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SUPERVISION COMMITTEE MEETING NOTICE
October 23, 2015
9:00 a.m.

Department of Consumer Affairs
First Floor Hearing Room
1625 N. Market Blvd
Sacramento, CA 95834

While the Board intends to webcast this meeting, it may not be possible to webcast the entire open meeting due to limitations on resources.

- I. Call to Order and Establishment of Quorum
- II. Introductions*
- III. Update on Prior Committee Decisions and Remaining Topics to Discuss
- IV. Discussion and Possible Recommendation Regarding Advanced Supervisor Certifications
- V. Discussion and Possible Recommendation Regarding Required Supervisor Training
- VI. Discussion and Possible Recommendation of a BBS Approved Supervisor Status
- VII. Suggestions for Future Agenda Items
- VIII. Public Comment for Items not on the Agenda
- IX. Adjournment

**Introductions are voluntary for members of the public*

Public Comment on items of discussion will be taken during each item. Time limitations will be determined by the Chairperson. Times and order of items are approximate and subject to change. Action may be taken on any item listed on the Agenda.

THIS AGENDA AS WELL AS BOARD MEETING MINUTES CAN BE FOUND ON THE BOARD OF BEHAVIORAL SCIENCES WEBSITE AT www.bbs.ca.gov.



Governor
Edmund G. Brown Jr.
State of California
Business, Consumer Services
and Housing Agency
Department of
Consumer Affairs

NOTICE: The meeting is accessible to persons with disabilities. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Christina Kitamura at (916) 574-7835 or send a written request to Board of Behavioral Sciences, 1625 N. Market Blvd., Suite S-200, Sacramento, CA 95834. Providing your request at least five (5) business days before the meeting will help ensure availability of the requested accommodation.

- The requirement that a supervisor practice psychotherapy (or supervise individuals who practice psychotherapy) for 2 out of the past 5 years should not be changed. However, language requiring competency in the areas of clinical practice and techniques being supervised should be added.
- Allow Triadic supervision in place of Individual supervision
- Offsite supervision laws should be consistent across license types
- Offsite supervision laws should encompass offsite supervisors who are employed or contracted by the employer (as opposed to only addressing volunteers).

Topics Remaining

Supervision Requirements:

- Supervision definitions – make consistent between professions and revise if needed
- Need to define a “week” for purposes of supervision provided. Is it a 7-day period or Sunday – Saturday?
- Counting smaller increments of supervision toward overall hours. Currently, we only credit for a full hour of individual, and for a full two hours of group.
- Group supervision - Is 8 in a group too many?
- Supervision of registrants in the exam process who are no longer gaining experience
- Supervisory plan (not required for LMFT but is for other types)
- Videoconferencing – unlimited in exempt settings and not allowed in private practice

Supervisor Responsibilities:

- Methods of monitoring/evaluating the supervisee
- Supervisors being reachable while supervisee is providing services
- Supervisors and “gatekeeping”
- Consequences to registrants when a supervisor does not comply with BBS requirements
- Supervisor not signing for hours/1-week notice requirement
- Addressing issues related to supervisee performance (plan for remediation)
- Review information on each client being seen by supervisee
- Alternate supervisor during sick leave/vacation (only MFT law addresses)

Employment/Employers (Supervisees AND Supervisors):

- Temp agency employers
- Veteran’s Administration hiring of contract therapists who supervise
- Independent contractors

- Should an intern who is not gaining experience hours be permitted to work as an independent contractor? Current
- Supervisors who are employed have no authority over employer re: employment of the supervisee (concern if registrant employed as an independent contractor)
- Intern/trainee “mills”
- Supervisors employed by or under administrative supervision of the person he or she is supervising (i.e., registrant is the executive director of a nonprofit employing the supervisor)
- Those supervising in a corporation must be employed full time by the corporation and actively engaged in performing professional services at and for the corporation. Should this apply to regular private practice settings?

Offsite or Contract Supervisors

- Do the current requirements pertaining to offsite supervision adequately protect the supervisor, supervisee and client?
- Should offsite supervision requirements be made consistent between license types, keeping in mind possible differences needed for MFT Trainees since they are still in school?
- Offsite/contract supervisors in private practice vs. other settings
- Access to client records for an offsite, volunteer or contract supervisor
- Should an offsite, volunteer or contract supervisor be provided with the authority to direct the supervisee’s caseload and treatment plans?

Other Issues:

- 6-year limit on age of experience hours
- 6-year limit on working in a private practice
- Paying for supervision
- Death of a supervisor
- Review BBS Unprofessional Conduct code sections pertaining to supervision
- More thorough requirements to become a supervisor for individuals on probation
- Should the Experience Verification form arrive in a sealed envelope/be notarized?

Future Meeting Dates

To be determined

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To: Supervision Committee **Date:** October 14, 2015

From: Christy Berger **Telephone:** (916) 574-7817
Regulatory Analyst

Subject: **Discussion and Possible Recommendation Regarding Advanced Supervisor Certifications**

The Committee has discussed the possibility of accepting an “advanced” supervisor certification issued by a professional association in lieu of the BBS requirement that individuals be licensed for two years before supervising. Additionally, courses taken for the certification would automatically fulfill the BBS supervisor training requirement.

This idea was brought to the Committee for consideration after staff found that several other states waive their qualifications for such individuals, and believed this could allow a person who has not been licensed for two years, but is otherwise qualified, to supervise.

After discussion about the details of such a proposal at the June 2015 meeting, the Committee asked staff to take another look and determine what the potential benefits might be. In preparation for the October 2015 meeting, staff verified the current requirements of each program and found that two of the associations have updated their requirements since the initial review, as indicated in the Attachment.

Three of the four certification programs now require a minimum of 2 years of licensure. The fourth program will require 5 years of post-degree experience starting next year. Based on this information, it is unlikely that anyone would benefit from the Board accepting an advanced supervisor certification. Staff recommends not pursuing this concept.

Attachment: Professional Associations - Supervisor Certification Requirements

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Attachment
PROFESSIONAL ASSOCIATIONS - SUPERVISOR CERTIFICATION REQUIREMENTS

Professional Association	Supervisor Certification Requirements	Equivalent to California's Requirements?
<p>American Association for Marital and Family Therapy (AAMFT)</p> <p><u>AAMFT-Approved Supervisor</u></p>	<p><u>UPDATED REQUIREMENTS SINCE LAST PRESENTED TO COMMITTEE</u></p> <ul style="list-style-type: none"> • Be an AAMFT Clinical Member, which requires either: <ul style="list-style-type: none"> ○ Licensure as a LMFT <u>OR</u> ○ Licensure as another type of mental health professional AND <ul style="list-style-type: none"> ▪ Completion of 11 specific courses that cover MFT-related topics ▪ 300 hours of client-contact in a supervised practicum ▪ 2 years of post-graduate experience including 1000 hours of client contact, concurrently completed with 200 hours under an AAMFT Approved Supervisor or equivalent • 30-hour supervision course that includes interactional and didactic instructional methods, and requires a “philosophy of supervision” paper. • 2 years of supervision training, including: <ul style="list-style-type: none"> ○ 180 hours supervising at least 2 supervisees while under the supervision of an Approved Supervisor mentor ○ 36 hours of mentoring or supervision of supervision spread throughout the training period • 2 years of clinical experience post-licensure 	<p style="text-align: center;">Yes, Except does not require ongoing client contact or supervision of registrants who are treating clients</p>
<p>BENEFIT:</p>	<p>None – Requires 2 years of licensure</p>	

Professional Association	Supervisor Certification Requirements	Equivalent to California's Requirements?
<p>American Board of Examiners in Clinical Social Work (ABECSW)</p> <p><u>Board-Certified Clinical Supervisor</u></p>	<ul style="list-style-type: none"> • Licensed at the highest clinical social work level for at least 5 years • 3,000 hours of supervised clinical practice, including 300 hours in the past year • Currently providing clinical supervision • In the past 3 years, provided a total of 100 hours or more of clinical supervision • 40 hours of continuing clinical education in the past 3 years • Over any time span, post-degree, amassed 15 clock hours of supervision CE • Currently receiving consultation or participating in a peer supervision group • Two colleagues who will attest to your practice 	<p style="text-align: center;">Yes</p>
<p>BENEFIT:</p>	<p>None – Requires 5 years of licensure</p>	

Professional Association	Supervisor Training Requirements	Equivalent to California's Requirements?
<p>California Association of Marriage and Family Therapists (CAMFT)</p> <p><u>CAMFT-Certified Supervisor</u></p>	<ul style="list-style-type: none"> • Licensed in California as a LMFT for 2 years • 18 hours of supervision coursework that includes: <ul style="list-style-type: none"> ○ Similarities and differences between the supervisor's and therapist's roles, obligations, functions and duties ○ Practical considerations of supervision including interview and selection, administration and third party reimbursement ○ Evaluation of supervisee and supervisor ○ Understanding how one's theoretical orientation impacts supervision ○ Familiarity with the developmental stages of supervisees and the supervisorial relationship ○ The supervisor-supervisee relationship ○ Contextual issues, e.g., culture, gender, sexual orientation, spirituality, age ○ Techniques of supervision, including individual & group, and methods including review of audio/video tapes, live supervision, role play, review case notes ○ Crisis intervention and conflict resolution ○ Structure of the supervision process ○ Legal and ethical issues in supervision and psychotherapy ○ Supervisor/supervisee boundaries ○ Advertising and marketing • 52 weeks of supervision experience that includes at least 1 hour per month of individual consultation, or 2 hours per month of group consultation. • One-page Consultation Summary describing the consultation experience • 3-5 page summary describing the supervision experience with his or her supervisee 	<p>Yes, Except does not require ongoing client contact or supervision of registrants who are treating clients</p>
<p>BENEFIT:</p>	<p>None – requires 2 years of licensure</p>	

Professional Association	Supervisor Training Requirements	Equivalent to California's Requirements?
<p>Center for Credentialing and Education (CCE)</p> <p>Parent Organization: National Board of Certified Counselors (NBCC)</p> <p><u>Approved Clinical Supervisor</u></p>	<p><u><i>UPDATED REQUIREMENTS SINCE LAST PRESENTED TO COMMITTEE</i></u></p> <ul style="list-style-type: none"> • Current status as a Licensed mental health provider, National Certified Counselor (NCC), or Licensed/Certified clinical supervisor • 3 years of post-degree experience that includes at least 1,500 hours of direct service (Increases to <u>5</u> years and <u>4,000</u> hours on July 1, 2016) • 100 hours of clinical supervision of individuals providing mental health services • Either of the following <ul style="list-style-type: none"> ○ Graduate course in supervision OR ○ 30 hours of workshops in clinical supervision (increases to 45 hours on July 1, 2016) ○ Course/workshops must include: <ul style="list-style-type: none"> ▪ Roles and functions of clinical supervisors ▪ Models of clinical supervision ▪ Mental health-related professional development ▪ Methods and techniques in clinical supervision ▪ Supervisory relationship issues ▪ Cultural issues in clinical supervision ▪ Group supervision ▪ Legal and ethical issues in clinical supervision ▪ Evaluation of supervisee competence and the supervision process • Endorsement from a mental health professional attesting to clinical supervision capabilities • Submission of a professional disclosure statement 	<p>Yes, Except does not require ongoing client contact or supervision of registrants who are treating clients</p>
<p>BENEFIT:</p>	<p>Could potentially qualify as a BBS supervisor before having 2 years of licensure. With the increase to 5 years of post-degree experience, the benefit is likely minimal.</p>	

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To: Supervision Committee **Date:** October 13, 2015

From: Christy Berger **Telephone:** (916) 574-7817
Regulatory Analyst

Subject: **Discussion and Possible Recommendation Regarding Required Supervisor Training**

Prior Committee Decisions

- Increase the initial training of LMFT and LPCC supervisors to 15 hours for consistency with current requirements for LCSW supervisors, and include the following content:
 - Competencies necessary for new supervisors
 - Practical application of supervision techniques, including providing effective feedback and implementing interventions
 - Supervisor-supervisee relationship
 - Legal and ethical issues related to supervision
 - Knowledge of cultural variables, including but not limited to, gender, social class, and religious beliefs.
 - Knowledge of contextual variables, such as treatment modality, work setting, use of technology.
 - Familiarity with supervision theories and literature
 - Documentation

Remaining Items for Discussion

Age of Training Course

Current law specifies the initial training course be taken “within 60 days of commencing supervision” which implies that the course cannot be more than 60 days old. The committee agreed that a more reasonable upper limit should be placed on the course.

Age of Training Course (continued)

The following limits are recommended:

- Continuing Education Supervisor Training Course:
Must be taken within the 2 years prior to commencing supervision. If course is 2 - 5 years old, may take a 6-hour “refresher” course.

- Graduate Level Supervision Course:
Must be taken within the 4 years prior to commencing supervision. If course is older than 5 years, may take a 6-hour “refresher” course.

Rationale: A graduate course will likely provide the equivalent of 45 hours of training, three times the required amount. Licensure cannot typically be achieved until 2 years after graduation, and qualifying as a supervisor takes 2 more years.

- Licensed in Another State and Course is “Old”
 - If Licensee has supervised in the past 2 years: The course can be any age.
 - If Licensee has NOT supervised in over 2 years: If the original supervision course is less than 5 years old, may take a 6-hour “refresher” course.

Competency-Based Model for Ongoing Supervisor Training

At the June 2015 meeting, the committee discussed the possibility of using a competency-based model rather than traditional continuing education (CE) for the 6-hour ongoing supervisor training requirement currently in place for LPCC and LMFT supervisors, and proposed to be added for LCSWs.

A competency-based model, often referred to as continuing professional development (CPD), is more individually tailored, flexible, and affords more opportunity for interaction with other licensees, thereby reducing the professional isolation that can sometimes lead an individual to make flawed judgments. A CPD model allows the individual to determine what he or she specifically needs to learn, to take actions within a set of guidelines to meet those learning needs, and to document the actions taken to meet the requirements.

The State of Colorado has implemented a CPD program for its licensees in place of traditional CE, and the California Board of Psychology has proposed regulations that would switch its licensees from traditional CE to a CPD model. These two programs were used as a reference for designing a proposed CPD program for California supervisors.

The proposed framework is as follows:

- The following activities would count toward CPD for supervisors:
 - Completing coursework directly pertaining to supervision
 - Teaching an “advanced” supervision course
 - Authoring research pertaining to supervision that has been published professionally
 - Receiving mentoring of supervision from an experienced professional
 - Attending professional supervisor consultation groups

- Supervisors would be required to do the following:
 - Perform a self-assessment;
 - Use the results of the self-assessment to determine activities that would enhance, improve or develop competence as a supervisor; and,
 - Retain specific documentation that includes the following:
 - A description of how the activity improved the supervisor’s knowledge or skills.
 - Proof of completion, as follows:
 - Coursework – certificate of completion.
 - Teaching – course syllabus and verification from the educational institution.
 - Research – title and date of journal where published, and a copy of the article.
 - Mentoring of supervision – activity logs signed by the mentor that include meeting dates and number of hours.
 - Supervisor consultation groups – activity logs signed by another group member that include meeting dates and number of hours.

Attachment A: Proposed Continuing Professional Development in Supervision Log

Attachment B: Colorado Continuing Professional Development Workbook for LPCs

Attachment C: Board of Psychology Proposed CPD Verification Form

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ATTACHMENT A

BBS CONTINUING PROFESSIONAL DEVELOPMENT IN SUPERVISION LOG

Acceptable activities include (See X for detailed descriptions):

1. Receiving mentoring of your supervision
2. Completing coursework pertaining to supervision
3. Teaching an advanced supervision course
4. Professionally published research pertaining to supervision
5. Attending professional supervisor consultation groups

Do not submit this log unless specifically requested by the Board. Retain documentation of completion for a minimum of X years. In the event of an audit, verification documents will be requested.

Name: _____

Activity Type	Description of Activity and How the Activity Improved Knowledge or Skills	Date(s) Completed	Number of Hours

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CO L O R A D O

**Department of
Regulatory Agencies**

Division of Professions and Occupations

Continuing Professional Development Workbook

Licensed Professional Counselors

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Self- Assessment

Scope of Practice:

1. Describe the diversity of the population with whom you work:
2. What common therapeutic issues, population issues, or disorders do you encounter?
3. If you are engaged in non-direct client care activities, describe your work:
4. How does your work reflect the 5 roles of a Professional Counselor? Consider the significance and/or percentage of time you spend in each:

Professional Strengths and Opportunities for Development:

5. Describe a work related situation from the past year in which you felt confident or competent:
6. What skills contributed to the success of this situation? (You may want to create a learning goal to further develop this skill/strength)
7. Describe a work-related situation from the past year that made you feel unsure or uncomfortable, or for which you were dissatisfied with the outcome:
8. What skills or roles would you like to develop?

Professional Interaction:

9. What clinical providers do you interact with regularly?
10. Describe the interaction(s):

Do not submit your Self-Assessment to the Board or DORA.

SMART Goals

A professional development goal is a statement or question that describes what you want to learn. Your objective should follow the SMART Principle. Recording SMART Goals is not a requirement of the CPD program. It is a useful practice however, and may help you to achieve your professional objectives more quickly. Your professional development goals are always subject to your personal discretion.

Your SMART Goal may not be clinically based. You may discover that your learning needs are related to management, business, administrative or communication issues that are also an important part of your practice.

SMART Goals are **Specific, Measurable, Achievable, Relevant** and **Timed**. This doesn't mean they are unchanging! You may have established a SMART Goal at the beginning of the licensure cycle, but find your interest has changed and the objective is no longer "Relevant" to your practice. Or a family emergency may come up that means your goal is no longer "Timed" or "Achievable" during this cycle. Unforeseen circumstances, whether they are internally motivated or externally imposed, are a part of life. You should feel comfortable changing your goals as is appropriate for your circumstance both personally and professionally.

A common error is to formulate a Learning Goal that is too broad. When vague words or methods are used, the goal is left open-ended. For example, a broad Learning Goal may be "*Learn more about bullying.*" In this case, it is unclear what the learner means by the statement "*learn more.*" How will they know when they have reached their goal and what level must be achieved to "*learn more*"? This type of statement creates a vague Learning Goal that won't be easily assessed when the goal is achieved. If the Learning Goal is more focused, such as "*What are the primary differences in therapeutic approaches between boys and girls when addressing bullying and how can I apply them to my practice within 6 months?*" the learner will be able to determine when they have accomplished the goal by when they can successfully answer the question.

Vague Learning Statements	"SMART" Learning Statements
Learn more about bullying.	What are the primary differences in therapeutic approaches between boys and girls when addressing bullying and how can I apply them to my practice within 6 months?
Learn more about supervising and managing.	Within 12 months, identify 3 "best practice" approaches to managing licensed clinical social workers working in End of Life care settings.
Develop a lecture for marriage and family therapists on a marital stressor of older couples.	Within 12 months, develop a 2 hour lecture for marriage and family therapists regarding the effects Parkinson's Disease has on couples and their primary care givers.

SMART Goals (continued)

Specific:	Measurable:	Achievable:	Relevant:	Timed:
Your Learning Goal should present a clear picture of what knowledge or skill is desired. Consider stating your goal in the form of a question; this will help you identify a clear objective.	You should be able to determine when you have met your learning objective. Ensure your goal is not too vague or you won't know when you have achieved it.	Be realistic – ensure that you are able to complete your goal taking time, cost and support into consideration. Consider breaking a lofty goal into smaller steps so that it is not so overwhelming.	Your Learning Goal should be relevant to your learning needs and the needs of your practice.	Set realistic deadlines to achieve your goal. Begin by setting start and end dates. Time management is critical so it is important to focus on the activities of higher priority that will have a greater impact on your practice.

Identify your SMART Goals for this renewal cycle. Remember that a learning activity is something that you *DO* (i.e. *attend a Bullying workshop*). A SMART Goal is something you hope to achieve as a result of completing the learning activity (i.e. *identify the top 5 tips to give elementary students dealing with a bully*).

Goal 1:

Learning Activity:

Goal 2:

Learning Activity:

Goal 3:

Learning Activity:

****See the PDA Chart on in the [CPD Portfolio](#).***

Continuing Professional Development Learning Plan

Name:	License Number:
License Type:	Address:
Role:	
Version:	Phone Number:
Completed:	Email:

	Activity	Applied Hours (Only 20 Hours in each activity will be applied to Total)	Total Hours	Planned Start	Planned End	Actual Start	Actual End	Documentation?
<input type="checkbox"/>	Volunteer Service							
<input type="checkbox"/>	Mentoring/Supervision							
<input type="checkbox"/>	Presenting							
<input type="checkbox"/>	Supervision							
<input type="checkbox"/>	Coursework							
<input type="checkbox"/>	Independent Learning							
<input type="checkbox"/>	Group Learning							
	PLAN TOTALS:							

**Please note that activities require you retain documentation of your activity completion (e.g. copy of presentation, syllabus, certificate of completion, etc.). Please be sure to review these documentation requirements and keep them on file for 5 years. In the event of an audit, these verification documents will be requested. By checking "Yes" I verify that I have retained the appropriate documentation per the guidelines in the current [Continuing Professional Development Portfolio](#) for my license type.*

Glossary of Learning Plan Terms

Activity: Indicate which Professional Development Activities (PDA) you undertook this renewal cycle by checking the box to the left of the Activity name.

Actual Start: The date you began that Professional Development Activity. This date may not occur in the future or prior to July 1, 2011. Please confirm that you have started the activity by adding the “Actual Start” date *on or after* the day you actually begin that activity.

Actual End: The date you completed that Professional Development Activity. This date may not occur in the future or prior to July 1, 2011. Please confirm that you have completed the activity by adding the “Actual End” date *on or after* the day you actually complete that activity.

Applied Hours: The number of hours you are applying to the CPD program requirement of 40 hours per two-year renewal cycle. Applied Hours must consider the 20 hour maximum accrual in a single activity. Your Total Hours may exceed the Applied Hours and may document more than 20 hours in a single activity. A total of 40 Applied Hours is required each two-year renewal cycle for the Learning Plan to be considered complete.

Documentation: Completed Professional Development Activities must be documented according to the guidelines set forth in the CPD Portfolio. A Learning Plan is not considered complete until the licensee has verified they have retained and can produce documentation of their activities if required to do so by the Board.

Planned Start: The date you plan to start that Professional Development Activity. This date must occur on or after July 1, 2011.

Planned End: The date you plan to complete that Professional Development Activity. This date must occur on or after July 1, 2011.

Total Hours: The number of hours you accrued in that activity. This may exceed the 20 hour maximum allowed during a given 2-year renewal cycle. Likewise, the sum of your Total Hours may exceed the 40 hours required each two year renewal cycle. This field is provided for those licensees that would like to track all the professional development they do that exceeds the Board requirement.

Independent/Group Learning Form

Date	Resource	Topic Area	Summary of Activity

** Depending on which PDA you choose, your documentation guidelines may be different. The Independent/Group Learning Form only applies to the Independent or Group Learning PDAs. If you selected a different PDA, this form is not necessary for you to complete. Please refer to documentation Guidelines in the [CPD Portfolio](#).*

Self -Evaluation

Evaluate the Professional Development Activity by considering the questions below. You may find it useful to evaluate each PDA after completing the activity as well as at the end of the CPD cycle, after completing all the activities on your Learning Plan.

1. How have your PDAs impacted your professional practice?

2. How will you apply any new knowledge?

Do not submit your Self-Evaluation to the Board or DORA.

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CONTINUING EDUCATION (CE)/aka CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
SUMMARY VERIFICATION FORM

Please do not submit any CE documentation with your renewal

If you are selected for an audit, you will be notified; at that time, you will submit these logs and documentation to the Board.

CPD Category	Max Hours Allowed	Description of Activity(ies) Completed	Date Completed	# of Hours Awarded (Not to exceed max allowed)	Check if applicable to:	
					Laws & Ethics Requirement	Cultural Diversity Requirement
Peer Consultation	18					
Practice Outcome Monitoring	9					
Professional Activities	12					
Conferences / Conventions	6					
Board Meeting Attendance (Full Board or Committee)	12					
Examination Functions	12					
Academic Courses	18					
Academic Instruction	18					
Supervision	18					
Publications	9					
Sponsored Continuing Education Coursework	18					
ABPP Certification	36					
"Senior" ABPP Certification	18					

Total Hours Earned for Renewal Period:

CONTINUING EDUCATION (CE)/aka CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
DETAILED VERIFICATION FORM

Name: _____
 Address: _____
 Telephone #: _____
 e-mail: _____

Identify below the activities completed for fulfilling the CE/CPD requirements.
 Retain all verifying documentation in your records. You may be asked to provide this documentation at a later date (e.g. in the event you are selected for an audit).

Peer Consultation	
*Check if Applicable to: Laws & Ethics Requirements (L&E): <input type="checkbox"/> Cultural Diversity/Social Justice Requirement (CD/SJ): <input type="checkbox"/>	
Date(s) of Meeting(s):	_____
Brief Description	_____
# of Hours:	_____
Person Attesting to Meetings (retain in your records a signed attendance log attesting to your presence)	
Applicability to Practice:	_____

Practice Outcome Monitoring	
*Check if Applicable to: L&E: <input type="checkbox"/> CD/SJ: <input type="checkbox"/>	
Date(s) of Session(s):	_____
Client/Patient ID (Please be mindful of confidentiality):	_____
# of Hours:	_____
Applicability to Practice:	_____
*Retain in your records a log including dates, # of hours, details of activities/discussions	

Professional Activities	
*Check if Applicable to: L&E: <input type="checkbox"/> CD/SJ: <input type="checkbox"/>	
Name of Association/Regulatory Body:	_____
Date of Appointment:	_____
Duties:	_____
Applicability to Practice:	_____
*Retain in your records verification documentation from organization	

**CONTINUING EDUCATION (CE)/aka CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
DETAILED VERIFICATION FORM**

Conferences / Conventions	*Check if Applicable to: L&E: <input type="checkbox"/> CD/SJ: <input type="checkbox"/>
Date(s) of Meeting(s): _____	
Nature of Conference / Convention: _____	
# of Hours: _____	
Applicability to Practice: _____	
*Retain in your records documentation attesting to your presence / participation	

Board Meeting Attendance	*Check if Applicable to: L&E: <input type="checkbox"/> CD/SJ: <input type="checkbox"/>
Date(s) of Meeting(s): _____	
# of Hours: _____	

Examination Functions	*Check if Applicable to: L&E: <input type="checkbox"/> CD/SJ: <input type="checkbox"/>
Name of Association/Regulatory Body: _____	
Date of Appointment: _____	
Duties: _____	
Applicability to Practice: _____	
*Retain in your records verification documentation from organization	

Academic Courses	*Check if Applicable to: L&E: <input type="checkbox"/> CD/SJ: <input type="checkbox"/>
Name(s) of Course(s): _____	
Mode(s) of Delivery (in person, online, video, etc.): _____	
Academic Institution: _____	
# of Hours (per course): _____	
Applicability to Practice: _____	
*Retain in your records verification documentation from provider/academic institution (including course description / syllabus)	

Academic Instruction	*Check if Applicable to: L&E: <input type="checkbox"/> CD/SJ: <input type="checkbox"/>
Name(s) of Course(s): _____	
Mode(s) of Delivery (in person, online, video, etc.): _____	
Provider / Academic Institution: _____	
# of Hours (per course): _____	
Applicability to Practice: _____	
*Retain in your records verification documentation from provider/academic institution (including course description / syllabus)	

**CONTINUING EDUCATION (CE)/aka CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
DETAILED VERIFICATION FORM**

Supervision	*Check if Applicable to: L&E: <input type="checkbox"/> CD/SJ: <input type="checkbox"/>
Name(s) of Supervisee(s): _____	
# of Hours: _____	
Applicability to Practice: _____	
*Retain in your records a log including dates, # of hours, details of activities/discussions	

Publications	*Check if Applicable to: L&E: <input type="checkbox"/> CD/SJ: <input type="checkbox"/>
Title(s) of Publication(s): _____	
Title(s) of Journal Article(s): _____	
# of Hours: _____	
Applicability to Practice: _____	

Sponsored Continuing Education Coursework	*Check if Applicable to: L&E: <input type="checkbox"/> CD/SJ: <input type="checkbox"/>
Name(s) of Course(s): _____	
Mode(s) of Delivery (in person, online, video, etc.): _____	
Provider: _____	
# of Hours (per course): _____	
Applicability to Practice: _____	
*Retain in your records copies of certificates	

Describe how you have complied with the Cultural Diversity/Social Justice Requirement (4 hour minimum):
Name(s) of CPD Activity(ies): _____
Mode(s) of Delivery (in person, online, video, etc.): _____
Applicability to Practice: _____

Describe how you have complied with the Law & Ethics Requirement (4 hour minimum):
Name(s) of CPD Activity(ies): _____
Mode(s) of Delivery (in person, online, video, etc.): _____
Applicability to Practice: _____

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To: Supervision Committee **Date:** October 15, 2015

From: Christy Berger **Telephone:** (916) 574-7817
Regulatory Analyst

Subject: **Discussion and Possible Recommendation of a BBS Approved
Supervisor Status**

The Committee has been considering a framework that would involve the Board in approving a supervisor's qualifications at the time a licensee begins supervising, as opposed to retrospectively as is done currently.

This idea is in response to the Board's supervision survey results, which indicates that about 1 out of every 5 supervisees are either "dissatisfied" or "somewhat dissatisfied" with aspects of supervision received. Additionally, staff is aware that a very small number of registrants have lost a significant portion of their experience hours due to a supervisor's non-compliance. Although the number is very small, the impact to these individuals is great.

Given the vulnerability of registrants in this process, a method for the Board to better monitor the supervision process could offer some protections, as well as allow a targeted channel for the Board to provide guidance to supervisors. The goal is to provide a structure that increases accountability and improves communication without major changes to the current system.

Staff proposes the following structure:

1. Require new supervisors to certify to the Board under penalty of perjury that they meet all qualifications to supervise within 60 days of the commencement of supervision.

2. Require existing supervisors to certify to the Board under penalty of perjury that they meet all qualifications to supervise within 90 days after being notified of the new requirements.
3. Require the supervisor to provide the supervisee with a signed disclosure that includes how to submit a complaint about a supervisor and proof of completion of the supervision training course.
4. The Board performs random audits of supervisor qualifications. Failure of the audit would result in a citation and fine.

Stakeholders have expressed interest in the Board publishing a list of BBS-registered supervisors. Implementation of this system would create a fiscal impact to the Board for at least one new position and moderate changes to BreEZe.