

BEHAVIORAL SCIENCES REGULATORY BOARD
LMLP/LCP ADVISORY COMMITTEE
Wednesday, August 31, 2022

You may view the meeting on the BSRB YouTube channel: <https://youtu.be/0Ci0ba1MX0c>

To join the meeting by conference call: 877-278-8686 (Pin #327072)

Due to the COVID-19 pandemic, the Board office is practicing social distancing. The office space does not allow for a meeting while practicing social distancing, therefore the meeting will be conducted virtually on a Zoom platform and broadcast to the public using the BSRB YouTube channel. If there are any technical issues during the meeting, you may call the Board office at 785-296-3240 or send an e-mail to BSRB@ks.gov. The Advisory Committee may take items out of order as necessary to accommodate the time restrictions of Advisory Committee members and visitors. All items are subject to change.

Wednesday, August 31, 2022, 12:00pm

- I. Call to Order and Roll Call**
- II. Approval of Agenda or Additions to the Agenda**
- III. Review and Approval of Minutes from Advisory Committee Meeting on June 22, 2022**
- IV. Welcome New Member of the Advisory Committee – Travis Hamrick**
- V. Executive Director’s Report**
- VI. Old Business**
 - A. Continued Discussion of Possible Changes to “In Residence” Requirement in K.A.R. 102-4-3a**
- VII. New Business**
 - A. Discussion on Licensed Psychology K.A.R. 102-1-15(g)**
 - B. Discussion on Administration of Psychological Evaluations by Psychometricians**
- VIII. Possible Additional Agenda Items**
- IX. Next Meeting: Date to be Determined, October, at Noon**
- X. Adjournment**

**Behavioral Sciences Regulatory Board
Masters Level Psychology Advisory Committee Meeting
June 22, 2022**

Draft Minutes

- I. Call to Order.** The meeting was called to order by David Anderson, Chair of the Advisory Committee, at 12:00 p.m.

Master's Level Psychology Advisory Committee Members. Advisory Committee Members who participated by Zoom or phone were David Anderson, Rebecca Jabara, Lauren Lucht, Iris Pauly, Joshua Tanguay, and Kari Wold.

BSRB Staff. BSRB staff members who participated by Zoom included David Fye and Leslie Allen.

Guests. None

- II. Approval of the Agenda.** Kari Wold moved to approve the agenda. Joshua Tanguay seconded the motion. The motion passed.
- III. Review and Approval of Minutes.** Kari Wold moved to approve the minutes from the Advisory Committee meeting on April 20, 2022. Joshua Tanguay seconded. The motion passed.
- IV. Executive Director's Report.** David Fye, Executive Director for the BSRB, reported on the following items:
- A. BSRB Staff Update.** BSRB is still under the Governor's direction to avoid in-person meetings. The Executive Director noted he will update the Advisory Committee when that direction is changed. Until the limitation is lifted, the BSRB will continue to hold most Board and Advisory Committee meetings virtually. The Executive Director provided an update on the BSRB Fee Fund, which has a balance of about \$2.0 million. As part of the yearly performance evaluation process from the Department of Administration, all state employees should have a mid-year check-in to allow supervisors to provide feedback on their performance, allow questions from staff, and consider changes to work responsibilities. The Executive Director noted that the BSRB will provide mid-year check-in meetings for all employees later this month.
- B. Board Meeting on May 9, 2022.** The Board discussed the pre-approval of continuing education (CE) hours and the pre-approval of CE providers. All Advisory Committees were asked to discuss whether their profession would want pre-approved CEs, as currently only the social work profession has pre-approved CE providers and pre-approved CE classes. At the Board meeting, there was a split as some Advisory Committees requested this change while other Advisory Committees did not. Also at

the Board meeting, 15 Advisory Committee members were reappointed to new two-year terms and those terms will start in July, as the state fiscal year begins on July 1. The Board recognized three Advisory Committee members that had served the maximum number of years of service on the Advisory Committees. The Board passed a delegation motion allowing for alternate presiding officer in the event that Chair and the Vice-Chair of the Board are unavailable for a meeting; reviewed draft language for regulations discussed at past meetings; and considered a model from Minnesota to provide a temporary license to students who graduate from schools that are in candidacy for Council for Social Work Education (CSWE) accreditation. The Board received a report from the Executive Director with potential changes to the Board's Investigation Policy and creation of subcommittees were requested by the Professional Counselor Advisory Committee (unprofessional conduct regulation review) and the Marriage and Family Therapy Advisory Committee (creation of a supervision manual similar to the existing manual for the social work profession.)

- C. Other Meetings and Events.** The Executive Director attended an Educator meeting for the Association of Social Work Boards (ASWB) and the Mid-Year Meeting from the Association of State and the Provincial Psychology Boards (ASPPB). The Executive Director provided a summary of items discussed at these meetings, including an announcement from the American Psychology Association (APA) that the body is working on accreditation standards for Master's Level Psychology programs and hopes to have these standards available for comment in the fall of 2023. The executive director will be attending a conference on August 3 hosted by the National Board of certified counselors in Philadelphia. The Executive Director note he attended a townhall meeting by ASPPB on the EPPP-2. The Executive Director provided an update on the Psychology Interjurisdictional Compact (PSYPACT), including the current number of Licensed Psychologists in Kansas who identify Kansas as their home-state and who are practicing under the compact.
- D. Legislative Updates.** The Executive Director noted the Legislative Coordinating Committee met June 16, 2022, to approve the number of days for interim committees. The Mental Health Modernization and Reform Committee that met in the fall of 2020 and 2021 is not meeting this fall. However, new health committees that were approved to meet include committees to study in-patient psychiatric beds, the intellectual/developmental disability waiver, and medical marijuana. Additionally, a committee has been approved to study compensation to individuals serving on boards and commissions.

V. Old Business

- A. Continued Discussion on Unprofessional Conduct Regulations.** The Executive Director noted that the minutes from the previous Advisory Committee meeting include a list of the unprofessional conduct regulations the Advisory Committee members previously identified for possible changes. Advisory Committee members noted that facilities are required to have a policy to direct someone in crisis, who calls after hours, to an appropriate provider. Certain individuals have included voicemail

and other messages that direct callers to call mental health centers, though those facilities are unfamiliar with those clients and Advisory Committee members discussed whether the BSRB could provide assistance in clarifying the duties and responsibilities of practitioners on this issue. The Advisory Committee requested this item be included in a future list of possible changes to the unprofessional conduct regulations to be forwarded to the Board at the end of the year. Aside from this potential change, the Advisory Committee did not recommend additional changes to the unprofessional conduct regulations.

VI. New Business

- A. Adding New Members to Advisory Committee.** At the previous Advisory Committee meeting, the Advisory Committee was supportive of adding one new member to the Advisory Committee and asked the Executive Director to contact previous applicants to see if those individuals were still interested in serving on the Advisory Committee. The Executive Director noted he contacted the three individuals who applied for consideration previously and those individuals were still interested in serving on the Advisory Committee. He collected updated resumes and cover letters for the applicants and provided those materials to the members of the Advisory Committee for review and consideration. The members of the Advisory Committee discussed the applicants and recommended that Travis Hamrick be added to the Advisory Committee. The Executive Director noted he would summarize the recommendations of the Advisory Committee in a letter, which would be reviewed by the Chair of the Advisory Committee, then sent to the Chair of the Board, as the Chair of the Board has authority to add individuals to the Advisory Committee.
- B. Consideration of Changes to “In Residence” Requirements in K.A.R. 102-4-3a.** The Executive Director summarized previously recommended changes to K.A.R. 102-4-3a regarding changes from “core faculty members” to “faculty member,” and associated changes, as well as removal of the term “in residence” in the regulation language associated with two semesters of contiguous study. The Executive Director noted that the Board was supportive of these changes. The Executive Director asked the Advisory Committee to consider whether the “in residence” requirement for the regulation should be removed. The Executive Director noted that other professions regulated by the BSRB, including the social work profession, are having discussions whether “in residence” should remain in the educational requirements for programs. Currently, the regulations require “in residence” for six hours in psychotherapy and six hours of psychological testing. Members of the Advisory Committee discussed whether a physical presence should be required in the regulations and whether the upcoming national accreditation standards by the APA would require education to be required in person. Advisory Committee members also discussed changes in technology and the difference between being face-to-face in the same physical presence compared to being face-to-face using a screen. Some Advisory Committee members spoke to the value of having certain training in person, especially involving

training on assessments or testing involving children. Advisory Committee members discussed whether “in person” training would need to be at the school or whether it would be beneficial to be at another location. Advisory Committee members asked whether there existed research on the difference between psychological testing in person compared to being done virtually. Also, while some professions under the BSRB are considering removing the “in residence” requirement, it was noted that the scope of practice for licenses under the BSRB differs as well and there are certain unique elements for each profession. Joshua Tanguay will gather information on testing requirements from psychology programs at different schools and will provide this information at a future Advisory Committee meeting.

C. 988 National Suicide Prevention Hotline Rollout. The Advisory Committee discussed that it anticipates the national rollout of the 988 National Suicide Prevention Hotline will begin July 16, 2022.

D. Information on Disciplinary Actions Relevant to the Profession. The Executive Director noted that the BSRB regulates the profession by licensing professionals, but also reviews and investigates complaints against practitioners. He provided information on complaints and violations against individuals in the master’s level psychology or clinical psychotherapy professions. The Executive Director noted complaints against practitioners decreased in FY 2021 during the early stages of the pandemic, though complaints have increased back to the pre-pandemic levels in FY 2022. Currently, there are about 100 active complaints being investigated by the BSRB, one of which is against an individual holding a master’s level psychology license and three holding clinical psychotherapy licenses. The Executive Director noted there have been few violations against practitioner in this profession, but there were two violations against master’s level psychologists/clinical psychotherapists. The unprofessional conduct regulations that were violated in these two instances involved dual relationships and failure to maintain confidentiality.

VII. Next Meeting: The next Advisory Committee meeting will be on Wednesday, August 24, 2022, from noon to 2pm.

VIII. Adjournment. Kari Wold moved to adjourn the meeting. Josh seconded the motion. The meeting was adjourned.

102-4-3a. Educational requirements. To academically qualify for licensure as a master's level psychologist or a clinical psychotherapist, the applicant's educational qualifications and background shall meet the applicable requirements specified in the following subsections.

(a) Definitions.

(1) "**Core** Faculty member" means an individual who is part of the program's teaching staff and ~~who meets the following conditions:~~

~~(A) Is an individual~~ whose education, training, and experience are consistent with the individual's role within the program and are consistent with the published description of the goals, philosophy, and educational purpose of the program;

~~(B) is an individual whose primary professional employment is at the institution in which the program is housed; and~~

~~(C) is an individual who is identified with the program and is centrally involved in program development, decision making, and student training as demonstrated by consistent inclusion of the individual's name in public and departmental documents.~~

(2) "In residence," when used to describe a student, means that the student is present at the physical location of the institution for the purpose of completing coursework during which the student and one or more **core** faculty members are in physical proximity and face-to-face contact.

(3) "Primary professional employment" means a minimum of 20 hours per week of instruction, research, any other service to the institution in the course of employment, and the related administrative work.

(b) Degree requirements. At the time of application, the applicant shall have fulfilled one of the following requirements:

(1) The applicant received a master's degree in psychology based on a program of studies that is substantially equivalent to the coursework requirements provided in subsection (c) if the degree was earned before July 1, 2003 or subsection (e) if the degree was earned on or after July 1, 2003.

(2) The applicant received a master's degree in psychology and has completed the coursework requirements provided in either subsection (c) if the degree was earned before July 1, 2003 or subsection (e) if the degree was earned on or after July 1, 2003.

(3) The applicant passed comprehensive examinations or equivalent final examinations in a doctoral program in psychology and has completed the coursework requirements provided in either subsection (c) if the program was completed before July 1, 2003 or subsection (e) if the program was completed on or after July 1, 2003.

(c) Coursework requirements for applicants who earned a psychology degree before July 1, 2003.

(1) Each applicant shall have satisfactorily completed at least 36 discrete and unduplicated graduate semester credit hours, or the academic equivalent, of

formal, didactic academic coursework that is distributed across the coursework areas as specified in this paragraph (c)(1), subject to the restrictions set out in subsection (d). This coursework shall have been completed at the time of application as a part of or in addition to the coursework completed for the graduate degree requirements:

(A) A minimum of six semester credit hours, or the academic equivalent, in psychotherapy that includes an in-depth study of the major theories, principles, and clinical methods and techniques of psychotherapy with individuals, groups, or families. These courses shall be completed while in residence;

(B) a minimum of six semester credit hours, or the academic equivalent, in psychological testing that includes studies in the selection, administration, scoring, and interpretation of objective and projective diagnostic tests as indicators of intelligence and scholastic abilities or as screening devices for organic pathologies, learning disabilities, and personality disturbances. These courses shall be completed while in residence;

(C) a minimum of 12 semester credit hours, or the academic equivalent, in any of the following psychological foundation courses:

(i) The philosophy of psychology, which may include studies that introduce the fundamental philosophical, conceptual, theoretical, or applied processes of psychology and the issues central to professional orientation, role development, ethical and legal standards, and professional responsibility;

- (ii) the psychology of perception, which may include studies of memory, language, speech, sensory functioning, motor functioning, reasoning, decision making, problem solving, and other cognitive processes;
 - (iii) learning theory, which may include studies pertaining to the fundamental theoretical assumptions about and applied principles of learning, conditioning, concept formation, and behavior;
 - (iv) the history of psychology, which may include studies that trace and analyze the historical development and contemporary evolution of the concepts and theories in psychology;
 - (v) motivation, which may include studies of the concepts, principles, and empirical findings concerning the innate, biological, and acquired factors that underlie human motivation; or
 - (vi) statistics, which may include studies in the theory, analysis, and interpretation of statistics, and the manual or computerized application of statistical measures; and
- (D) a minimum of 12 semester credit hours, or the academic equivalent, in professional core courses. (i) The professional core courses shall include a minimum of three semester credit hours, or the academic equivalent, in psychopathology, which may include studies that examine the theories, definitions, and dynamics of the diagnostic classifications, and differentiation among diagnostic classifications. This subcategory may also include studies in abnormal psychology or studies that examine the etiological factors, clinical

course, and clinical and psychopharmacological approaches to the treatment of mental, behavioral, and personality disorders. The remaining nine semester credit hours, or the academic equivalent, may consist of any of the following professional core courses:

- (i) Personality theories, which may include studies that seek to explain or to compare and contrast the major theories of normal and abnormal personality development, functioning, adaptation, and assessment;
- (ii) developmental psychology, which may include psychological or biologically based studies that provide a comprehensive overview of the biopsychosocial factors, determinants, and stages that pertain to and impact the physical, emotional, intellectual, and social development and adaptation of humans from infancy through senescence;
- (iii) research methods, which may include studies in the principles, techniques, and ethics of research, as well as studies about the identification of research problems, selection of research designs, measurement strategies, sampling techniques, and methods of evaluating the results;
- (iv) social psychology, which may include studies of the interactive and influencing effects of social, cultural, and ecological factors upon the emotions, beliefs, attitudes, expectations, roles, behaviors, and interactional dynamics of individuals, families, groups, organizations, and the larger society; or
- (v) additional coursework in psychotherapy or psychological testing as specified in this subsection.

(2) In addition to or as a part of the 36 semester hours specified in paragraph (c)(1), each applicant for a clinical psychotherapist license shall have completed 15 graduate semester credit hours, or the academic equivalent, supporting diagnosis or treatment of mental disorders using the "diagnostic and statistical manual of mental disorders" as specified in K.A.R. 102-4-15. Three of the 15 semester credit hours, or the academic equivalent, shall consist of a discrete academic course with the primary and explicit focus of psychopathology and the diagnosis and treatment of mental disorders as classified in the "diagnostic and statistical manual of mental disorders." The remaining 12 semester credit hours, or the academic equivalent, shall consist of academic courses with the primary and explicit focus of diagnostic assessment, interdisciplinary referral and collaboration, treatment approaches, and professional ethics or other coursework that specifically contains identifiable, equivalent instruction. The 15 semester credit hours shall be subject to the restrictions set out in subsection (d).

(d) The following activities shall not be substituted for or counted toward any of the educational coursework requirements set out in subsection (c):

(1) Academic courses that the applicant completed as a part of or in conjunction with the undergraduate degree requirements;

(2) independent study courses, whether or not such coursework is taken for academic credit, unless the independent study course clearly occurred as a didactic course formally established and designed by the program to provide the student with specifically identified, organized, and integrated course content;

- (3) thesis or independent research courses;
 - (4) academic courses that, by their experiential rather than didactic nature and content, are designed to precede, satisfy, or augment the practicum activities required for the graduate psychology degree;
 - (5) academic coursework that has been audited rather than graded;
 - (6) academic coursework for which the applicant received an incomplete or failing grade;
 - (7) graduate or postgraduate coursework or training provided by colleges, universities, institutes, or training programs that do not meet the requirements in subsections (f) and (g); and
 - (8) continuing education, in-service, or on-the-job training activities or experience.
- (e) Coursework requirements for applicants who earn a psychology degree on or after July 1, 2003.
- (1) As a part of or in addition to the coursework completed for the graduate degree requirements, each applicant shall have satisfactorily completed at least 60 discrete and unduplicated graduate semester credit hours, or the academic equivalent, of formal, didactic academic coursework in psychology or a related field.
 - (2) Thirty-six of the 60 required graduate semester credit hours, or the academic equivalent, shall be distributed across the coursework areas as specified in

paragraph (c)(1). The coursework specified in paragraphs (c)(1)(A) and (c)(1)(B) shall be completed while the student is in residence.

(3) Of the remaining 24 required graduate semester credit hours, a maximum of six semester credit hours, or the academic equivalent, may be attained through independent study courses or independent research courses, and a maximum of 10 semester credit hours, or the academic equivalent, may be attained through thesis preparation.

(4) In addition to or as a part of the 60 semester hours specified in paragraph (e)(1), each applicant for a clinical psychotherapist license shall have completed 15 graduate semester credit hours, or the academic equivalent, supporting diagnosis or treatment of mental disorders using the "diagnostic and statistical manual of mental disorders" as specified in K.A.R. 102-4-15. Three of the 15 semester credit hours, or the academic equivalent, shall consist of a discrete academic course with the primary and explicit focus of psychopathology and the diagnosis and treatment of mental disorders as classified in the "diagnostic and statistical manual of mental disorders." The remaining 12 semester credit hours, or the academic equivalent, shall consist of academic courses with the primary and explicit focus of diagnostic assessment, interdisciplinary referral and collaboration, treatment approaches, and professional ethics or other coursework that specifically contains identifiable, equivalent instruction. The 15 semester credit hours, or the academic equivalent, shall be subject to the restrictions set out in paragraph (e)(5).

(5) The following activities shall not be substituted for or counted toward any of the educational coursework requirements set out in this subsection:

(A) Academic courses that the applicant completed as a part of or in conjunction with the undergraduate degree requirements;

(B) academic coursework that has been audited rather than graded;

(C) academic coursework for which the applicant received an incomplete or failing grade;

(D) graduate or postgraduate coursework or training provided by colleges, universities, institutes, or training programs that do not meet the requirements in subsections (f) and (g); and

(E) continuing education, in-service, or on-the-job training activities or experience.

(f) Program requirements. In order for the applicant to qualify for licensure, the educational program completed by the applicant shall meet all of the following conditions:

(1) The program has formally established program admission requirements that are based upon objective measures.

(2) The program requires and provides an established curriculum that encompasses a minimum of two years of graduate study and that includes two contiguous semesters of enrollment, or the academic equivalent, attended and completed by the student in residence at the same college or university granting the degree.

- (3) The program has clear administrative authority and formal responsibility within the program for the core and specialty areas of training in psychology.
 - (4) The program has an established, organized, and comprehensive sequence of study that is planned by administrators who are responsible for providing an integrated educational experience in psychology.
 - (5) The program is chaired or directed by an identifiable person who holds a graduate degree that was earned from a regionally accredited college or university following that person's actual completion of a formal academic training program in psychology.
 - (6) The program has an identifiable, full-time, professional faculty whose members hold earned graduate degrees in psychology.
 - (7) The program has an identifiable and formally enrolled body of students.
 - (8) The ratio of students to core faculty members does not exceed 15 students to one core faculty member.
 - (9) The program conducts an ongoing, objective review and evaluation of each student's learning and progress, and the program reports this evaluation in the official student transcripts.
- (g) College or university requirements. In order for the applicant to qualify for licensure, the college or university at which the applicant completed the degree requirements shall meet all of the following requirements.
- (1) The college or university is institutionally accredited to award the graduate degree in psychology.

- (2) The college or university is regionally accredited by an accrediting body substantially equivalent to those agencies that accredit the universities in Kansas.
- (3) The college or university documents in its official publications, including course catalogs and announcements, the program description and standards and the admission requirements of the psychology education and training program.
- (4) The college or university identifies and clearly describes in pertinent institutional catalogs the coursework, experiential, and other academic program requirements that must be satisfied before the conferral of the graduate degree in psychology.
- (5) The college or university clearly identifies and specifies in pertinent institutional catalogs its intent to educate and train psychologists.
- (6) The college or university has clearly established a psychology education and training program as a recognized, coherent organizational entity within the college or university that, at the time the applicant's degree requirements were satisfied, met the program standards as provided in subsection (f).
- (7) The college or university has conferred the graduate degree in psychology on the applicant, or has advanced the applicant to doctoral candidacy status, following the applicant's successful completion of an established and required formal program of studies. (Authorized by K.S.A. 2005 Supp. 74-7507; implementing K.S.A. 74-5363; effective Dec. 19, 1997; amended Aug. 13, 2004; amended Oct. 27, 2006.)

102-1-15. Continuing education.

(a) Each applicant for renewal of licensure shall have earned 50 continuing education hours in the two years preceding an application for renewal. The required number of continuing education hours shall be prorated for periods of renewal that are less than the full two years, using the ratio of one- third of the continuing education hours for each six months since the date of licensure or most recent renewal. Continuing education hours for each type of continuing education activity as specified below in subsection (d) shall be prorated accordingly for those persons whose periods of renewal are less than the full two years. Each person who is licensed within six months of the current expiration period shall be exempt from the continuing education requirement for that person's first renewal period.

(b) The content of each continuing education activity shall be clearly related to the enhancement of psychology practice, values, skills, or knowledge.

(c) During each two-year renewal cycle and as part of the required continuing education hours, each licensed psychologist shall complete at least three continuing education hours of training on professional ethics and at least six continuing education hours related to diagnosis and treatment of mental disorders. These hours shall be obtained from any of the activities specified in paragraphs (d)(1), (d)(2), (d)(4), and (d)(6) of this regulation.

(d) Acceptable continuing education activities, whether taken within the state or outside the state, shall include the following:

(1) Attendance at workshops, seminars, and presentations that are sponsored, accredited, or conducted by educational institutions, professional associations, or private institutions. These activities shall be sponsored, accredited, or conducted by educational institutions, professional associations, or private institutions that are nationally or regionally accredited for training. Activities conducted by agencies, groups, or individuals that do not meet the requirements of national or regional accreditation shall be acceptable, if the content is clearly related to the enhancement of psychology skills, values, and knowledge. Actual contact hours, excluding breaks and lunch, shall be credited. A maximum of 50 continuing education hours shall be allowed;

(2) the first-time preparation and initial presentation of courses, workshops, or other formal training activities, for which a maximum of 15 continuing education hours shall be allowed;

(3) documented completion of a self-study program. A maximum of 12 continuing education hours shall be allowed;

(4) documented completion of a self-study program with a posttest that is conducted by a continuing education provider as described in paragraph (d)(1). A maximum of 40 continuing education hours shall be allowed;

(5) publication and professional presentation. Fifteen continuing education hours may be claimed for the publication or professional presentation of each scientific or professional paper or book chapter authored by the applicant. A maximum of 45 continuing education hours shall be allowed;

(6) completion of an academic course, for which a maximum of 15 continuing education hours shall be allowed for each academic semester credit hour;

(7) providing supervision as defined in K.A.R. 102-1-1, for which a maximum of 15 continuing education hours shall be allowed;

(8) receiving supervision as defined in K.A.R. 102-1-1, except in connection with any disciplinary action, for which a maximum of 15 continuing education hours shall be allowed;

(9) initial preparation for a specialty board examination, for which a maximum of 25 continuing education hours shall be allowed;

(10) participation in quality care, client or patient diagnosis review conferences, treatment utilization reviews, peer review, case consultation with another licensed psychologist, or other quality assurance committees or activities, for which a maximum of 15 continuing education hours shall be allowed;

(11) participation, including holding office, in any professional organization related to the applicant's professional activities, if the organization's activities are clearly related to the enhancement of psychology or mental health practice, values, skills, or knowledge. A maximum of 12 continuing education hours shall be allowed; and

(12) receiving personal psychotherapy that is provided by a licensed or certified mental health provider and is a part of a designated training program. A maximum of 20 continuing education hours shall be allowed.

(e) Each licensed psychologist shall be responsible for maintaining personal continuing education records. Each licensee shall submit to the board the licensee's personal records of participation in continuing education activities if requested by the board.

(f) In determining whether or not a claimed continuing education activity will be allowed, the licensed psychologist may be required by the board to demonstrate that the content was clearly related to psychology or to verify that psychologist's participation in any claimed or reported activity. If a psychologist fails to comply with this requirement, the claimed credit may be disallowed by the board.

(g) Any applicant who submits continuing education documentation that fails to meet the required 50 continuing education hours may request an extension from the board. The request shall include the applicant's reason for requesting an extension and a plan outlining the manner in which the applicant intends to complete the continuing education requirements. For good cause shown, the applicant may be granted an extension, which shall not exceed six months.

(Authorized by and implementing K.S.A. 74-7507; effective May 1, 1984; amended, T-85-35, Dec. 19, 1984; amended May 1, 1985; amended May 1, 1986; amended May 1, 1987; amended July 24, 1989; amended Oct. 27, 2000; amended July 11, 2003.)