

MINNESOTA BOARD OF PSYCHOLOGY

Minutes of the 389th Meeting

May 11, 2007

Members Present: M. Fulton, S. Hayes, G. Jensen, J. Lee, T. Nguyen-Kelly, M. Seibold, T. Thompson, S. Ward, and J. Wolf

Members Absent: J. Romano

Others Present: N. Hart, Assistant Attorney General, Jack Schaffer, PhD, LP

PUBLIC SESSION

Board Chair, M. Seibold called the public session of the meeting to order at 9:07 AM, in the Psychology Board Conference Room, at 2829 University Avenue Southeast, Minneapolis, Minnesota, and a quorum was declared present.

1. Approval of Minutes.

a. Board Meeting Minutes-April 13, 2007.

T. Thompson moved, seconded by G. Jensen that the minutes of the Board meeting of April 13, 2007 be approved as amended. Voting “aye”: M. Fulton, S. Hayes, G. Jensen, J. Lee, T. Nguyen-Kelly, T. Thompson, S. Ward, and J. Wolf. Voting “nay”: none. There being eight “ayes” and no “nays”, the motion carried unanimously.

2. Administrative Matters.

a. Administrative Committee Update. The Administrative Committee of the Board met with P. Walker-Singleton on Friday, May 4, 2007 for the purpose of conducting a biennial performance review. M. Seibold reported that Board and staff survey results were positive. Ratings that were slightly lower in 2005 have improved. Dr. Seibold listed goals that the Director needs to work towards as:

- Because of recent staff turnover, she should work towards maintaining stability.
- Continue to work with the software vendor to perfect operations.
- Take proposed rules through the remaining steps to passage.
- The Board is fiscally sound; make sure finances remain strong.

The Committee submitted to the Board an overview of the survey results.

b. CE Planning Committee Update. Now that the second Board-sponsored CE activity is over, J. Wolf gave a summary of the outcome. She reported that of 426 licensees who registered to attend the CE, 366 actually attended. We are still under budget, with projected spending currently at \$20,484, about \$4500 under the overall projected spending. Although Representative Neva Walker was tied up in a legislative session and could not get away to participate in the CE, she wrote to the Board expressing her apology. The Committee will report at the June 22, 2007 Board meeting on the analysis of the evaluations of the speakers.

G. Jensen, proctor for the Brainerd site reported that the videoconferencing feed is voice activated. Therefore, unless the mute button is pushed at each Greater Minnesota location, if people in the audience at any site conduct a conversation and the microphones pick them up, their images and the conversation is fed to all other sites. Staff will speak to the IT professionals in charge of the videoconferencing and see that that detail is attended to in the future.

Staff will also research how we might monitor attendance at sessions and organize a system to eliminate the distribution of Certificates of Attendance to individuals who come to the venue, but do not attend the sessions.

c. Presentation at MPA Annual Meeting. M. Siebold presented at the MPA Annual Meeting on Saturday, April 28, 2007. Dr. Seibold titled her presentation, “The Board of Psychology in the New Millennium”. The subject of the presentation requested by MPA was originally the proposed new rules. However, Dr. Seibold reported that the session quickly turned into a question and answer session about items of general interest to the audience. After beginning by providing general information about the Board, its composition, terms, how individuals are appointed, she discussed some of the Board’s projects in the recent past, such as, the phase out of LPP licensure and the CE workshops. She talked about some of the violations we receive complaints about. Some of the discussion is summarized below:

- We are preparing the rules for publication this summer and planning for hearings during the fall of 2007.
- The Board is aware that APA has a policy about requiring only one year of pre- or post-doctoral training for licensure. However, the Board has made no plans to change its licensure requirements in response to the APA policy.
- Some individuals were complementary to the Board for sponsoring the continuing education activities in 2005 and 2007. Someone commented that the Board is in competition with MPA’s continuing education seminars. Dr. Seibold explained that the Board does not want to be in the business of giving CE activities. This is just one thing that the Board is offering as a way of giving back to the community of licensees, presenting cutting edge issues to the licensees, and giving the licensees an opportunity to feel more of a connection with the Board, and knowledge of who is on the Board. The Board-sponsored CE activities are given only once per biennium and typically represent six of the required 40 CE hours needed for renewal. The activities are intended to be a positive outreach to the psychological community and enrichment to licensees on topics relevant to practice.
- An individual thanked the Board for its liaisons with MPA and our meeting with the MPA Ethics Committee.
- The Board of Psychology is guided by the mandates of the Minnesota Government Data Practices Act, which is the state law that classifies the data a state agency collects. The Board’s data are classified as either public, private or confidential. Investigative data are confidential while an investigation is ongoing, meaning it is not accessible to the public. After a complaint is closed, the data are accessible to the data subjects (private data). Therefore, in answer to the question can a licensee receive more from the Board when the licensee is asked for records, the response is that the Board is not able to release data when it is prohibited to do so by the data practices act. The law requires that the Board release the fact that a complaint exists at a time when it will not compromise the investigation and the Board of Psychology also complies with that law.

- An audience member shared that when a provider charges individuals for mental health records, the provider now has to charge sales tax.
- In response to a question, Dr. Seibold confirmed that the seat for an LPP on the Board will be replaced by an LP seat once LPP licensure is eliminated.

d. Meeting with Prescribing Psychologist. The Minnesota Psychological Association (MPA) invited members of the Board to meet with James Quillen, PhD, a prescribing psychologist from the state of Louisiana, who is also President of the Louisiana Psychological Association. The meeting was held on Friday, April 27, 2007, following Dr. Quillen's presentation to the MPA Annual Meeting. M. Seibold, S. Ward, and S. Hayes attended the meeting representing the MN. Board of Psychology. They reported on the experience:

- *M. Seibold*
 - The states of Louisiana and New Mexico are the only states that currently license qualified psychologists to prescribe medications.
 - Sixteen states have legislation pending at some stage. Hawaii, Oregon, and Missouri have current bills pending.
 - In Louisiana, although the bill passed, the American Medical Association had dedicated \$13 million to defeat the bill in that state.
 - In LA., physicians in Dr. Quillen's community and others supported the bill, because they recognize the crisis in the nation of having too few prescribers of psychotropic medications.
 - To prepare psychologists to prescribe in Louisiana, they developed a post doctoral Master of Science degree in Clinical Psychopharmacology. The program requires that the students take the core courses required in medical school, such as anatomy and physiology, neurosciences, biochemistry, clinical medicine, clinical pharmacology, psychopharmacology, and physical assessment.
 - In Louisiana, the licensed psychologist has to obtain a license to dispense medications + a DEA number.
 - In order to apply for the prescribing psychologist license in LA., the applicant has to be a licensed psychologist with five years of post-doctoral experience and have completed an approved program with 450 hours of training in prescribing. (APA guidelines recommends a 300-hour training.)
 - Once licensed, they have to obtain 30 hours of continuing education in psychology and 30 hours in medicine education every 2 years.
 - Dr. Quillen's practice has changed because he now sees more patients on referral. He may see someone for a 15-minute medication management appointment and then the next patient is seen for an hour-long psychotherapy appointment.
 - There is a shortage of psychiatric coverage in Louisiana and in the nation. This is certainly the case in Minnesota.
- *S. Hayes*
 - There were two Minnesota licensed psychologists at the meeting that already have the Master of Science in psychopharmacology.
 - Fewer medical doctors are specializing in psychiatry than before.

- This is an interesting dilemma for psychology and medicine.
- Question to Dr. Quillen has to do with the feeling that psychiatrist are moving towards 20 minute medication management appointments. Dr. Quillen confirmed that medical doctors are not specializing in psychiatry any more. Ms. Hayes wondered if this may begin to be a trend in psychology if psychologist are given the authority to prescribe medications. Dr. Quillen believes that since in psychology, the first tools have to do with providing talk therapy, prescribing psychologists may not cycle to that stage quickly.
- *S. Ward*
 - Minnesota licensed psychologists trained in psychopharmacology reported that in their practice, they are asked by medical doctors to give recommendations on what medications mutual patients might need to manage their mental health. If the psychologist has the training, they respond.
 - The general perception is that authorizing prescribing psychologists a bad idea. In addition, the perception in the field of psychology seems to be that prescribing psychologists are not adequately trained. However, LA. psychologists appeared to receive a great amount of training on appropriate prescribing practices.
- *J. Schaffer*
 - In answer to a question from Ms. Hayes, Dr. Schaffer reported that ASPPB has not taken a position on the prescribing issue. It is not their role to take such positions.
 - However, the Association of State and Provincial Psychology Boards and the National Register have developed model regulations for any jurisdiction that wants prescriptive authority for licensed psychologists.

e. Ming Fisher Award Nomination. At the Board meeting on April 13, 2007, the Board nominated P. Walker-Singleton for the Association of State and Provincial Psychology Boards' Ming Fisher Award. The Board was presented with a copy of the nomination form and attachments, along with the letter of nomination.

f. Report on ASPPB Midyear Meeting. J. Wolf, J. Romano, T. Nguyen-Kelly, M. Fulton, and P. Walker-Singleton attended the 2007 ASPPB Midyear Meeting in Louisville, Kentucky on April 26-29, 2007. They reported on their experiences and the content of the sessions. J. Schaffer also contributed to the discussions of the meeting.

Some highlights and quotes from the reports are:

P. Walker-Singleton

- The Administrators/Registrars' Committee met at 10 AM on Thursday, April 26, 2007. Only twelve jurisdictions from the US and Canada were represented. However, the meeting was enlightening.

- ASPPB issues a handbook with licensure and other regulatory information about the jurisdictions each year. Each jurisdiction is asked to complete a survey responding to questions about the state/province's regulatory activities in order to collect the data for the handbook. Janet Pippin, ASPPB's Director of Member Services went through each question in the survey with us to get our feedback in order to make sure that the answers to the questions provide the public with accurate information about the Boards/Colleges. This was an extremely educational exercise that invited exchange of ideas and some revelations that some of us could learn from. For example, some of the jurisdictions (Ohio and Alabama) still collect PES' fee for the EPPP from the applicants and hold the money until the candidate is ready to test. Others of us simply qualify the applicants to sit for the examination and then let PES collect their fees.
- Tom Vaughn from Oklahoma (OK.) reported on a very messy situation they are currently dealing with having to do with the state accepting APA accredited programs as meeting their educational requirements for licensure. They may be facing legal issues because they were under the wrong impression about what APA accreditation really means. According to Dr. Vaughn, CPA has standards that allows OK. to feel comfortable accepting CPA accredited programs. OK. is considering changing their regulations eliminating the acceptance of APA accredited programs.
- Stephen DeMers, EdD, ASPPB's Executive Officer addressed the group. Most notably, Dr. DeMers stated (when asked *his* opinion) that it is his belief that Boards should be cautious about declaring that they only accept *programs* with a specific accreditation. You could "tie your own hands", he said, by placing in law/rule that Boards will accept only APA (CPA, etc.) accredited programs to meet educational requirements. This is what MN. has proposed. He said it makes more sense to accept APA, etc. accreditation and also allow an alternative route to licensure. His reasoning is that some organizations are political organizations and may be influenced by the wishes of its members. This issue was later discussed with other ASPPB Board members and staff, who were closely aligned with Dr. DeMers' opinion.
- Bob Lipkins, PhD, EPPP Program Director for the Professional Examination Service (PES), who administers the EPPP, updated the group with a report on the PsyIMS (pron. SIMS) Pilot Test. PES just completed a pilot study of a new system designed to work in jurisdictions who pre-qualify applicants for the EPPP. MN. is a pre-qualifying jurisdiction because the Board approves applicants to sit for the EPPP and then we upload the names of the qualified applicants to PES on the day of the Board meeting. The new system allows the jurisdiction to upload the names directly on to a secure website that PES controls and it allows the jurisdiction or the applicant to enter directly all eligibility information. The process will require the user to go through ASPPB's website. Once signed on to the website, the user would be on PES' servers. The new system will require that the Boards collect applicants' email addresses; our EPPP applications have already been updated to request that information.

- ASPPB held focus group meetings separately with Board members and Board administrators to determine what services of the organization needed improvement and what we believed worked well. P. Walker-Singleton attended the Board administrator group along with 7-8 other directors. The group gave feed back to the ASPPB representatives and the session seemed to be beneficial.

J. Wolf

- The conference materials included a list of acronyms that is helpful to new Board members.
- On Sunday morning, there were presentations on how different jurisdictions handle investigations. They reported on several different methodologies utilized in various jurisdictions. For example, in Georgia, Maine, Nevada, and the Dakotas, Board members investigate the complaints. In four of the Canadian provinces, non-Board members conduct the investigations from a bureau that is used by the provinces. In Ohio and Rhode Island, investigators and Boards conduct the investigations together. In Alaska, Indiana, and Nebraska, investigators and Board member consultants both conduct investigations. Arkansas, New Brunswick and Nova Scotia use complaint committees to conduct their investigations, a number of states and the District of Columbia use an investigative unit, and states, like, Minnesota are listed as having staff investigators. However, we know that we also have access to AGO field investigators.
- The Minnesota model of investigating complaints and confining complaint handling or the knowledge of the existence of complaints only to Board members on Complaint Resolution Committees so that the rest of the Board members are not tainted in the event of a contested case, appears to be unique.

T. Nguyen-Kelly

- Dr. Nguyen-Kelly attended new Board member training sessions and found them helpful. It was organized so that there was training for psychologist and public Board members. The training included some of the differences in Board operations from one jurisdiction to another.
- She was especially interested in sessions on competency and was pleased to hear that so much emphasis is being placed on culture as a factor in competence. Curriculum and training seems to be all about competency-based learning and not just about theory. She believes that this is a better way to assess whether psychologists are ready to provide services.
- There was a presentation on the EPPP and the EPPP-Plus. The latter is a multi-level testing. Dr. Nguyen-Kelly stated that it sounds like a good idea, but in the implementation, it needs to be looked more closely. The first level of testing would be right after courses are completed and the questions would be all theory. Then there would be another testing, which would involve audio-visual, in-vivo simulations, and oral examination. There was discussion of the time and expense of administering an EPPP-Plus and questions about validity and reliability.

M. Fulton

- The ASPPB's Friday meetings highlighted the current and rapidly developing "culture of competence" movement in psychology, which attempts to define and measure student (and later practitioner) learning outcomes in terms of competencies. In what is now considered an evolving paradigm change for the training, licensure, and lifelong assessment of psychologists, a number of assessment initiatives have been undertaken by the National Council of schools and Programs of Professional Psychology (NCSPP), APA's Committee on Accreditation (CoA), and the Association of Psychology Postdoctoral and Internship Centers (AAPIC), and the Canadian/American Council of Chairs of Training Councils (CCTC). All of these initiatives have focused on identifying and operationalizing student learning outcomes in terms of; 1) foundational competence domains and 2) functional competence domains. Likewise, learning outcomes have been linked to expectations of congruence and consistency with Canadian and American educational training programs' goals and philosophy. The implications for the regulatory boards involve a call for increased awareness, adaptation to, and ultimately assimilation of the new "culture of competence."
- The most recent of these efforts occurred in February 2007 when the Assessment of Competency Benchmarks Work Group presented a developmental model for the defining and measuring of competence in professional psychology. This model identifies specific behavioral benchmarks for 12 core competency levels at four developmental levels of education and training. Methods for assessing acquisition of the benchmark competencies are also being identified and developed by operationalizing assessment of knowledge base, skills, attitudes, and meta-knowledge concepts acquired through practicum and internship trainings. The "competency cube" was used as a template for core competencies in professional psychology (see handout). As these models are implemented into APA training programs in psychology, the regulatory boards will be pressed to apply a competency-based model to monitoring and regulating the quality and breadth of training for licensure (of clinicians and supervisors). Likewise, these models are implicated and recommended for practicing psychologists throughout their careers.
- A number of ideas and models from the assessment of competence in medical education were presented. Per the medical model, competency-based education requires and relies on "A LOT" of assessment, standard setting, and ongoing curricular adjustments. Instead of identifying the starting point for medical education as existing knowledge and teaching materials that lead to learning objectives, the new competence-based model begins with the stated and expected competencies for a graduating student, and then, learning objectives are defined and operationalized accordingly. In other words, the focus will be on educational outcomes, not on educational processes. Skills and competencies related to education and training are differentiated from post-graduation competencies. Emphasis was also given to the need for continued assessment of behaviorally anchored competencies and personal self-assessment across one's professional life-span related to practice.
- Examples from medical education were provided and focus group discussions and sharing of concerns and issues regarding competency-based licensure/registration. The issue of competency-based assessment across the entire professional spectrum from training to practice raised numerous concerns about the magnitude of actually implementing a competency-based scientist-practitioner model for training and

assessments. One project in the works is a study by the Practice Analysis Advisory Committee (PAAC) and the Practice Analysis Task force (PATF) to determine the viability of moving from the EPPP to “EPPP Plus” for licensure. The “EPPP Plus” model would; 1) allow for the test to be taken in the last year of graduate school, 2) assess clinical knowledge through multiple choice testing, and 3) assess actual clinical performance through simulations, in vivo assessment, oral exams, etc. This is one major shift that bears directly on education and licensure.

- The “cultural of competence” initiatives undertaken so far are still in a formative developmental stage. Significant problems were identified in the areas of:
 - 1) defining competencies, different levels of competence and linking them to assessment,
 - 2) ambiguities between concepts such as learning objectives and competency,
 - 3) operationalizing and systematizing terms, models and regulatory approaches within and across state, national (Canadian and American), and international jurisdictions,
 - 4) developing reliable and valid assessments, 5) financial costs and actual administration of multi-level and multi-method competence-based tests, 6) compliance issues, plus
 - 7) training programs and regulatory boards will find it difficult to keep up with the massive culture change.

3. **Waivers/Variances.**

a. The following licensees were granted approval of six-month time-limited variances to complete requirements for continuing education (CE), in compliance with MN Rule 7200.3400, subpart 2.

Kofsky, Richard D., PhD, LP	LP2471	04/30/07
Repp, Patrick J., MA, LP	LP2263	02/28/07

M. Fulton moved, seconded by J. Wolf that the six month time-limited variance requests to complete continuing education requirements (MN Rule 7200.3400, subpart 2) be approved for the licensees listed above on the basis that the licensees met the burden to prove that adherence to the rule would impose an undue burden on the licensees, that granting the variances will not adversely affect the public welfare, and that the alternatives proposed meet the rationale for the rule. Voting “aye”: M. Fulton, S. Hayes, G. Jensen, J. Lee, T. Nguyen-Kelly, T. Thompson, S. Ward, and J. Wolf. Voting “nay”: none. There being eight “ayes” and no “nays”, the motion carried unanimously.

b. Endora K. Crawford, MEq, LPP applied for conversion from LPP to LP Licensure and requested a variance. Licensee met all requirements for the conversion; however, her primary supervisor was deployed to Iraq and is unable to complete supervision verification forms. The Supervision Verification form was completed by the supervisor who assumed the duties of the primary supervisor who was sent to Iraq since she worked in the same facility and was familiar with Ms. Crawford’s work for the entire two year period. The Application Review Committee moved approval of the variance on the basis that the licensee met the burden to prove that adherence to the rule would impose an undue burden on the licensee, that granting the variance will not adversely affect the public welfare, and that the alternative proposed met the rationale for the rule. Voting “aye”: M. Fulton, S. Hayes, G. Jensen, J. Lee, T. Nguyen-Kelly, T. Thompson, S. Ward, and J. Wolf. Voting “nay”: none. There being eight “ayes” and no “nays”, the motion carried unanimously.

c. Patrick J. Repp, MA, LP applied for license renewal and requested a waiver of the late renewal fee, because the Board sent his renewal application to his previous office address. He stated that he moved from that address in July 2005 and was certain that he had forwarded the Board the new address, but perhaps he did not. Therefore, he did not send in his renewal until after the renewal date.

It is the Board's practice to mail notices of license renewal approximately 45 days in advance of the renewal deadline date. In accordance with that practice, notices for February 2007 renewals were mailed to licensees on January 16, 2007. Mr. Repp's renewal notice was mailed to the Board's address of record on January 16, 2007. However, the mailing was returned to the Board office on January 22, 2007, with a postal service yellow sticker stating, Not Deliverable as Addressed, Unable to Forward.

Mr. Repp called the Board office on March 1, 2007 leaving a message. M. Elliott returned his call on March 2, 2007 leaving a message. Ms. Elliott spoke with Mr. Repp on March 13, 2007 and explained that he would have to pay the late renewal fee. It was during this phone conversation that Mr. Repp gave his new address and his renewal application was re-mailed right away to the new address. Mr. Repp's renewal was received on May 7, 2007.

J. Wolf moved, seconded by T. Nguyen-Kelly that the waiver be granted. Following a period of discussion of the steps taken in handling this situation as they relate to the rules of licensure renewal, the motion was withdrawn. T. Thompson moved, seconded by S. Ward that the waiver request be denied on the basis that the licensee did not meet the burden to prove that adherence to the rule would impose an undue burden on the licensee and that granting the variance will not adversely affect the public welfare. Voting "aye": M. Fulton, S. Hayes, G. Jensen, J. Lee, T. Nguyen-Kelly, T. Thompson, S. Ward, and J. Wolf. Voting "nay": none. There being eight "ayes" and no "nays", the motion carried unanimously.

4. **Admit to EPPP.**

The Application Review Committee moved that the following applicants be admitted to the Examination for Professional Practice in Psychology (EPPP) after having met the educational requirements for licensure. Voting "aye": M. Fulton, S. Hayes, G. Jensen, J. Lee, T. Nguyen-Kelly, T. Thompson, S. Ward, and J. Wolf. Voting "nay": none. There being eight "ayes" and no "nays", the motion carried unanimously.

07C-110	07C-109	07C-113	07C-111	07C-096
07C-102	07C-114	07C-107	07C-117	04C-094
07C-100				

5. **Admit to PRE.**

The Application Review Committee moved that the following applicants be admitted to the Professional Responsibility Examination (PRE) after having met the educational requirements for licensure. Voting "aye": M. Fulton, S. Hayes, G. Jensen, J. Lee, T. Nguyen-Kelly, T. Thompson, S. Ward, and J. Wolf. Voting "nay": none. There being eight "ayes" and no "nays", the motion carried unanimously.

07C-115	07C-027	07C-053	04C-063	07C-067
06C-091	07C-047	07C-107	07C-102	07C-077

06C-377

07C-116

07C-088

07C-098

6. Licensed Psychological Practitioners.

The Application Review Committee moved that the following applicants be licensed as Licensed Psychological Practitioners based on master's degrees after fulfilling all requirements of Minnesota Statute 148.908. Voting "aye": M. Fulton, S. Hayes, G. Jensen, J. Lee, T. Nguyen-Kelly, T. Thompson, S. Ward, and J. Wolf. Voting "nay": none. There being eight "ayes" and no "nays", the motion carried unanimously.

Dana Jean Alston, MA
Troy Dale Carlson, MS
Mary Webster Drouillard, MA
Jane Margaret Osborn Farber, MEQ
Sherrie M. Hanna, MA
Stacia Rose Hanson, MA
Colin Michael Heglund, MA
Barbara Joanne Hilleren, MA
Sara Kirby Mairs, MA
Steven Anthony Martinetti, MA
Celeste Louise Scott, MA
Debra Elizabeth Stumvoll, MA
Tina Marie Truax, MA

7. Licensed Psychologist.

The Application Review Committee moved that the following applicants be licensed as Licensed Psychologists based on doctoral degrees after fulfilling all requirements of Minnesota Statute 148.907, subd. 2. Voting "aye": M. Fulton, S. Hayes, G. Jensen, J. Lee, T. Nguyen-Kelly, T. Thompson, S. Ward, and J. Wolf. Voting "nay": none. There being eight "ayes" and no "nays", the motion carried unanimously.

Tatyana V. Avdeyeva, PhD
Lisa Denise Hoffman-Konn, PhD
Brad William Houghton, PsyD
Jason Patrick McCarty, PsyD
Elizabeth Meva Nelson, PhD
Mark Alan Rosenblum, PsyD
Maradeth Hoistad Searle, PsyD

8. Approval of Conversion from Licensed Psychological Practitioner to Licensed Psychologist.

The Application Review Committee moved approval of the request for conversion from Licensed Psychological Practitioner to Licensed Psychologist for the following licensee, after complying with the requirements of Minnesota Statute section 148.907, subdivision 5. Voting "aye": M. Fulton, S. Hayes, G. Jensen, J. Lee, T. Nguyen-Kelly, T. Thompson, S. Ward, and J. Wolf. Voting "nay": none. There being eight "ayes" and no "nays", the motion carried unanimously.

Endora Kea Crawford, MEQ, LPP

9. Termination of License for Non-Renewal.

The following licensees were properly notified by certified mail according to Rule 7200.3510. The Board voted to approve the termination of license for the following individuals who failed to re-new:

Hage, Sally	September 30, 2005	LP4470
Heller, Anne	January 31, 2006	LP0726
O'Neal, Kevin	September 30, 2005	LPP0034

S. Hayes moved, seconded by J. Wolf that the licenses be terminated for non renewal of licenses. Voting "aye": M. Fulton, S. Hayes, G. Jensen, J. Lee, T. Nguyen-Kelly, T. Thompson, S. Ward, and J. Wolf. Voting "nay": none. There being eight "ayes" and no "nays", the motion carried unanimously.

10. Other Business.

a. MPA Friday Forum. Licensee Charme S. Davidson, PhD, LP contacted the Board office stating that she was organizing a workshop to be presented as a Minnesota Psychological Association Friday Forum. She said she would be presenting a proposal to MPA and if accepted, the subject matter would have to do with the way the mental health licensing Boards (Marriage and Family Therapy, Social Work, Behavioral Health and Therapy, and Psychology) handle complaints. The date is currently unknown, because the proposal has not been submitted to MPA yet for approval. P. Walker-Singleton has agreed to participate. Dr. Davidson stated that she would like for the Boards to designate a member who is a part of a complaint resolution committee to also participate on the program. Before the Board can identify a member to send, it needs to know more details, such as the date and time of the program. Staff will update the Board as it receives information.

11. Adjournment.

T. Thompson moved, seconded by S. Hayes, that the meeting be adjourned. Motion carried unanimously. The meeting adjourned at 11:47 AM.

Respectfully submitted,

SUSAN HAYES
Board Secretary