

# LMLP/LCP Advisory Committee Meeting

## AGENDA

November 4, 2021

You may view the meeting on the BSRB YouTube channel: [https://youtu.be/R5l\\_OL726mE](https://youtu.be/R5l_OL726mE)

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](mailto: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.

### Thursday, November 4, 2021

- I. Introduction by Chair and Roll Call
- II. Open Meeting Statement from BSRB Executive Director David Fye
- III. Approval of Agenda or Additions to the Agenda
- IV. Review and Approval of the Minutes from Advisory Committee Meeting on August 17, 2021
- V. Executive Director's Report
- VI. Welcome New Members of Advisory Committee
  - a. Rebecca Jabara
  - b. Lauren Lucht
  - c. Kari Wold
- VII. Recognition of Shelly Duncan's Years of Service on Advisory Committee
- VIII. Old Business –
  - a. Update on Forum for Meetings (In-Person, Remote, Hybrid)
  - b. Update on Board Action on Required Continuing Education Hours in Diversity, Equity, and Inclusion
- IX. New Business –
  - a. "In Residence" Requirements – Review Other Professions Definitions
  - b. Synching Expiration Dates for Holders of Multiple Licenses Under BSRB
- X. Possible Additional Agenda Items
- XI. Next Meeting Date?
- XII. Adjournment

**Behavioral Sciences Regulatory Board  
Masters Level Psychology Advisory Committee  
August 17, 2021, Minutes  
DRAFT**

**Call to Order.** The meeting was called to order by David Anderson, Chair of the Advisory Committee, at 10:00 a.m.

**Master's Level Psychology Advisory Committee Members.** Advisory Committee Members who participated by Zoom or by phone were David Anderson, Joshua Tanguay, Thomas Pletcher, Iris Pauly, and Susan Montague.

**BSRB Staff.** BSRB staff members who participated by Zoom included David Fye and Ashley VanBuskirk.

**Guests.** None

**Additions to the Agenda.** None.

**Approval of the Agenda.** Thomas Pletcher moved to approve the agenda and Iris Pauly seconded. The motion passed.

**Review and Approval of Minutes.** Joshua Tanguay moved to approve the minutes from the June 17, 2021, meeting as written. Susan Montague seconded. The motion passed.

**Executive Director's Report** – David Fye, Executive Director for the BSRB, reported on the following items:

- Following the election at the last Board meeting in July, the new Board Chair for the BSRB is Leslie Sewester and the new Vice-Chair is David Anderson.
- Former Board member Danielle Johnson resigned from the Board as she has accepted the position to be the new Director for Habitat for Humanity and concerns regarding her schedule. The Governor's Office of Appointments has selected Donna Hoener-Queal to complete Ms. Johnson's term and her first Board meeting will be in September.
- A Senior Administrative Assistant with the BSRB resigned earlier this month and the BSRB will be advertising to fill the position soon. The agency is also working on the creation of the new part-time authorized due to the passage of HB 2066 and hopes to advertise this position in the near future as well.
- The State of Emergency in Kansas relating to the COVID-19 pandemic ended in June. Per the Governor's direction, most state agencies, including employees of the BSRB, have returned to working full-time in state offices, unless authorized to telework due to a policy approved by the Department of Administration. The BSRB currently has one employee teleworking. The agency is monitoring the success of this pilot program with the potential to expand it to other employees.
- The Governor's office recently reinstated a mask requirement in state buildings, regardless of whether employees or visitors are vaccinated or not.
- The FY 2021 fiscal year ended June 30, 2021. The Board received updated revenue and expenditure information at the July Board meeting.
- The Board has planned an off-site meeting September 27. At this time, due to concerns related to the COVID-19 variants, it is uncertain if this meeting will happen as planned, or if alternative options will need to be explored.
- Several national associations are scheduling annual meetings. The Executive Director attended an annual meeting hosted by the National Board for Certified Counselors (NBCC) in Denver, CO, and plans to attend more meetings in person or virtually.

## Old Business

- a. **Adding New Members to the Advisory Committee** – On June 29, after speaking with the Chair of the Advisory Committee, the Executive Director sent a message requesting licensees interested in being added to the Advisory Committee submit a resume and letter of interest to him. Six individuals provided materials for consideration. These materials were forwarded to the members of the Advisory Committee for review along with a handout created by the Executive Director on Advisory Committees and the selection process. The Executive Director noted the description of Advisory Committees and the selection process for new members is found within the Board Governance Policy. The Executive Director summarized the selection process and noted that he would assist the Advisory Committee while they undertook the review and selection process, but that he would remain neutral in the process of selecting new members for the Advisory Committee. The members of the Advisory Committee discussed the candidates and ultimately recommended that Lauren Lucht, Kari Wold, and Rebecca Jabara be added to the Advisory Committee. The Executive Director noted that, per the Board Governance Policy, the Chair of the Board has the authority to add and remove members of the Advisory Committee after having the opportunity to receiving additional input. The Executive Director noted that he would work with the Chair of the Advisory Committee to create a list of the licensees who applied for consideration as well as the final recommendations from the Advisory Committee on members to be added to the Advisory Committee so that this information could be forwarded to the Chair of the Board for review.
- b. **Advisory Committee Members Leaving the Advisory Committee.** The Executive Director provided a document which showed the length of service for each of the current members of the Advisory Committee (*note*: the Board Governance Policy states Advisory Committee members may serve up to four 2-year terms). The Chair of the Advisory Committee noted that two members would be rotating off of the Advisory Committee: Tom Pletcher, who had served 24 years on the Advisory Committee; and Susan Montague, who had served 17 years on the Advisory Committee. While one other member of the Advisory Committee had served longer than 8 years, it was the recommendation of the Advisory Committee that Shelley Duncan serve one additional year, to allow the Advisory Committee to stagger adding new members. It was also noted that it could be harmful to the Advisory Committee to lose so much experience all at one time.
- c. **Records of Deceased Providers.** The Executive Director noted the Advisory Committee has discussed this topic previously, but this would be the last opportunity to provide any additional recommendations prior to the Board's planned discussion of this topic at the out-of-town meeting in September. The Advisory Committee discussed the topic and noted it is supportive of adding a question on the licensure renewal application to verify that practitioners have a custodian in place, should they pass away unexpectedly. The Advisory Committee was also supportive of legal counsel weighing in on this topic at the Board's out-of-town meeting in September.
- d. **988 National Suicide Prevention Hotline.** At the previously Advisory Committee meeting, the Advisory Committee discussed the development of the National Suicide Prevention Hotline and asked the Executive Director to research funding for the Hotline. The Executive Director located a fact sheet from the Federal Communications Commission, which was included for Advisory Committee members in the meeting materials. Additionally, the Executive Director spoke with a representative from the Kansas Legislative Research Department, who provided additional details on state funding which was passed by the 2021 Legislature and other bills proposed which would add additional funding for the Hotline.
- e. **Continuing Education Requirements in Diversity, Equity, and Inclusion.** The Executive Director noted the Board plans to discuss the possibility of changing continuing education statutes to require continuing education hours in diversity, equity, and inclusion. The members of the Advisory Committee expressed concern that requiring too many hours in specific topics

would limit the choices of practitioners and that some of these topics are already covered for practitioners when they receive education for their degrees. Also, the Advisory Committee would not be in favor of reducing the current required hours in diagnosis and treatment, which has been suggested by other Advisory Committees.

- f. **“In Residence” Educational Requirements.** The Executive Director noted that the Board has been examining the statutory and regulatory “In Residence” requirements for licensure, including by seeking feedback from representatives from education institutions earlier this year. It was noted that the Board plans to discuss this topic further at the September meeting.

#### **New Business**

- a. **APA Online Meeting on Possible Ethics Code Changes on Thursday, August 12, 2021.** Following a recent Licensed Psychology Advisory Committee, an invitation to an APA meeting regarding possible ethics code changes was sent to members of the Licensed Psychology Advisory Committee and members of the Master’s Level Psychology Advisory Committee. The Chair of the Advisory Committee noted he wanted to list this item in the event any members attended the meeting and wanted to discuss the meeting, but it was determined that the Advisory Committee will have to follow up with members of the Licensed Psychology Advisory Committee.
- b. **Future Meetings in Person, Zoom, Hybrid.** The Advisory Committee discussed plans for meetings going forward, including continuing meetings over Zoom, holding in-person meetings, or using a hybrid of the two options. The Advisory Committees noted a preference to continue holding most meetings over Zoom due to the new COVID-19 related restrictions.

**Additional Agenda Items.** None.

**Adjournment.** The next meeting was scheduled tentatively for October 14, 2021, at 10:00 am. Tom Pletcher motioned to adjourn. Joshua Tanguay seconded. The meeting was adjourned.

## “In Residence” Regulatory Language for BSRB Disciplines

### Addiction Counseling

**K.A.R. 102-7-3.** Educational requirements.

(a)(1) “Core faculty member” means an individual who is part of the teaching staff of a program covered by this regulation and who meets the following conditions:

(A) Has education, training, and experience consistent with the individual’s role within the program and consistent with the published description of the goals, philosophy, and educational purpose of the program;

(B) has primary professional employment at the institution in which the program is housed; and

(C) 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 or at any other location approved by the board for the purpose of completing coursework, during which the student and one or more core faculty members, adjunct faculty members, or agency internship supervisors are in face-to-face contact.

(3) “Primary professional employment” means at least 20 hours each week of instruction, research, or any other service to the institution in the course of employment, and related administrative work.

(4) “Skill-based coursework” means those courses that allow students to work on basic helping skills including open-ended questions, clarification, interpretation, response to feelings, and summarization.

(c) Each applicant for licensure as an addiction counselor shall have satisfactorily completed formal academic coursework that contributes to the development of a broad conceptual framework for addiction counseling theory and practice. This formal academic coursework shall be distributed across the substantive content areas specified in this subsection. For applicants who graduate on or after July 1, 2013, two of the following courses shall be completed while the student is in residence: methods of individual counseling, methods of group counseling, practicum one, or practicum two. A maximum of three semester hours, or the academic equivalent, may be completed in independent study. Except for the required courses in a practicum or its equivalent, there shall be at least three discrete and unduplicated semester hours, or the academic equivalent, in each of the following content areas:

### Marriage and Family Therapy

**K.A.R. 102-5-3.** Education requirements.

(a) Definitions. For purposes of this regulation, the following terms shall be defined as follows:

(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.

## **Marriage and Family Therapy - K.A.R. 102-5-3. Cont.**

(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 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.

## **Master’s Level Psychology**

**K.A.R. 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.

## **Professional Counseling**

**K.A.R. 102-3-3a.** Education requirements. To qualify for licensure as a professional counselor or a clinical professional counselor, the applicant’s education shall meet the applicable requirements provided in the following subsections.

(a) (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.

## **Professional Counseling - K.A.R. 102-3-3a cont.**

(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 face-to-face contact.

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

## **Psychology**

### **K.A.R. 102-1-12**

(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.

## **Social Work**

### **K.A.R. 102-2-6**

(a) Definitions. The following terms shall be defined as follows:

(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 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.