can be used in concurrent validity analyses of either part of the EPPP.

Has the EPPP been independently evaluated?

The California Office of Professional Examination Services (OPES) evaluated both parts of the EPPP in 2021. This office evaluates all licensing exams for use in the state of California. If examinations do not meet standards, they are not allowed to be used, and the Office develops a state exam for that profession instead. OPES found that:

- “The procedures used to establish and support the validity and defensibility of the...EPPP Part 1 and Part 2 **appear to meet professional guidelines** and technical standards outlined in the *Standards for Educational and Psychological Testing* (2014) (*Standards*) and in California Business and Professions (B&P) Code § 139.”
- “The content of the EPPP Part 1 assesses general knowledge required for entry level psychologist practice in California, with the exception of California law and ethics.”
- “The Subject Matter Experts (SMEs) were impressed by the EPPP Part 2, both by the concept of measuring skills and by the design of the scenario-based items.”
- “SMEs concluded that the EPPP Part 2 more thoroughly assesses skills than those measured by the EPPP Part 1.”

You can find more information about California’s report here:

https://psychology.ca.gov/about_us/meetings/materials/20211022_materials.pdf (pp. 103-143)

How is ASPPB involving stakeholders on questions and concerns about the new assessment?

ASPPB has created the Examination Stakeholder Technical Advisory Group (ESTAG) which is composed of representatives from the training community, licensing boards, and people with measurement expertise from outside of psychology. This group represents a collaborate effort to enhance communication as a mechanism to bring forth issues and concerns. The group serves as a “think tank” for research related to the EPPP and serves as liaisons to their respective communities on licensing matters.

How has, and is, the issue of potential bias with the EPPP being addressed? Can you provide any assurances that the EPPP is a fair and nondiscriminatory exam and will continue to be so?

The ASPPB Examination Program is committed to providing valid, reliable, and fair assessments of candidates for licensure. ASPPB adheres to guidelines of the American Psychological Association, the Joint Commission on Standards for Educational and Psychological Testing, and the American Educational Research Association in the development and maintenance of the Examination Program.

Potential item bias is addressed at *each phase* of test development and review. The initial step in the test development process consists of a large survey of psychological practice (the Job Task Analysis). Psychologists included in the sample reflect the racial, ethnic, cultural, gender, and geographic make-up of the profession. The analysis of survey results provides the areas that are to be assessed on each examination, resulting in the test specifications, or a test “blueprint.”

Subject matter experts involved in the Examination Program, all of whom volunteered to help develop the EPPP, represent a diversity of racial, ethnic, geographic, gender, and practice characteristics. This includes exam item writers, members of the Item Development Committees, and members of the Examination Committees. The item-writing training that item writers receive involves, among other things, consideration of cultural and linguistic issues. Each item that is written is reviewed by members of the Item Development Committee, which is comprised of a group of content experts who together cover each domain area. Each potential exam item is reviewed for clarity, language, correctness, sensitivity/bias, and relevance for entry-level practice. The reviewers either return items to the writers for changes or approve them to go to the Examination Committee for review.

The Examination Committee is comprised of psychologists who represent various demographics, specialty areas, and expertise in each of the domain areas assessed on the examination. The Examination Committee reviews each new item and must reach consensus on the item’s sufficiency before it is pretested on a form of the examination. The reviews are similar to those carried out during the item-writing process and provide an additional check on each item before it is pretested. As such, this committee provides another layer of review regarding fairness and relevance.

All items are pretested before they are used as operational (scored) items. For the EPPP (Part 1-Knowledge), there are an additional 50 pretest questions included with the 175 operational items on each exam. For the EPPP (Part 2-Skills), there are an additional 40 pretest questions included with the 130 operational items. The pretest items are distributed among the operational items throughout the exam. When an item is being pretested, that item appears on the examination, but does not count toward the candidate’s exam score. An item is approved for use as a scored item *only* if its statistical performance is acceptable to members of the Examination Committee based on Item Response Theory analyses. Thus, the item must be verified as a consistent, reliable, valid, and fair measure of the test-taker’s knowledge (or applied skills) in a particular domain. This system of pretesting questions protects examination candidates by using *only those questions* that have proven effective and fair in testing relevant entry-level knowledge or relevant entry-level applied skills. Additionally, all candidate comments on items are reviewed, and items that candidates have reported as potentially problematic are again reviewed by content experts to ensure the fairness of each item.

After pretesting, items that meet established statistical criteria are once again reviewed by the Examination Committee before being placed on an exam as an operational item. Collectively, ASPPB incorporates these multiple layers of analysis to provide assurance to the extent possible that each question is free from bias. As a result of the safeguards that have been put in place, the EPPP is viewed as a fair and nondiscriminatory examination of the knowledge and applied skills necessary to practice psychology independently.

The question of ethnic bias in the revision to the EPPP has been raised during our discussions with various psychology groups. Those who comment about issues of bias often cite articles such as Sharpless and Barber (2009, 2013) who reported that they found differences on scores and pass rates on the EPPP (Part 1-Knowledge) based on ethnicity. The authors, however, were clear that their study design *did not allow them to state*

definitively that the differences they found reflected an ethnic bias as opposed to being an artifact of the training program attended. They concluded that it was “...unknown whether minority applicants fare less well on the EPPP, or whether programs with higher percentages of minority students tend to have applicants of all ethnicities who pass at lower rates” (p.8).

To specifically address the possibility of ethnic bias in exam items, ASPPB has also incorporated an additional layer of review for items that, by statistical analysis (i.e., Differential Item Functioning analysis) and review. Items that were answered differently by certain groups (i.e., groups differing by sex or race/ethnicity) are “flagged” and reviewed by an independent committee of psychologists who have expertise in cultural humility and experience working with underrepresented groups. This group evaluates these flagged items and determines if there is anything that is irrelevant to the measured construct and results in different performance for a particular group. If that is the case, those items are removed from being operational items. To date, ASPPB has evaluated over 1,300 items using the DIF analysis, with 32 items being statistically flagged. Of the 32 flagged items, 7 were removed for potential wording concerns. In short, very few items have been statistically flagged for potential bias and even fewer have been removed for content or wording concerns.

In sum, ASPPB takes the same level of care and thoroughness in developing both the EPPP (Part 1-Knowledge) and the EPPP (Part 2-Skills). Our intent is to continue to provide exams that are standardized, objective, reliable, valid, and defensible measures of the knowledge and applied skills needed for the entry-level psychologist.

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**State of Alaska
Department of Commerce, Community &
Economic Development Division of Corporations,
Business, and Professional Licensing**

**Board of Psychologists & Psychological Associate
Examiners**



Regulations Project(s)

- A. Current Project**
- B. New Project(s) if applicable**

Chapter 60. Board of Psychologist and Psychological Associate Examiners.

(Words in **boldface and underlined** indicate language being added; words [CAPITALIZED AND BRACKETED] indicate language being deleted. Complete new sections are not in boldface or underlined.)

12 AAC 60.035(c)(4) is amended to read:

(4) provide verification of a current license **in good standing** to practice psychology **independently** in another jurisdiction **where the licensing requirements are at least equivalent to those in this state** for the scope of practice specified in the application; to meet the requirements of this paragraph, the verification must be sent directly to the department from the licensing jurisdiction and the license must [BE ACTIVE, IN GOOD STANDING, AND] cover the scope of the practice requested for the courtesy license in this state;

(Eff. 2/27/2005, Register 173; am 8/23/2009, Register 191; am ___/___/_____, Register _____)

Authority: AS 08.01.062 AS 08.86.070 AS 08.86.080

12 AAC 60.260(b) is amended to read:

(b) **For a licensing period ending on or before June 30, 2023 each** [EACH] psychologist or psychological associate seeking license renewal shall obtain and document an average of 20 credit hours of continuing education for each year during the concluding licensing period, **at least three of which must be in professional ethics.** [EFFECTIVE JULY 1, 1999, AT LEAST THREE OF THE TOTAL CREDIT HOURS OF CONTINUING EDUCATION REQUIRED FOR THE CONCLUDING LICENSING PERIOD MUST BE IN PROFESSIONAL ETHICS].

12 AAC 60.260 is amended by adding new subsections to read:

(c) For the licensing period that begins on July 1, 2023 and ends on June 30 2025, each psychologist or psychological associate seeking license renewal or reinstatement shall obtain and document completion of 20 credit hours of continuing education earned each year during the licensing period; continuing education credit hours must include a minimum of

- (1) six contact hours in cross-cultural education relating to Alaska Natives;
- (2) four contact hours in teletherapy practice as set out under 12 AAC 60.405;
- (3) three contact hours in professional ethics;
- (4) three contact hours in suicide prevention; and
- (5) two contact hours in substance abuse education.

(d) For a licensing period beginning on or after July 1, 2025, each psychologist or psychological associate seeking a first license renewal after initial issuance of the psychologist or psychological associate's license or license reinstatement shall obtain and document completion of 20 credit hours of continuing education earned each year during the concluding licensing period; continuing education credit hours include a minimum of

- (1) six contact hours in cross-cultural education relating to Alaska Natives;
- (2) four contact hours in teletherapy practice as set out under 12 AAC 60.405;
- (3) three contact hours in professional ethics;
- (4) three contact hours in suicide prevention; and
- (5) two contact hours in substance abuse education.

(e) For a licensing period beginning on or after July 1, 2025 a psychologist or psychological associate seeking a license renewal other than a first license renewal after the initial issuance of the psychologist or psychological associate's license shall obtain and document completion of 20 contact hours of continuing education earned for each year during the concluding licensing period, at least three of which must be in professional ethics. (Eff. 4/22/83, Register 86; am 3/27/98,

Register 145; am ___/___/_____, Register _____)

Authority: AS 08.86.070

12 AAC 60 is changed by adding new sections to Article 7 to read:

Article

1. Applications (12 AAC 60.010 - 12 AAC 60.065)
2. Experience and Education (12 AAC 60.070 - 12 AAC 60.090)
3. Examinations (12 AAC 60.100 - 12 AAC 60.170)
4. Rules of Professional Conduct (12 AAC 60.180 - 12 AAC 60.220)
5. Reinstatement of Professional Privileges After Discipline (12 AAC 60.230 - 12 AAC 60.240)
6. Continuing Education (12 AAC 60.250 - 12 AAC 60.350)
7. **Teletherapy Practice (12 AAC 60.400 - 12 AAC 60.415)**
8. General Provisions (12 AAC 60.900 - 12 AAC 60.990)

Article 7. Teletherapy Practice [GENERAL PROVISIONS].

Section

400. Scope of teletherapy practice
405. Eligibility to practice teletherapy
410. Providing technology assisted distance professional services
415. Informed consent

12 AAC 60.400. Scope of teletherapy practice. (a) Services offered by licensees by electronic means who are physically separate from the recipient of the services fall within the

jurisdiction of the board.

(b) The standards of traditional face-to-face services described in AS 08.86 and 12 AAC 60 apply to teletherapy or technology-assisted distance professional services.

(c) The practice of technology-assisted distance professional services does not include functions or practices that are not within the training required for licensure under this chapter in accordance with AS 08.86.164 and 12 AAC 60.180. (Eff. ___/___/___, Register ___)

Authority: AS 08.86.070 AS 08.86.130 AS 08.86.160

12 AAC 60.405. Eligibility to practice teletherapy. To be eligible to practice teletherapy with clients physically present in this state, a psychologist or psychological associate must meet the requirements under AS 08.01.085 and

(1) be licensed under AS 08.86.130 as a licensed psychologist or under AS 08.86.160 as a licensed psychological associate; and

(2) complete board-approved general competency training in the practice of teletherapy, totaling a minimum of four hours.

(Eff. ___/___/___, Register ___)

Authority: AS 08.01.085 AS 08.86.130 AS 08.86.160
AS 08.86.170

12 AAC 60.410. Technology assisted distance professional services. The provision of service in this state by a person licensed under AS 08.86 through digital, telephonic, or electronic means, regardless of the location of the client, constitutes the practice of psychology in this state. licensees are required to comply with all statutes, regulations, and rules of the state where the client is physically located. (Eff. ___/___/___, Register ___)

Authority: AS 08.01.085 AS 08.86.130 AS 08.86.160
AS 08.86.170

12 AAC 60.415. Informed consent. Licensees shall obtain informed consent of the recipient before providing distance professional services. To be effective, informed consent must be, understandable by the recipient, discuss the benefits and risks of entering into distance professional services, and address the use of telephone, online synchronous provision of psychological services, electronic billing, text, and email contact with a recipient. (Eff. ___/___/___, Register ___)

Authority: AS 08.86.070 AS 08.86.130 AS 08.86.160

12 AAC 60.990(a) is amended by adding a new paragraph to read:

(11) "distance professional services" means the mode of delivering services while physically separate from the recipient by means of technology-assisted media, including telephone, video, Internet, smartphone, tablet, desktop system, or other electronic means.

(Eff. 4/22/83, Register 86; am 6/29/87, Register 102; am 3/17/91, Register 117; am 3/27/98, Register 145; am 11/21/2001, Register 160; am 12/8/2005, Register, 176; am 7/29/2009, Register 191; am ___/___/___, Register ___)

Authority: AS 08.86.070 AS 08.86.130 AS 08.86.204
AS 08.86.080

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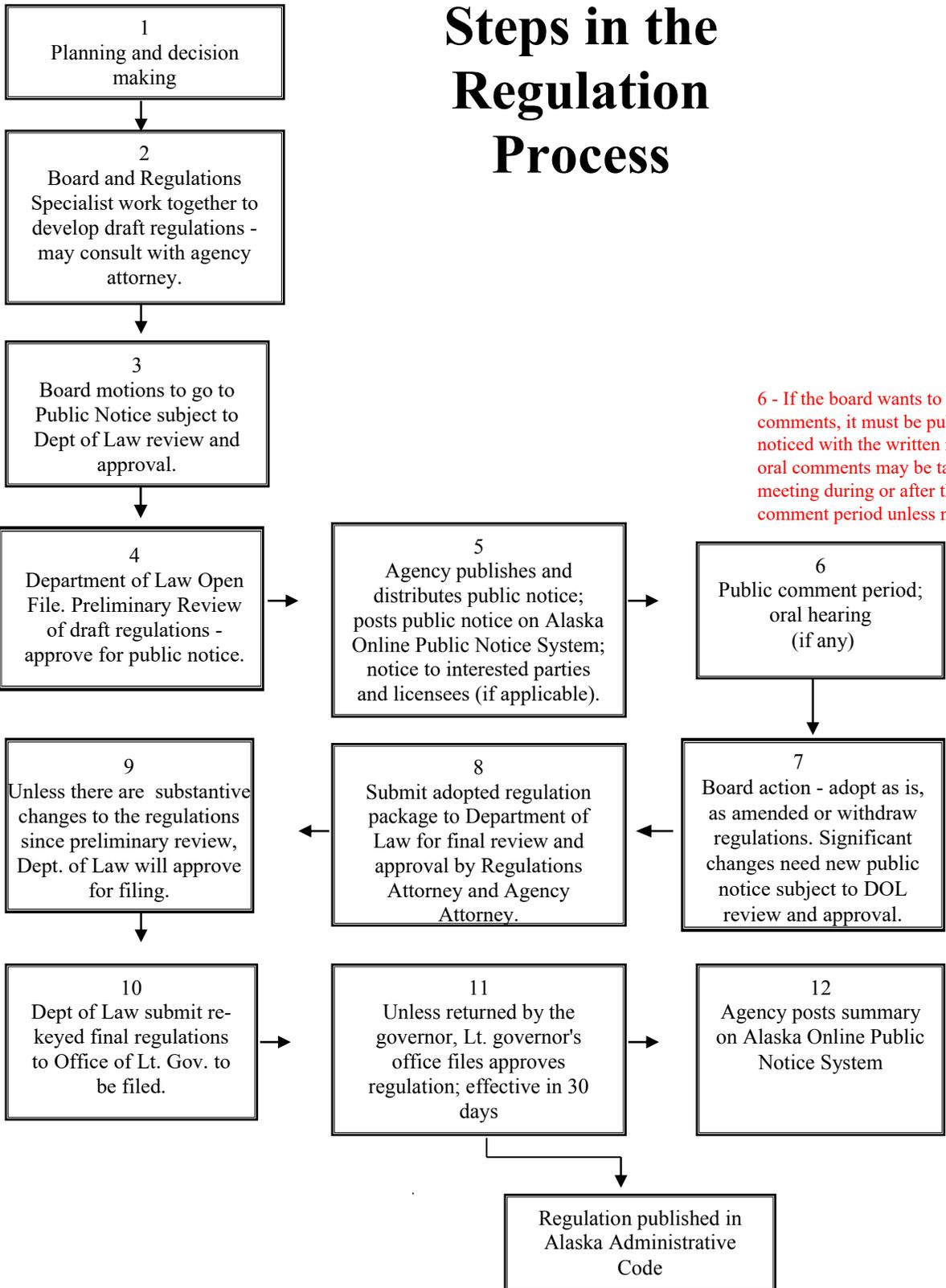
Board of Psychologists & Psychological Associate
Examiners



**License application review/
action (only if needed; at
discretion of Board)**

REGULATION ADOPTION PROCESS

Steps in the Regulation Process



2 - Consultation with the agency attorney would occur if the board would like assistance with a difficult or controversial subject, otherwise it's not usually necessary.

4- It is at this point that the attorney may contact the Reg Spec for more information, clarification, or changes that would need to be made.

6 - If the board wants to take oral comments, it must be public noticed with the written notice. No oral comments may be taken at a meeting during or after the public comment period unless noticed.



State of Alaska
Department of Commerce, Community &
Economic Development Division of Corporations,
Business, and Professional Licensing

Board of Psychologists & Psychological Associate
Examiners



Administrative Business

- A. Schedule future meeting(s)**
- B. New Business/staffing**

State of Alaska 2023 HOLIDAY CALENDAR

State Holidays

Date	Holiday
01/01/2023	New Year's Day (observed 01/02/2023)
01/16/2023	MLK Jr.'s Birthday
02/20/2023	Presidents' Day
03/27/2023	Seward's Day
05/29/2023	Memorial Day
07/04/2023	Independence Day
09/04/2023	Labor Day
10/18/2023	Alaska Day
11/11/2023	Veterans' Day (observed 11/10/2023)
11/23/2023	Thanksgiving Day
12/25/2023	Christmas Day

Please refer to appropriate collective bargaining unit agreement for more information regarding holidays.

 Holiday

 Dates unavailable

 Proposed Exam Dates



JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JULY

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FEBRUARY

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AUGUST

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MARCH

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SEPTEMBER

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MAY

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NOVEMBER

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JUNE

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DECEMBER

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31						

**State of Alaska
Department of Commerce, Community &
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Business, and Professional Licensing**

**Board of Psychologists & Psychological Associate
Examiners**



**Executive Session
State Law & Ethics Exam
(Scoring & Revision
continued)**

***The board will take no
further action and will
adjourn at approximately
4:30 pm.***

EXECUTIVE SESSION MOTION

I, _____, move that the Alaska State Board of Psychologists & Psychological Associate Examiners enter into executive session in accordance with AS 44.62.310(c), and Alaska Constitutional Right to Privacy Provisions, for the purpose of discussing _____

Board staff member(s) _____ to remain during the session.

Off record: _____
On record: _____

Authority: AS 44.62.310(c), Government meetings public

The following subjects may be considered in executive session:

- matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the public entity;
- **subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion;**
- **matters which by law, municipal charter, or ordinance are required to be confidential;**
- matters involving consideration of government records that by law are not subject to public disclosure.