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**LICENSE PORTABILITY COMMITTEE
MEETING NOTICE AND AGENDA
November 3, 2017
8:30 a.m.**

Embassy Suites by Hilton Anaheim Orange
400 N. State College Blvd.
Orange, CA 92868
(714) 938-1111

While the Board intends to webcast this meeting, it may not be possible to webcast the entire open meeting due to technical difficulties or limitations on resources. If you wish to participate or to have a guaranteed opportunity to observe, please plan to attend at the physical location.

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- I. Call to Order and Establishment of Quorum
 - II. Introductions*
 - III. Purpose of the Committee
 - IV. Review of Current California Licensure Requirements for Out-of-State Applicants; Marriage and Family Therapist, Clinical Social Worker, and Professional Clinical Counselor
 - V. Review of Accrediting Agencies Curriculum Requirements; Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), Council on Social Work Education Commission on Accreditation (CSWE), Council for Accreditation of Counseling and Related Educational Programs
 - VI. Discussion and Comparison of Current National Association’s Proposal to Improve License Portability: Association of Marriage and Family Therapy Regulatory Board (AMFTRB); Association of Social Work Boards (ASWB); and National Board of Certified Counselors (NBCC), American Association of State Counseling Boards (AASCB), and Association for Counselor Education and Supervision (ACES)
 - VII. Public Comment for Items not on the Agenda

Note: The Board may not discuss or take any action on any item raised during this public comment section, except to decide whether to place the matter on the agenda of a future meeting. (Government Code Sections 11125, 1125.7(a))



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

VIII. Suggestions for Future Agenda Items

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.

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.

1625 North Market Blvd., Suite S-200
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To: Committee Members

Date: October 26, 2017

From: Kim Madsen
Executive Officer

Telephone: (916) 574-7841

Subject: Purpose of the Committee

The Pathway to Mobility Committee was established by the Board in August of 2017.

This committee's work will focus on reviewing the licensure requirements for California and other state agencies as they pertain to improving license portability. The committee and stakeholders will develop recommendations to remove the barriers to licensure and to improve portability for out of state licensees that are seeking licensure in California.

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To: Committee Members

Date: October 23, 2017

From: Rosanne Helms
Legislative Analyst

Telephone: (916) 574-7897

Subject: Current Requirements for Out-of-State Applicants

Background

The Board of Behavioral Sciences (Board) does not have direct reciprocity agreements with any other state. Out-of-state applicants seeking a license here must meet California's education, experience, and examination requirements. However, there is some variation in the requirements based on whether the applicant holds an out-of-state license or not, and how long any such license has been held.

Out-of-state licensure requirements were last addressed for LMFT and LPCC applicants in AB 2213 (Eggman, Chapter 387, Statutes of 2014). Sponsored by the Board, AB 2213 made changes to the practicum requirements for out-of-state applicants and allowed them to remediate certain coursework through continuing education. It also allowed certain coursework to be remediated while registered as an intern. With this bill, the Board sought to allow out-of-state applicants to gain required coursework in a fair and cost-effective manner, while maintaining consumer protection by ensuring that out-of-state applicants completed coursework needed to practice in California's diverse environment.

Reference Materials

- **Attachment A** contains the out-of-state licensure requirements in statute for LMFT, LCSW, and LPCC applicants.
- **Attachments B and C** compare education requirements for out-of-state LMFT applicants based on whether or not they are licensed in another state.
- **Attachment D** outlines the requirements for out-of-state LCSW applicants.
- **Attachments E and F** compare education requirements for out-of-state LPCC applicants based on whether or not they are licensed in another state.

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**ATTACHMENT A
CURRENT STATUTE
REQUIREMENTS FOR OUT-OF-STATE APPLICANTS**

MARRIAGE AND FAMILY THERAPIST APPLICANTS

§4980.72. RECIPROCITY; EQUIVALENT REQUIREMENTS

(a) This section applies to persons who are licensed outside of California and apply for licensure on or after January 1, 2016.

(b) The board may issue a license to a person who, at the time of submitting an application for a license pursuant to this chapter, holds a valid license in good standing issued by a board of marriage counselor examiners, board of marriage and family therapists, or corresponding authority, of any state or country, if all of the following conditions are satisfied:

(1) The applicant's education is substantially equivalent, as defined in Section 4980.79. The applicant's degree title need not be identical to that required by Section 4980.36 or 4980.37.

(2) The applicant complies with Section 4980.76, if applicable.

(3) The applicant's supervised experience is substantially equivalent to that required for a license under this chapter. The board shall consider hours of experience obtained outside of California during the six-year period immediately preceding the date the applicant initially obtained the license described above. If the applicant has less than 3,000 hours of qualifying supervised experience, time actively licensed as a marriage and family therapist shall be accepted at a rate of 100 hours per month, up to a maximum of 1,200 hours, if the applicant's degree meets the practicum requirement described in subparagraph (C) of paragraph (1) of subdivision (b) of Section 4980.79 without exemptions or remediation.

(4) The applicant passes the California law and ethics examination.

(5) The applicant passes a clinical examination designated by the board. An applicant who obtained his or her license or registration under another jurisdiction may apply for licensure with the board without taking the clinical examination if both of the following conditions are met:

(A) The applicant obtained a passing score on the licensing examination set forth in regulation as accepted by the board.

(B) The applicant's license or registration in that jurisdiction is in good standing at the time of his or her application and is not revoked, suspended, surrendered, denied, or otherwise restricted or encumbered.

§4980.74. EDUCATION AND EXPERIENCE GAINED OUTSIDE OF CALIFORNIA

(a) This section applies to persons who apply for licensure or registration on or after January 1, 2016, and who do not hold a license as described in Section 4980.72.

(b) The board shall accept education gained from an out-of-state school for purposes of satisfying licensure or registration requirements if the education is substantially equivalent, as defined in Section 4980.78, and the applicant complies with Section 4980.76, if applicable. The applicant's degree title need not be identical to that required by Section 4980.36 or 4980.37.

(c) The board shall accept experience gained outside of California for purposes of satisfying licensure or registration requirements if the experience is substantially equivalent to that required by this chapter.

§4980.76. DEGREE OBTAINED OUTSIDE THE UNITED STATES

An applicant for licensure or registration with a degree obtained from an educational institution outside the United States shall provide the board with a comprehensive evaluation of the degree performed by a foreign credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES), and shall provide any other documentation the board deems necessary.

§4980.78. SUBSTANTIALLY EQUIVALENT EDUCATION; COURSEWORK REQUIRED OF APPLICANTS NOT LICENSED OUTSIDE OF CALIFORNIA

(a) This section applies to persons who apply for licensure or registration on or after January 1, 2016, and who do not hold a license as described in Section 4980.72.

(b) For purposes of Section 4980.74, education is substantially equivalent if all of the following requirements are met:

(1) The degree is obtained from a school, college, or university accredited by a regional or national institutional accrediting agency that is recognized by the United States Department of Education and consists of, at a minimum, the following:

(A) (i) For an applicant who obtained his or her degree within the timeline prescribed by subdivision (a) of Section 4980.36, the degree shall contain no less than 60 semester or 90 quarter units of instruction.

(ii) Up to 12 semester or 18 quarter units of instruction may be remediated, if missing from the degree. The remediation may occur while the applicant is registered as an intern.

(B) For an applicant who obtained his or her degree within the timeline prescribed by subdivision (a) of Section 4980.37, the degree shall contain no less than 48 semester units or 72 quarter units of instruction.

(C) Six semester or nine quarter units of practicum, including, but not limited to, a minimum of 150 hours of face-to-face experience counseling individuals, couples, families, or groups, and an additional 75 hours of either face-to-face experience counseling individuals, couples, families, or groups or client centered advocacy, or a combination of face-to-face experience counseling individuals, couples, families, or groups and client centered advocacy.

(D) Twelve semester or 18 quarter units in the areas of marriage, family, and child counseling and marital and family systems approaches to treatment, as specified in subparagraph (A) of paragraph (1) of subdivision (d) of Section 4980.36.

(2) The applicant shall complete coursework in California law and ethics as follows:

(A) An applicant who completed a course in law and professional ethics for marriage and family therapists as specified in paragraph (8) of subdivision (a) of Section 4980.81, that did not contain instruction in California law and ethics, shall complete an 18-hour course in California law and professional ethics. The content of the course shall include, but not be limited to, advertising, scope of practice, scope of competence, treatment of minors, confidentiality, dangerous patients, psychotherapist-patient privilege, recordkeeping, patient access to records, state and federal laws relating to confidentiality of patient health information, dual relationships, child abuse, elder and dependent adult abuse, online therapy, insurance reimbursement, civil liability, disciplinary actions and unprofessional conduct, ethics complaints and ethical standards, termination of therapy, standards of care, relevant family law, therapist disclosures to patients, differences in legal and ethical standards in different types of work settings, and licensing law and licensing process. This coursework shall be completed prior to registration as an intern.

(B) An applicant who has not completed a course in law and professional ethics for marriage and family therapists as specified in paragraph (8) of subdivision (a) of Section 4980.81 shall complete this required coursework. The coursework shall contain content specific to California law and ethics. This coursework shall be completed prior to registration as an intern.

(3) The applicant completes the educational requirements specified in Section 4980.81 not already completed in his or her education. The coursework may be from an accredited school, college, or university as specified in paragraph (1), from an educational institution approved by the Bureau for Private Postsecondary Education, or from a continuing education provider that is acceptable to the board as defined in Section 4980.54. Undergraduate courses shall not satisfy this requirement.

(4) The applicant completes the following coursework not already completed in his or her education from an accredited school, college, or university as specified in paragraph (1) from an educational institution approved by the Bureau for Private Postsecondary Education, or from a continuing education provider that is acceptable to the board as defined in Section 4980.54. Undergraduate courses shall not satisfy this requirement.

(A) At least three semester units, or 45 hours, of instruction regarding the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, including structured meetings with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

(B) At least one semester unit, or 15 hours, of instruction that includes an understanding of various California cultures and the social and psychological implications of socioeconomic position.

(5) An applicant may complete any units and course content requirements required under paragraphs (3) and (4) not already completed in his or her education while registered as an intern, unless otherwise specified.

(6) The applicant's degree title need not be identical to that required by subdivision (b) of Section 4980.36.

§4980.79. SUBSTANTIALLY EQUIVALENT EDUCATION; COURSEWORK REQUIRED OF APPLICANTS LICENSED OUTSIDE OF CALIFORNIA

(a) This section applies to persons who apply for licensure or registration on or after January 1, 2016, and who hold a license as described in Section 4980.72.

(b) For purposes of Section 4980.72, education is substantially equivalent if all of the following requirements are met:

(1) The degree is obtained from a school, college, or university accredited by a regional or national institutional accrediting agency recognized by the United States Department of Education and consists of, at a minimum, the following:

(A) (i) For an applicant who obtained his or her degree within the timeline prescribed by subdivision (a) of Section 4980.36, the degree shall contain no less than 60 semester or 90 quarter units of instruction.

(ii) Up to 12 semester or 18 quarter units of instruction may be remediated, if missing from the degree. The remediation may occur while the applicant is registered as an intern.

(B) For an applicant who obtained his or her degree within the timeline prescribed by subdivision (a) of Section 4980.37, the degree shall contain no less than 48 semester or 72 quarter units of instruction.

(C) Six semester or nine quarter units of practicum, including, but not limited to, a minimum of 150 hours of face-to-face experience counseling individuals, couples, families, or groups, and an additional 75 hours of either face-to-face experience counseling individuals, couples, families, or groups or client centered advocacy, or a combination of face-to-face experience counseling individuals, couples, families, or groups and client centered advocacy.

(i) An out-of-state applicant who has been licensed for at least two years in clinical practice, as verified by the board, is exempt from this requirement.

(ii) An out-of-state applicant who has been licensed for less than two years in clinical practice, as verified by the board, who does not meet the practicum requirement, shall remediate it by obtaining 150 hours of face-to-face experience counseling individuals, couples, families, or groups, and an additional 75 hours of either face-to-face experience counseling individuals, couples, families, or groups or client centered advocacy, or a combination of face-to-face experience counseling individuals, couples, families, or groups and client centered advocacy. These hours are in addition to the 3,000 hours of experience required by this chapter, and shall be gained while registered as an intern.

(D) Twelve semester or 18 quarter units in the areas of marriage, family, and child counseling and marital and family systems approaches to treatment, as specified in subparagraph (A) of paragraph (1) of subdivision (d) of Section 4980.36.

(2) An applicant shall complete coursework in California law and ethics as follows:

(A) An applicant who completed a course in law and professional ethics for marriage and family therapists as specified in paragraph (8) of subdivision (a) of Section 4980.81 that did not include instruction in California law and ethics, shall complete an 18-hour course in California law and professional ethics. The content of the course shall include, but not be limited to, advertising, scope of practice, scope of competence, treatment of minors, confidentiality, dangerous patients, psychotherapist-patient privilege, recordkeeping, patient access to records, state and federal laws relating to confidentiality of patient health information, dual relationships, child abuse, elder and dependent adult abuse, online therapy, insurance reimbursement, civil liability, disciplinary actions and unprofessional conduct, ethics complaints and ethical standards, termination of therapy, standards of care, relevant family law, therapist disclosures to patients, differences in legal and ethical standards in different types of work settings, and licensing law and licensing process. This coursework shall be completed prior to registration as an intern.

(B) An applicant who has not completed a course in law and professional ethics for marriage and family therapists as specified in paragraph (8) of subdivision (a) of Section 4980.81 shall complete this required coursework. The coursework shall include content specific to California law and ethics. An applicant shall complete this coursework prior to registration as an intern.

(3) The applicant completes the educational requirements specified in Section 4980.81 not already completed in his or her education. The coursework may be from an accredited school, college, or university as specified in paragraph (1), from an educational institution approved by the Bureau for Private Postsecondary Education, or from a continuing education provider that is acceptable to the board as defined in Section 4980.54. Undergraduate coursework shall not satisfy this requirement.

(4) The applicant completes the following coursework not already completed in his or her education from an accredited school, college, or university as specified in paragraph (1) above, from an educational institution approved by the Bureau for Private Postsecondary Education, or from a continuing education provider that is acceptable to the board as defined in Section 4980.54. Undergraduate coursework shall not satisfy this requirement.

(A) At least three semester units, or 45 hours, of instruction pertaining to the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, including structured meetings with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

(B) At least one semester unit, or 15 hours, of instruction that includes an understanding of various California cultures and the social and psychological implications of socioeconomic position.

(5) An applicant's degree title need not be identical to that required by subdivision (b) of Section 4980.36.

(6) An applicant may complete any units and course content requirements required under paragraphs (3) and (4) not already completed in his or her education while registered as an intern, unless otherwise specified.

§4980.81. ADDITIONAL COURSEWORK REQUIREMENTS FOR OUT-OF-STATE APPLICANTS

This section applies to persons subject to Section 4980.78 or 4980.79, who apply for licensure or registration on or after January 2016.

(a) For purposes of Sections 4980.78 and 4980.79, an applicant shall meet all of the following educational requirements:

(1) A minimum of two semester units of instruction in the diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, evidence-based practices, and promising mental health practices that are evaluated in peer reviewed literature.

(2) At least one semester unit or 15 hours of instruction in psychological testing and at least one semester unit or 15 hours of instruction in psychopharmacology.

(3) (A) Developmental issues from infancy to old age, including demonstration of at least one semester unit, or 15 hours, of instruction that includes all of the following subjects:

(i) The effects of developmental issues on individuals, couples, and family relationships.

(ii) The psychological, psychotherapeutic, and health implications of developmental issues and their effects.

(iii) The understanding of the impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development.

(B) An applicant who is deficient in any of these subjects may remediate the coursework by completing three hours of instruction in each deficient subject.

(4) (A) The broad range of matters and life events that may arise within marriage and family relationships and within a variety of California cultures, including instruction in all of the following:

(i) A minimum of seven contact hours of training or coursework in child abuse assessment and reporting as specified in Section 28 and any regulations promulgated under that section.

(ii) A minimum of 10 contact hours of coursework that includes all of the following:

(I) The assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.

(II) Aging and its biological, social, cognitive, and psychological aspects.

(III) Long-term care.

(IV) End-of-life and grief.

(iii) A minimum of 15 contact hours of coursework in spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics.

(iv) Cultural factors relevant to abuse of partners and family members.

(v) Childbirth, child rearing, parenting, and stepparenting.

(vi) Marriage, divorce, and blended families.

(vii) Poverty and deprivation.

(viii) Financial and social stress.

(ix) Effects of trauma.

(x) The psychological, psychotherapeutic, community, and health implications of the matters and life events described in clauses (i) to (ix), inclusive.

(5) At least one semester unit, or 15 hours, of instruction in multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability, and their incorporation into the psychotherapeutic process.

(6) A minimum of 10 contact hours of training or coursework in human sexuality, as specified in Section 25 and any regulations promulgated under that section, including the study of physiological, psychological, and social cultural variables associated with sexual behavior and gender identity, and the assessment and treatment of psychosexual dysfunction.

(7) A minimum of 15 contact hours of coursework in substance use disorders, and a minimum of 15 contact hours of coursework in cooccurring disorders and addiction. The following subjects shall be included in this coursework:

(A) The definition of substance use disorders, cooccurring disorders, and addiction. For purposes of this subparagraph “cooccurring disorders” means a mental illness and substance abuse diagnosis occurring simultaneously in an individual.

(B) Medical aspects of substance use disorders and cooccurring disorders.

(C) The effects of psychoactive drug use.

(D) Current theories of the etiology of substance abuse and addiction.

(E) The role of persons and systems that support or compound substance abuse and addiction.

(F) Major approaches to identification, evaluation, and treatment of substance use disorders, cooccurring disorders, and addiction, including, but not limited to, best practices.

(G) Legal aspects of substance abuse.

(H) Populations at risk with regard to substance use disorders and cooccurring disorders.

(I) Community resources offering screening, assessment, treatment, and followup for the affected person and family.

(J) Recognition of substance use disorders, cooccurring disorders, and addiction, and appropriate referral.

(K) The prevention of substance use disorders and addiction.

(8) A minimum of a two semester or three quarter unit course in law and professional ethics for marriage and family therapists, including instruction in all of the following subjects:

(A) Contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of marriage and family therapy.

(B) The therapeutic, clinical, and practical considerations involved in the legal and ethical practice of marriage and family therapy, including, but not limited to, family law.

(C) The current legal patterns and trends in the mental health professions.

(D) The psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, and the treatment of minors with and without parental consent.

(E) A recognition and exploration of the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.

(F) Differences in legal and ethical standards for different types of work settings.

(G) Licensing law and licensing process.

CLINICAL SOCIAL WORK APPLICANTS

§4996.17. ACCEPTANCE OF EDUCATION AND EXPERIENCE GAINED OUTSIDE OF CALIFORNIA

(a) (1) Experience gained outside of California shall be accepted toward the licensure requirements if it is substantially the equivalent of the requirements of this chapter.

(2) Commencing January 1, 2014, an applicant with education gained outside of California shall complete an 18-hour course in California law and professional ethics. The content of the course shall include, but not be limited to, the following: advertising, scope of practice, scope of competence, treatment of minors, confidentiality, dangerous patients, psychotherapist-patient privilege, recordkeeping, patient access to records, state and federal laws related to confidentiality of patient health information, dual relationships, child abuse, elder and dependent adult abuse, online therapy, insurance reimbursement, civil liability, disciplinary actions and unprofessional conduct, ethics complaints and ethical standards, termination of therapy, standards of care, relevant family law, therapist disclosures to patients, differences in legal and ethical standards in different types of work settings, and licensing law and process.

(b) The board may issue a license to any person who, at the time of application, holds a valid active clinical social work license issued by a board of clinical social work examiners or corresponding authority of any state, if the person passes, or has passed, the licensing examinations as specified in Section 4996.1 and pays the required fees. Issuance of the license is conditioned upon all of the following:

(1) The applicant has supervised experience that is substantially the equivalent of that required by this chapter. If the applicant has less than 3,200 hours of qualifying supervised experience, time actively licensed as a clinical social worker shall be accepted at a rate of 100 hours per month up to a maximum of 1,200 hours.

(2) Completion of the following coursework or training in or out of this state:

(A) A minimum of seven contact hours of training or coursework in child abuse assessment and reporting as specified in Section 28, and any regulations promulgated thereunder.

(B) A minimum of 10 contact hours of training or coursework in human sexuality as specified in Section 25, and any regulations promulgated thereunder.

(C) A minimum of 15 contact hours of training or coursework in alcoholism and other chemical substance dependency, as specified by regulation.

(D) A minimum of 15 contact hours of coursework or training in spousal or partner abuse assessment, detection, and intervention strategies.

(3) Commencing January 1, 2014, completion of an 18-hour course in California law and professional ethics. The content of the course shall include, but not be limited to, the following: advertising, scope of practice, scope of competence, treatment of minors, confidentiality, dangerous patients, psychotherapist-patient privilege, recordkeeping, patient access to records, state and federal laws related to confidentiality of patient health information, dual relationships, child abuse, elder and dependent adult abuse, online therapy, insurance reimbursement, civil liability, disciplinary actions and unprofessional conduct, ethics complaints and ethical standards, termination of therapy, standards of care, relevant family law, therapist disclosures to

patients, differences in legal and ethical standards in different types of work settings, and licensing law and process.

(4) The applicant's license is not suspended, revoked, restricted, sanctioned, or voluntarily surrendered in any state.

(5) The applicant is not currently under investigation in any other state, and has not been charged with an offense for any act substantially related to the practice of social work by any public agency, entered into any consent agreement or been subject to an administrative decision that contains conditions placed by an agency upon an applicant's professional conduct or practice, including any voluntary surrender of license, or been the subject of an adverse judgment resulting from the practice of social work that the board determines constitutes evidence of a pattern of incompetence or negligence.

(6) The applicant shall provide a certification from each state where he or she holds a license pertaining to licensure, disciplinary action, and complaints pending.

(7) The applicant is not subject to denial of licensure under Section 480, 4992.3, 4992.35, or 4992.36.

(c) The board may issue a license to any person who, at the time of application, holds a valid, active clinical social work license issued by a board of clinical social work examiners or a corresponding authority of any state, if the person has held that license for at least four years immediately preceding the date of application, the person passes, or has passed, the licensing examinations as specified in Section 4996.1, and the person pays the required fees. Issuance of the license is conditioned upon all of the following:

(1) Completion of the following coursework or training in or out of state:

(A) A minimum of seven contact hours of training or coursework in child abuse assessment and reporting as specified in Section 28, and any regulations promulgated thereunder.

(B) A minimum of 10 contact hours of training or coursework in human sexuality as specified in Section 25, and any regulations promulgated thereunder.

(C) A minimum of 15 contact hours of training or coursework in alcoholism and other chemical substance dependency, as specified by regulation.

(D) A minimum of 15 contact hours of coursework or training in spousal or partner abuse assessment, detection, and intervention strategies.

(2) Commencing January 1, 2014, completion of an 18-hour course in California law and professional ethics. The content of the course shall include, but not be limited to, the following: advertising, scope of practice, scope of competence, treatment of minors, confidentiality, dangerous patients, psychotherapist-patient privilege, recordkeeping, patient access to records, state and federal laws related to confidentiality of patient health information, dual relationships, child abuse, elder and dependent adult abuse, online therapy, insurance reimbursement, civil liability, disciplinary actions and unprofessional conduct, ethics complaints and ethical standards, termination of therapy, standards of care, relevant family law, therapist disclosures to patients, differences in legal and ethical standards in different types of work settings, and licensing law and process.

- (3) The applicant has been licensed as a clinical social worker continuously for a minimum of four years prior to the date of application.
- (4) The applicant's license is not suspended, revoked, restricted, sanctioned, or voluntarily surrendered in any state.
- (5) The applicant is not currently under investigation in any other state, and has not been charged with an offense for any act substantially related to the practice of social work by any public agency, entered into any consent agreement or been subject to an administrative decision that contains conditions placed by an agency upon an applicant's professional conduct or practice, including any voluntary surrender of license, or been the subject of an adverse judgment resulting from the practice of social work that the board determines constitutes evidence of a pattern of incompetence or negligence.
- (6) The applicant provides a certification from each state where he or she holds a license pertaining to licensure, disciplinary action, and complaints pending.
- (7) The applicant is not subject to denial of licensure under Section 480, 4992.3, 4992.35, or 4992.36.
- (d) Commencing January 1, 2016, an applicant who obtained his or her license or registration under another jurisdiction may apply for licensure with the board without taking the clinical examination specified in Section 4996.1 if the applicant obtained a passing score on the licensing examination set forth in regulation as accepted by the board.

PROFESSIONAL CLINICAL COUNSELOR APPLICANTS

§4999.40. DEGREE GRANTING PROGRAMS; NOTIFICATION OF QUALIFICATION TO STUDENTS; EQUIVALENT EDUCATION AND TRAINING GAINED OUTSIDE THE UNITED STATES

(a) Each educational institution preparing applicants to qualify for licensure shall notify each of its students by means of its public documents or otherwise in writing that its degree program is designed to meet the requirements of Section 4999.32 or 4999.33 and shall certify to the board that it has so notified its students.

(b) An applicant for registration or licensure shall submit to the board a certification by the applicant's educational institution that the institution's required curriculum for graduation and any associated coursework completed by the applicant does one of the following:

(1) Meets all of the requirements set forth in Section 4999.32.

(2) Meets all of the requirements set forth in Section 4999.33.

(c) An applicant trained at an educational institution outside the United States shall demonstrate to the satisfaction of the board that he or she possesses a qualifying degree that is equivalent to a degree earned from an institution of higher education that is accredited or approved. These applicants shall provide the board with a comprehensive evaluation of the degree performed by a foreign credential evaluation service that is a member of the National Association of Credential Evaluation Services and shall provide any other documentation the board deems necessary.

§4999.60. OUT-OF-STATE LICENSEE; EXAMINATION ELIGIBILITY

(a) This section applies to persons who are licensed outside of California and apply for examination eligibility on or after January 1, 2016.

(b) The board may issue a license to a person who, at the time of submitting an application for a license pursuant to this chapter, holds a valid license as a professional clinical counselor, or other counseling license that allows the applicant to independently provide clinical mental health services, in another jurisdiction of the United States, if all of the following conditions are satisfied:

(1) The applicant's education is substantially equivalent, as defined in Section 4999.63.

(2) The applicant complies with subdivision (c) of Section 4999.40, if applicable.

(3) The applicant's supervised experience is substantially equivalent to that required for a license under this chapter. The board shall consider hours of experience obtained outside of California during the six-year period immediately preceding the date the applicant initially obtained the license described above. If the applicant has less than 3,000 hours of qualifying supervised experience, time actively licensed as a professional clinical counselor shall be

accepted at a rate of 100 hours per month up to a maximum of 1,200 hours if the applicant's degree meets the practicum requirement described in subparagraph (C) of paragraph (1) of subdivision (b) of Section 4999.63 without exemptions or remediation.

(4) The applicant passes the examinations required to obtain a license under this chapter. An applicant who obtained his or her license or registration under another jurisdiction may apply for licensure with the board without taking the clinical examination if both of the following conditions are met:

(A) The applicant obtained a passing score on the licensing examination set forth in regulation as accepted by the board.

(B) The applicant's license or registration in that jurisdiction is in good standing at the time of his or her application and is not revoked, suspended, surrendered, denied, or otherwise restricted or encumbered.

§4999.61. EDUCATION AND EXPERIENCE GAINED OUTSIDE OF CALIFORNIA; NON-LICENSE HOLDER

(a) This section applies to persons who apply for examination eligibility or registration on or after January 1, 2016, and who do not hold a license as described in Section 4999.60.

(b) The board shall accept education gained from an out-of-state school for purposes of satisfying licensure or registration requirements if the education is substantially equivalent, as defined in Section 4999.62, and the applicant complies with subdivision (c) of Section 4999.40, if applicable.

(c) The board shall accept experience gained outside of California for purposes of satisfying licensure or registration requirements if the experience is substantially equivalent to that required by this chapter.

§4999.62. SUBSTANTIALLY EQUIVALENT EDUCATION; ADDITIONAL COURSEWORK; NON-LICENSE HOLDER

(a) This section applies to persons who apply for examination eligibility or registration on or after January 1, 2016, and who do not hold a license as described in Section 4999.60.

(b) For purposes of Section 4999.61, education is substantially equivalent if all of the following requirements are met:

(1) The degree is obtained from an accredited or approved institution, as defined in Section 4999.12, and consists of, at a minimum, the following:

(A) (i) For an applicant who obtained his or her degree within the timeline prescribed by subdivision (a) of Section 4999.33 the degree shall contain no less than 60 graduate semester or 90 graduate quarter units of instruction.

(ii) Up to 12 semester or 18 quarter units of instruction may be remediated, if missing from the degree. The remediation may occur while the applicant is registered as an intern.

(B) For an applicant who obtained his or her degree within the timeline prescribed by subdivision (a) of Section 4999.32 the degree shall contain no less than 48 graduate semester or 72 graduate quarter units of instruction.

(C) Six semester or nine quarter units of practicum, including, but not limited to, a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups.

(D) The required areas of study listed in subparagraphs (A) to (M), inclusive, of paragraph (1) of subdivision (c) of Section 4999.33.

(i) (I) An applicant whose degree is deficient in no more than six of the required areas of study listed in subparagraphs (A) to (M), inclusive, of paragraph (1) of subdivision (c) of Section 4999.33 may satisfy those deficiencies by successfully completing graduate level coursework at an accredited or approved institution, as defined in Section 4999.12. Coursework taken to meet any deficiencies shall be the equivalent of three semester units or four and one-half quarter units of study.

(II) Notwithstanding subclause (I), no applicant shall be deficient in the required areas of study specified in subparagraphs (E) or (G) of paragraph (1) of subdivision (c) of Section 4999.33.

(ii) An applicant who completed a course in professional orientation, ethics, and law in counseling as required by subparagraph (I) of paragraph (1) of subdivision (c) of Section 4999.33 that did not contain instruction in California law and ethics shall complete an 18-hour course in California law and professional ethics that includes, but is not limited to, instruction in advertising, scope of practice, scope of competence, treatment of minors, confidentiality, dangerous clients, psychotherapist-client privilege, recordkeeping, client access to records, state and federal laws relating to confidentiality of patient health information, dual relationships, child abuse, elder and dependent adult abuse, online therapy, insurance reimbursement, civil liability, disciplinary actions and unprofessional conduct, ethics complaints and ethical standards, termination of therapy, standards of care, relevant family law, and therapist disclosures to clients. An applicant shall complete this coursework prior to registration as an intern.

(iii) An applicant who has not completed a course in professional orientation, ethics, and law in counseling as required by subparagraph (I) of paragraph (1) of subdivision (c) of Section 4999.33 shall complete this required coursework, including content in California law and ethics. An applicant shall complete this coursework prior to registration as an intern.

(2) The applicant completes any units required by subdivision (c) of Section 4999.33 not already completed in his or her education as follows:

(A) At least 15 semester units or 22.5 quarter units of advanced coursework to develop knowledge of specific treatment issues or special populations. This coursework is in addition to the course requirements described in subparagraph (D) of paragraph (1).

(B) Coursework shall be from an accredited or approved school, college, or university as defined in Section 4999.12.

(3) (A) The applicant completes the following coursework not already completed in his or her

education:

(i) A minimum of 10 contact hours of training in human sexuality, as specified in Section 25 and any regulations promulgated thereunder, including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction.

(ii) A minimum of 15 contact hours of instruction in spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics.

(iii) A minimum of seven contact hours of training or coursework in child abuse assessment and reporting as specified in Section 28 and any regulations promulgated thereunder.

(iv) A minimum of 10 contact hours of instruction in aging and long-term care, including biological, social, cognitive, and psychological aspects of aging. This coursework shall include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.

(B) This coursework may be from an accredited or approved school, college, or university as defined in Section 4999.12, or from a continuing education provider that is acceptable to the board as defined in Section 4999.76. Undergraduate coursework shall not satisfy this requirement.

(4) The applicant completes the following coursework not already completed in his or her education from an accredited or approved school, college, or university as defined in Section 4999.12, or from a continuing education provider that is acceptable to the board as defined in Section 4999.76. Undergraduate coursework shall not satisfy this requirement.

(A) At least three semester units, or 45 hours, of instruction regarding the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, including structured meetings with various consumers and family members of consumers of mental health services to enhance understanding of their experiences of mental illness, treatment, and recovery.

(B) At least one semester unit, or 15 hours, of instruction that includes an understanding of various California cultures and the social and psychological implications of socioeconomic position.

(5) An applicant may complete any units and course content requirements required under paragraphs (2), (3), or (4) not already completed in his or her education while registered with the board as an intern.

§4999.63. SUBSTANTIALLY EQUIVALENT EDUCATION; ADDITIONAL COURSEWORK; LICENSE HOLDER

(a) This section applies to persons who apply for examination eligibility or registration on or after January 1, 2016, and who hold a license as described in Section 4999.60.

(b) For purposes of Section 4999.60, education is substantially equivalent if all of the following

requirements are met:

(1) The degree is obtained from an accredited or approved institution, as defined in Section 4999.12, and consists of the following:

(A) (i) For an applicant who obtained his or her degree within the timeline prescribed by subdivision (a) of Section 4999.33 the degree shall contain no less than 60 graduate semester or 90 graduate quarter units of instruction.

(ii) Up to 12 semester or 18 quarter units of instruction may be remediated, if missing from the degree. The remediation may occur while the applicant is registered as an intern.

(B) For an applicant who obtained his or her degree within the timeline prescribed by subdivision (a) of Section 4999.32 the degree shall contain no less than 48 graduate semester or 72 graduate quarter units of instruction.

(C) Six semester or nine quarter units of practicum, including, but not limited to, a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups.

(i) An applicant who has been licensed for at least two years in clinical practice, as verified by the board, is exempt from this requirement.

(ii) An out-of-state applicant who has been licensed for less than two years in clinical practice, as verified by the board, who does not meet the practicum requirement, shall remediate the requirement by demonstrating completion of a total of 280 hours of face-to-face supervised clinical experience, as specified in subparagraph (K) of paragraph (3) of subdivision (c) of Section 4999.33. Any postdegree hours gained to meet this requirement are in addition to the 3,000 hours of experience required by this chapter, and shall be gained while the applicant is registered with the board as an intern.

(D) The required areas of study specified in subparagraphs (A) to (M), inclusive, of paragraph (1) of subdivision (c) of Section 4999.33.

(i) (I) An applicant whose degree is deficient in no more than six of the required areas of study specified in subparagraphs (A) to (M), inclusive, of paragraph (1) of subdivision (c) of Section 4999.33 may satisfy those deficiencies by successfully completing graduate level coursework at an accredited or approved institution, as defined in Section 4999.12. Coursework taken to meet any deficiencies shall be the equivalent of three semester units or four and one-half quarter units of study.

(II) Notwithstanding subclause (I), no applicant shall be deficient in the required areas of study specified in subparagraphs (E) or (G) of paragraph (1) of subdivision (c) of Section 4999.33.

(ii) An applicant who completed a course in professional orientation, ethics, and law in counseling as required by subparagraph (I) of paragraph (1) of subdivision (c) of Section 4999.33 that did not contain instruction in California law and ethics shall complete an 18-hour course in California law and professional ethics that includes, but is not limited to, instruction in advertising, scope of practice, scope of competence, treatment of minors, confidentiality, dangerous clients, psychotherapist-client privilege, recordkeeping, client access to records,

state and federal laws relating to confidentiality of patient health information, dual relationships, child abuse, elder and dependent adult abuse, online therapy, insurance reimbursement, civil liability, disciplinary actions and unprofessional conduct, ethics complaints and ethical standards, termination of therapy, standards of care, relevant family law, and therapist disclosures to clients. An applicant shall complete this coursework prior to registration as an intern.

(iii) An applicant who has not completed a course in professional orientation, ethics, and law in counseling as required by subparagraph (I) of paragraph (1) of subdivision (c) of Section 4999.33 shall complete this required coursework, including content in California law and ethics. An applicant shall complete this coursework prior to registration as an intern.

(2) The applicant completes any units required under subdivision (c) of Section 4999.33 not already completed in his or her education as follows:

(A) At least 15 semester units or 22.5 quarter units of advanced coursework to develop knowledge of specific treatment issues or special populations. This coursework is in addition to the course requirements described in subparagraph (D) of paragraph (1).

(B) Coursework shall be from an accredited or approved school, college, or university as defined in Section 4999.12.

(3) The applicant completes the following coursework not already completed in his or her education:

(A) A minimum of 10 contact hours of training in human sexuality, as specified in Section 25 and any regulations promulgated thereunder, including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction.

(B) A minimum of 15 contact hours of instruction in spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics.

(C) A minimum of seven contact hours of training or coursework in child abuse assessment and reporting as specified in Section 28 and any regulations promulgated under that section.

(D) A minimum of 10 contact hours of instruction in aging and long-term care, including biological, social, cognitive, and psychological aspects of aging. This coursework shall include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.

(E) This coursework may be from an accredited or approved school, college, or university as defined in Section 4999.12, or from a continuing education provider that is acceptable to the board as defined in Section 4999.76. Undergraduate coursework shall not satisfy this requirement.

(4) The applicant completes the following coursework not already completed in his or her education from an accredited or approved school, college, or university as defined in Section 4999.12, or from a continuing education provider that is acceptable to the board as defined in Section 4999.76. Undergraduate coursework shall not satisfy this requirement.

(A) At least three semester units or 45 hours of instruction regarding the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, including structured meetings with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

(B) At least one semester unit or 15 hours of instruction that includes an understanding of various California cultures and the social and psychological implications of socioeconomic position.

(5) An applicant may complete any units and course content requirements required by subparagraph (D) of paragraph (1) or paragraphs (2), (3), and (4) not already completed in his or her education while registered with the board as an intern, unless otherwise specified.

Attachment B
Comparison of LMFT Education Requirements
Unlicensed Out of State vs. Licensed Out of State Applicant

OUT-OF-STATE LMFT APPLICANT
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Requirement	Unlicensed Out of State	Licensed Out of State
Required Units	48 or 60 semester units, depending on when degree obtained. If 60 units required, may remediate up to 12 units. This remediation may occur while registered as an intern.	48 or 60 semester units, depending on when degree obtained. If 60 units required, may remediate up to 12 units. This remediation may occur while registered as an intern.
Practicum	6 semester units, 150 face to face hours plus 75 additional hours. No remediation.	6 semester units, 150 face to face hours plus 75 additional hours. Exempt from this requirement if licensed at least two years. If licensed less than 2 years, may remediate by obtaining 150 face to hours plus 75 additional hours, while registered as an intern. These hours in addition to 3,000 required experience hours.
Marriage, Family, & Child Counseling Content	12 semester/18 quarter units must be in degree. No remediation.	12 semester/18 quarter units must be in degree. No remediation.
California Law & Ethics	If 2 unit law and ethics course specified in Section 4980.81(a)(7) was completed but does not contain California content, then applicant must complete an 18-hour CA law & ethics course. If deficient the law and ethics course specified by 4980.81(a)(7), that 2 unit course must be taken and must include CA law and ethics content. This requirement must be completed prior to issuance of license/intern registration.	If 2 unit law and ethics course specified in Section 4980.81(a)(7) was completed but does not contain California content, then applicant must complete an 18-hour CA law & ethics course. If deficient the law and ethics course specified by 4980.81(a)(7), that 2 unit course must be taken and must include CA law and ethics content. This requirement must be completed prior to issuance of license/intern registration.
Additional Requirements specified in Section 4980.81	All course content required. May be from accredited/approved school or continuing education provider. May not be undergraduate coursework. May remediate while registered as intern, unless otherwise specified. (See Attachment C for coursework list)	All course content required. May be from accredited/approved school or continuing education provider. May not be undergraduate coursework. May remediate while registered as intern, unless otherwise specified. (See Attachment C for coursework list)
Principles of Mental Health/Cultures Coursework	Instruction in mental health recovery oriented care - 45 hours. Instruction in CA cultures - 15 hours. May be from accredited/approved school or continuing education provider. May not be undergraduate coursework. May remediate while registered as intern.	Instruction in mental health recovery oriented care - 45 hours. Instruction in CA cultures - 15 hours. May be from accredited/approved school or continuing education provider. May not be undergraduate coursework. May remediate while registered as intern.

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Attachment C

<p>OUT-OF-STATE LMFT APPLICANT</p>

Additional Coursework Requirements for MFT Out-of-State Applicants (BPC Section 4980.81)

Coursework	Amount
Diagnosis, Assessment, Prognosis, & Treatment of Mental Health Disorders	2 semesters
Psychological Testing	1 semester/15 hours
Psychopharmacology	1 semester/15 hours
Developmental Issues from Infancy to Old Age	1 semester/15 hours
Child Abuse Assessment and Reporting	7 hours
Aging and Elder & Dependent Adult Abuse and Neglect	10 hours
Spousal and Partner Abuse	15 hours
Multicultural Development and Cross-Cultural Interaction	1 semester/15 hours
Human Sexuality	10 hours
Substance Use Disorders	15 hours
Co-Occuring Disorders and Addiction	15 hours
Cultural Factors Relevant to Abuse of Partners and Family Members	Hours not Specified
Childbirth, Child Rearing, Parenting, and Step-Parenting	Hours not Specified
Marriage, Divorce and Blended Families	Hours not Specified
Poverty and Deprivation	Hours not Specified
Financial and Social Stress	Hours not Specified
Effects of Trauma	Hours not Specified
The Psychological, Psychotherapeutic, Community & Health Implications of Matters and Life Events	Hours not Specified

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Attachment D Requirements for Out-of-State LCSW Applicants

Education

An out-of-state LCSW applicant must prove completion of all of California's education requirements, including:

- A master's degree from an accredited school of social work.
- Additional coursework:
 - Child Abuse Assessment and Reporting - 7 hours - Must be based on CA law
 - Human Sexuality - 10 hours
 - Alcoholism and Other Chemical Substance Dependency - 15 hours
 - Spousal or Partner Abuse Assessment, Detection, and Intervention - 15 hours
 - Aging, Long Term Care, and Elder/Dependent Adult Abuse - 10 Hours ONLY for those who entered a degree program on or after 1/1/2004.
 - California Law and Professional Ethics - 18 hours

The above coursework may be completed through a college or university that is either regionally accredited or approved by the Bureau for Private Postsecondary Education, a continuing education provider approved by the Board, or a governmental entity.

Experience

Experience for out-of-state applicants who do not hold a license in another state must be substantially equivalent to California's requirements.

If the applicant is licensed in another state, the Board's statutes (Business and Professions Code Section 4996.17) set forth different requirements depending on how long a clinical social worker license in another state has been held.

- If licensed as a clinical social worker in another state for at least four years, the applicant has met the Board's experience requirements for licensure.
- If licensed as a clinical social worker in another state for less than four years, the applicant must provide verification of completion of 3,200 hours of supervised work experience and 104 weeks of supervision. If the licensing body in the state of licensure does not have equivalent requirements, time actively licensed as a clinical social worker shall be accepted at a rate of 100 hours per month up to a maximum of 1,200 hours.

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Attachment E
Comparison of LPCC Education Requirements
Unlicensed Out of State vs. Licensed Out of State Applicant

OUT-OF-STATE LPCC APPLICANT
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Requirement	Unlicensed Out of State	Licensed Out of State
Required Units	48 or 60 semester units, depending on when degree obtained. If 60 units required, may remediate up to 12 units. This remediation may occur while registered as an intern.	48 or 60 semester units, depending on when degree obtained. If 60 units required, may remediate up to 12 units. This remediation may occur while registered as an intern.
Practicum	6 semester units, including 280 face-to-face hours. No remediation.	6 semester units, including 280 face to face hours. Exempt from this requirement if licensed at least two years. If licensed less than 2 years, may remediate by demonstration completion of 280 face to face hours. Any post-degree hours gained to meet this requirement must be in addition to 3,000 required experience hours, and must be gained while registered as an intern.
BPC Section 4999.33(c)(1)(A)-(M) Core Content Requirements	All content areas required. May remediate no more than 6 core content areas. Each must be 3 semester/4.5 quarter units. Must be graduate level coursework from accredited/approved school. Remediation allowed, but must be done prior to issuance of an intern registration or license. No remediation of "Assessment" or "Diagnosis" core content areas.	All content areas required. May remediate no more than 6 core content areas. Each must be 3 semester/4.5 quarter units. Must be graduate level coursework from accredited/approved school. Remediation allowed, and may be done while registered as an intern. (Except CA law and ethics) No remediation of "Assessment" or "Diagnosis" core content areas.
California Law & Ethics	If core content law and ethics course specified in Section 4999.33(c)(1)(I) was completed but does not contain California content, then applicant must complete an 18-hour CA law & ethics course. If deficient in the law and ethics core content course, the core content course must be taken, with CA law and ethics content, prior to issuance of license/intern registration.	If core content law and ethics course specified in Section 4999.33(c)(1)(I) was completed but does not contain California content, then applicant must complete an 18-hour CA law & ethics course. If deficient in the law and ethics core content course, the core content course must be taken, with CA law and ethics content, prior to issuance of license/intern registration.
Advanced Coursework - Knowledge of Specific Treatment/Populations	15 semester/22.5 quarter units must be completed. Remediation allowed if not in degree; must be from an accredited or approved school. Coursework must be in addition to core content areas described in 4999.33(c)(1)(A)-(M). May remediate while registered as an intern.	15 semester/22.5 quarter units must be completed. Remediation allowed if not in degree; must be from an accredited or approved school. Coursework must be in addition to core content areas described in 4999.33(c)(1)(A)-(M). May remediate while registered as an intern.
Additional Coursework Requirements (BPC Section 4999.33(d))	Coursework may be remediated while registered as an intern. May be from an accredited/approved school or a continuing education provider. May not be undergraduate coursework. See Attachment F for coursework list.	Coursework may be remediated while registered as an intern. May be from an accredited/approved school or a continuing education provider. May not be undergraduate coursework. See Attachment F for coursework list.
Principles of Mental Health/Cultures Coursework	Instruction in mental health recovery oriented care - 45 hours. Instruction in CA cultures - 15 hours. May be from accredited/approved school or continuing education provider. May not be undergraduate coursework. May remediate while registered as intern.	Instruction in mental health recovery oriented care - 45 hours. Instruction in CA cultures - 15 hours. May be from accredited/approved school or continuing education provider. May not be undergraduate coursework. May remediate while registered as intern.

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Attachment F
Additional Coursework Requirements for LPCC Out-of-State Applicants

OUT-OF-STATE LPCC APPLICANT
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Coursework	Amount
Human Sexuality	10 hours
Spousal or Partner Abuse Assessment	15 hours
Child Abuse Assessment and Reporting	7 hours
Aging & Long Term Care, incl. Elder and Dependent Adult Abuse & Neglect	10 hours

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To: Committee Members

Date: October 23, 2017

From: Rosanne Helms
Legislative Analyst

Telephone: (916) 574-7897

Subject: Curriculum Requirements of Program Accrediting Entities

The curriculum requirements of the professions' national degree program accrediting entities may provide some insight into coursework that is considered fundamental.

Staff examined the curriculum requirements of the following three accrediting bodies:

1. The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
2. The Council on Social Work Education Commission on Accreditation (CSWE)
3. The Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Key requirements of each of the three accrediting bodies are highlighted below.

COAMFTE

COAMFTE accredits marriage and family therapy degree programs. Some highlights of its curriculum requirements are as follows¹ (see **Attachment A** for further details):

- Programs accredited by COAMFTE must meet the following minimum foundational curriculum requirements. Programs can emphasize some areas more than others, but must meet the minimums:
 - Foundations of Relational/Systemic Practice, Theories, & Models (minimum 6 semester units/8 quarter units/90 hours)
 - Clinical Treatment with Individuals, Couples, & Families (minimum 6 semester units/8 quarter units/90 hours)
 - Diverse, Multicultural and/or Underserved Communities (minimum 3 semester units/4 quarter units/45 hours)
 - Research & Evaluation (minimum 3 semester units/4 quarter units/45 hours)

¹ COAMFTE Accreditation Standards, Version 12.0, effective January 1, 2016.

- Professional Identity, Law, Ethics & Social Responsibility (minimum 3 semester units/4 quarter units/45 hours)
- Biopsychosocial Health & Development Across the Life Span (minimum 3 semester units/4 quarter units/45 hours)
- Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (minimum 3 semester units/4 quarter units/45 hours)
- Contemporary Issues (No minimum amount required but must be covered in the curriculum in some way.)
- Community Intersections & Collaboration (No minimum amount required but must be covered in the curriculum in some way.)
- Programs must require a practicum/internship with at least 500 clinical contact hours (or must demonstrate achievement of a competency level equivalent to this experience). There must be at least 100 hours of supervision.

CSWE

CSWE accredits social work programs. Some of the highlights of its accreditation program are as follows² (see **Attachment B** for further details):

- CSWE utilizes a competency-based education framework, which is based on student learning outcomes.
- CSWE outlines nine social work competencies, as follows:
 - Demonstrate Ethical & Professional Behavior
 - Engage Diversity & Difference in Practice
 - Advance Human Rights and Social, Economic & Environmental Justice
 - Engage in Practice-Informed Research and Research-Informed Practice
 - Engage in Policy Practice
 - Engage with Individuals, Families, Groups, Organizations, & Communities
 - Assess Individuals, Families, Groups, Organizations, & Communities
 - Intervene with Individuals, Families, Groups, Organizations, & Communities
 - Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities
- CSWE requires a minimum of 900 hours of field education for master's degree programs.

² CSWE 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs.

CACREP

CACREP accredits counseling programs. Highlights of its accreditation program requirements are listed below³ (see **Attachment C** for further details):

- CACREP requires program curriculum to cover eight common core areas:
 - Professional Counseling Orientation and Ethical Practice
 - Social and Cultural Diversity
 - Human Growth and Development
 - Career Development
 - Counseling and Helping Relationships
 - Group Counseling and Group Work
 - Assessment and Testing
 - Research and Program Evaluation
- Programs must include practicum that is a minimum of 100 clock hours over 10 weeks, including at least 40 clock hours of direct counseling service with clients.
- Programs must require a 600-hour post-practicum internship. The internship must include at least 240 hours of direct service.
- CACREP also outlines several specialization areas for programs specializing in different aspects of counseling. These specialty areas outline certain standards, and a program utilizing a specialty area must document that its coursework covers those standards. The two CACREP specialty areas most relevant to the Board and its licensees are “Clinical Mental Health Counseling” and “Marriage, Couple, and Family Counseling.”

Attachments

Attachment A: COAMFTE Accreditation Standards, Version 12.0, effective January 1, 2016 (partial document)

Attachment B: CSWE 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master’s Social Work Programs (partial document)

Attachment C: 2016 CACREP Standards (partial document)

³ 2016 CACREP Standards.

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COAMFTE

Commission on Accreditation for
Marriage and Family Therapy Education

Accreditation Standards

Graduate & Post-Graduate Marriage and Family Therapy Training
Programs

Version 12.0

Published July 15, 2014
Effective January 1, 2016

Standard IV: Curriculum

All accredited programs will have a curriculum and an **application component** consistent with the program's mission, goals, and outcomes. The purpose of the **foundational curriculum** with its accompanying **foundational practice component** is to prepare students to practice as **MFTs**. The advanced curriculum with its **advanced practical experience component** and emphasis on research focuses on two areas of specialization. The type of program along with the program's mission, goals, and outcomes determine specific requirements regarding implementation of the curriculum and the application component.

Key Element IV-A: Curriculum and Teaching/Learning Practices.

The program must provide:

- A description of the logical sequencing of the curriculum and practice components, including rationale for how the program's goals and accompanying Student Learning Outcomes fit within the program offered (e.g., where goals and outcomes are addressed and assessed within the curriculum).
- A description of key teaching/learning practices used to accomplish program goals, and Student Learning Outcomes.
- A description of processes and procedures to ensure and monitor student progress and completion of requirements.
- A description of governance processes and procedures for designing, approving, implementing, reviewing, and changing the curriculum.

Key Element IV-B: Foundational and Advanced Curricula

Foundational Curriculum

The foundational curriculum covers the knowledge and skill required to practice as a **MFT** by covering the Foundational Curricular Areas below.

- Master's degree program must demonstrate that they offer course work that covers all the FCAs that make up the foundational curriculum.
- Doctoral degree programs must demonstrate that they offer course work and/or that students have completed course work, in all the areas contained in the foundational curriculum or that students demonstrate competence in those areas.
- Post-degree programs must demonstrate that they offer course work and/or that students have completed course work in all the areas contained in the foundational curriculum, or that students demonstrate competence in those areas.
- Programs may combine more than one of these foundational curriculum areas into a single course, as they build their curriculum in ways that are congruent with the program's mission, goals, and outcomes.
- Programs may emphasize some of the areas more than others and include other areas that are consistent with their program's mission, goals and outcomes.

Programs may include another layer of requirements based on a specialization or emphasis (e.g., faith-based orientation, licensure laws, specialized certification, and so on) as long as there is a clear rationale and relational/systemic philosophy in the majority of the program.

- Minimum semester/quarter credits or equivalent clock hours are established for the first seven curricular areas. Programs may choose what combination of additional area 1 through 7 semester/quarter credits or equivalent clock hours beyond the individual area minimums will be taught consistent with their program's mission, goals, and outcomes.
- Programs must require students to develop and/or present an integrative/capstone experience before completion of their degree program as part of the foundational curriculum below. Programs must decide how to meet this requirement in keeping with the program's mission, goals, and outcomes. Examples include: a theory of change/therapy theory presentation/paper, a thesis, a therapy portfolio, or a capstone course.

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in the foundations and critical epistemological issues of **MFTs**. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of **MFTs**, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.

FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.

FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with **diverse, international, multicultural, marginalized, and/or underserved communities**, including developing competencies in working with sexual and gender minorities and their families as well as **anti-racist practices**.

FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in MFT research and evaluation

methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program's mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.

FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.

The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.

FCA 8: Contemporary Issues

This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program's mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.

FCA 9: Community Intersections & Collaboration

This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program's mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in **multidisciplinary collaboration**.

Advanced Curriculum

The advanced curriculum advances knowledge and skill by addressing the curricular areas below.

- Doctoral degree programs demonstrate that they offer course work in all the Advanced Curricular Areas (ACA) that make up the advanced curriculum.
- Post-degree programs may offer components of the advanced curriculum.
- Within each area, the balance of skills and competencies developed should be appropriate to the program's mission, goals, and outcomes as well as the program's local context.
- Programs may emphasize some of the areas more than others and include other areas that are consistent with their program's mission, goals, and outcomes.

ACA 1: Advanced Research

This area facilitates students in developing competencies in: a) advanced research, including demonstrated proficiency in quantitative methods and analysis techniques, qualitative methods and analysis techniques, or mixed methods and analysis techniques appropriate to carrying out research in relationships; b) demonstrated working knowledge of other methodologies and analysis techniques outside of their proficiency area (e.g., if a student decides to become proficient in quantitative methods, s/he will have a working knowledge of qualitative methods as well); c) demonstrated understanding of the theoretical complexity of change within relationships and how this complexity informs research; d) understanding and demonstrated sensitivity to and awareness of how issues of diversity in terms of culture, gender, sexual orientation, age, SES, etc. play a role in their choice of research topics and their conduct of research activities; and e) students should have opportunities to participate in grants and grant-writing activities, and in the publication and presentation of research material.

ACA 2: Advanced Relational/Systemic Clinical Theory

This area facilitates students developing advanced clinical competencies including: a) demonstrating an advanced understanding and application of multiple family and couple models and empirically-supported interventions; b) skill in working with diverse populations across the lifespan through direct clinical work or in supervision of the therapy of others; c) demonstration of an awareness of cultural issues, differences, and personal blind spots in their clinical and supervisory work; and d) development of a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.

ACA 3: Advanced Relational/Systemic Applications to Contemporary Challenges

This area facilitates the development of leading-edge professionals who develop relational/systemic innovations. This includes application to controversial moral and advanced ethical dilemmas, international, cross-cultural, and multicultural issues in Couple or Marriage and Family Therapy professional roles, responsibilities, practices, and applications to other contemporary problems. This area also includes a focus on family policy and/or family law.

ACA 4: Foundations of Relational/Systemic Teaching, Supervision, Consultation, and/or Leadership

This area facilitates the development of competencies in relational/systemic teaching, supervision, and/or MFT consultation. This may include educational/learning theories, relevant research, multicultural content, evaluation and assessment methods, ethics and professional issues, and personal philosophy. This area also addresses administrative competencies including program development and policy, leadership roles and evaluation of MFT educational and service oriented institutions and agencies. Students who intend to teach at the higher education level will develop and apply a teaching philosophy, as well as demonstrate the capacity to develop and apply course evaluation methods and Student Learning Outcomes. All students will demonstrate skills in clinical supervision. Students who have teaching opportunities in formal or informal settings will demonstrate a sensitivity to issues of diversity in the material they teach, to the persons they are teaching, and in the ways in which information and correction is provided.

Key Element IV-C: Foundational and Advanced Application Components

The program must demonstrate they offer an application component with appropriate placement in the curriculum, duration, focus, and intensity consistent with their program's mission, goals, and outcomes.

Foundational Practice Component

- Master's degree program and Post-degree programs that teach the foundational curriculum offer the foundational practice component (practicum and/or internship).
- Includes a minimum of 500 clinical contact hours with individuals, **couples, families** and other systems physically present, at least 40% of which must be relational. The 500 hours must occur over a minimum of twelve months of clinical practice. The 500 hours may include a maximum of 100 **alternative hours** or clinical activity (e.g., couple or family groups, live cases where reflecting teams are directly involved in working with clients, etc.) that is directly related to the program's mission, outcomes, and goals. Alternatively, the program may demonstrate that graduating students achieve a competency level equivalent to the 500 client contact hours. The program must define this competency level and document how students are evaluated and achieve the defined level. The program demonstrates a consistent set of evaluation criteria for achieving the defined level of competency across all students. In addition, programs that do not require 500 hours must document that students are informed about licensure portability issues that may result from not having 500 hours. Those programs requiring less than 500 hours may not use alternative hours to count toward total client contact hours.
- The program demonstrates a commitment to relational/systemic-oriented **supervision**. Students must receive at least 100 hours of supervision, and must receive supervision from an AAMFT Approved Supervisor or Supervisor

Candidate for at least one hour each week in which they are seeing clients. Additional supervision may be provided by AAMFT Approved Supervisors, Supervisor Equivalents, or State Approved Supervisors. Supervision can be **individual** (one supervisor with one or two supervisees) or **group** (one supervisor and eight or fewer students) and must include a minimum of 50 hours of supervision utilizing observable data. Supervision may utilize digital technology in which participants are not in the same location as long as the majority of supervision is with supervisor and supervisee physically present in the same location and appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.

- Programs have agreements with practice sites that outline the institutions', the practice sites' and the students' responsibilities, and published procedures in place for managing any difficulties with sites, supervisors, or students.

The Advanced Practical Experience Component

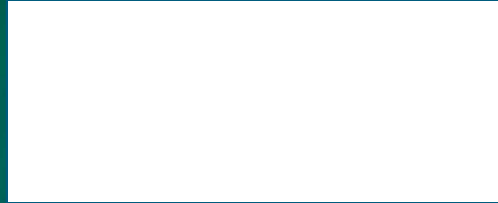
- **Programs** that teach the advanced curriculum must offer the advanced experience component.
- Areas include selected experiences consistent with the program's mission, goals, and outcomes in any of the following: **advanced research**, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. In addition, programs may offer experiences in presenting and professional writing.
- The program must demonstrate appropriate and adequate **mentoring** of students during the experience.
- The advanced experiences offered by doctoral degree programs must address a minimum of two of the areas noted above and combined be over a minimum of 9 months.
- The advanced experiences offered by post-graduate programs must address a minimum of one area and combined be over a minimum of 6 months.

Key Element IV-D: Program and Regulatory Alignment

The program demonstrates that graduates have met educational and clinical practice requirements (e.g., coursework, clinical experience, and supervision) that satisfy the regulatory requirements for entry-level practice in the state, province, or location in which the program physically resides or in which the student intends to practice. Programs must also document that students are informed (e.g., demonstrate review of appropriate regulatory sites or licensing laws) about the educational, clinical, and regulatory requirements for entry-level practice in the state, province, or location in which each student resides or intends to practice.

Key Element IV-E: Curriculum/Practice Alignment with Communities of Interest

The program demonstrates that it considers the needs and expectations of identified Communities of Interest in developing and revising its curriculum and application component.



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation
Commission on Educational Policy

2015

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

for Baccalaureate and Master's Social Work Programs

COMPETENCY-BASED EDUCATION

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.



Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

PROGRAM MISSION AND GOALS

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

- 1.0.1** The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.0.2** The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3** The program identifies its goals and demonstrates how they are derived from the program's mission.



Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

- M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

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2016 CACREP Standards



This document includes the final version of the 2016 CACREP Standards that were adopted by the CACREP Board. CACREP is providing this document so that counseling program faculty, administrators, and other agency personnel can plan for their future implementation on July 1, 2016.

Please note that programs planning to seek CACREP accreditation under the 2016 Standards should not consider this a stand-alone document. Over the next several months, CACREP will release additional documents that include updated policies, application procedures, and a description of review processes. It is anticipated that these additional documents will be posted by mid-July 2015. All applications submitted under the 2016 Standards will be held to the forthcoming policies, procedures, and review processes.

While counseling programs will be allowed to apply using the 2016 Standards once all documents are posted, any application for accreditation postmarked after June 30, 2016, **MUST** address the 2016 Standards.

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SECTION 2: PROFESSIONAL COUNSELING IDENTITY

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

FOUNDATION

- A. The counselor education program has a publicly available mission statement and program objectives.
- B. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.
- C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

COUNSELING CURRICULUM

- D. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.
- E. Current counseling-related research is infused in the curriculum.
- F. The eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.
 - 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - a. history and philosophy of the counseling profession and its specialty areas
 - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
 - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
 - d. the role and process of the professional counselor advocating on behalf of the profession
 - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
 - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
 - h. current labor market information relevant to opportunities for practice within the counseling profession
 - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
 - j. technology's impact on the counseling profession
 - k. strategies for personal and professional self-evaluation and implications for practice
 - l. self-care strategies appropriate to the counselor role
 - m. the role of counseling supervision in the profession
2. SOCIAL AND CULTURAL DIVERSITY
- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
 - b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
 - c. multicultural counseling competencies
 - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
 - e. the effects of power and privilege for counselors and clients
 - f. help-seeking behaviors of diverse clients
 - g. the impact of spiritual beliefs on clients' and counselors' worldviews
 - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
3. HUMAN GROWTH AND DEVELOPMENT
- a. theories of individual and family development across the lifespan
 - b. theories of learning
 - c. theories of normal and abnormal personality development
 - d. theories and etiology of addictions and addictive behaviors
 - e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

- f. systemic and environmental factors that affect human development, functioning, and behavior
 - g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
 - h. a general framework for understanding differing abilities and strategies for differentiated interventions
 - i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
4. CAREER DEVELOPMENT
- a. theories and models of career development, counseling, and decision making
 - b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
 - c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
 - d. approaches for assessing the conditions of the work environment on clients' life experiences
 - e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
 - f. strategies for career development program planning, organization, implementation, administration, and evaluation
 - g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
 - h. strategies for facilitating client skill development for career, educational, and life-work planning and management
 - i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
 - j. ethical and culturally relevant strategies for addressing career development
5. COUNSELING AND HELPING RELATIONSHIPS
- a. theories and models of counseling
 - b. a systems approach to conceptualizing clients
 - c. theories, models, and strategies for understanding and practicing consultation
 - d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
 - e. the impact of technology on the counseling process

- f. counselor characteristics and behaviors that influence the counseling process
 - g. essential interviewing, counseling, and case conceptualization skills
 - h. developmentally relevant counseling treatment or intervention plans
 - i. development of measurable outcomes for clients
 - j. evidence-based counseling strategies and techniques for prevention and intervention
 - k. strategies to promote client understanding of and access to a variety of community-based resources
 - l. suicide prevention models and strategies
 - m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
 - n. processes for aiding students in developing a personal model of counseling
6. **GROUP COUNSELING AND GROUP WORK**
- a. theoretical foundations of group counseling and group work
 - b. dynamics associated with group process and development
 - c. therapeutic factors and how they contribute to group effectiveness
 - d. characteristics and functions of effective group leaders
 - e. approaches to group formation, including recruiting, screening, and selecting members
 - f. types of groups and other considerations that affect conducting groups in varied settings
 - g. ethical and culturally relevant strategies for designing and facilitating groups
 - h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
7. **ASSESSMENT AND TESTING**
- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
 - b. methods of effectively preparing for and conducting initial assessment meetings
 - c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
 - d. procedures for identifying trauma and abuse and for reporting abuse
 - e. use of assessments for diagnostic and intervention planning purposes

- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
 - g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
 - h. reliability and validity in the use of assessments
 - i. use of assessments relevant to academic/educational, career, personal, and social development
 - j. use of environmental assessments and systematic behavioral observations
 - k. use of symptom checklists, and personality and psychological testing
 - l. use of assessment results to diagnose developmental, behavioral, and mental disorders
 - m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
8. RESEARCH AND PROGRAM EVALUATION
- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
 - b. identification of evidence-based counseling practices
 - c. needs assessments
 - d. development of outcome measures for counseling programs
 - e. evaluation of counseling interventions and programs
 - f. qualitative, quantitative, and mixed research methods
 - g. designs used in research and program evaluation
 - h. statistical methods used in conducting research and program evaluation
 - i. analysis and use of data in counseling
 - j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

SECTION 3: PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The following Standards apply to entry-level programs for which accreditation is being sought.

ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

PRACTICUM

- F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

INTERNSHIP

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- K. Internship students complete at least 240 clock hours of direct service.
- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

SUPERVISOR QUALIFICATIONS

- N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
- O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.
- P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

C. CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling

- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
 - l. legal and ethical considerations specific to clinical mental health counseling
 - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. PRACTICE
- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - b. techniques and interventions for prevention and treatment of a broad range of mental health issues
 - c. strategies for interfacing with the legal system regarding court-referred clients
 - d. strategies for interfacing with integrated behavioral health care professionals
 - e. strategies to advocate for persons with mental health issues

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

F. MARRIAGE, COUPLE, AND FAMILY COUNSELING

Students who are preparing to specialize as marriage, couple, and family counselors are expected to possess the knowledge and skills necessary to address a wide variety of issues in the context of relationships and families. Counselor education programs with a specialty area in marriage, couple, and family counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of marriage, couple, and family counseling
- b. theories and models of family systems and dynamics
- c. theories and models of marriage, couple, and family counseling
- d. sociology of the family, family phenomenology, and family of origin theories
- e. principles and models of assessment and case conceptualization from a systems perspective
- f. assessments relevant to marriage, couple, and family counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of marriage, couple, and family counselors
- b. structures of marriages, couples, and families
- c. family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
- e. human sexuality and its effect on couple and family functioning
- f. aging and intergenerational influences and related family concerns
- g. impact of crisis and trauma on marriages, couples, and families
- h. impact of addiction on marriages, couples, and families
- i. impact of interpersonal violence on marriages, couples, and families
- j. impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families
- k. interactions of career, life, and gender roles on marriages, couples, and families

- l. physical, mental health, and psychopharmacological factors affecting marriages, couples, and families
 - m. cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration
 - n. professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling
 - o. ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling
 - p. record keeping, third party reimbursement, and other practice and management considerations in marriage, couple, and family counseling
3. PRACTICE
- a. assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective
 - b. fostering family wellness
 - c. techniques and interventions of marriage, couple, and family counseling
 - d. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling
 - e. strategies for interfacing with the legal system relevant to marriage, couple, and family counseling

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To: Committee Members **Date:** October 26, 2017
From: Kim Madsen **Telephone:** (916) 574-7841
Executive Officer
Subject: National Association's Proposals to Improve License Portability

Background

Initial licensure requires an individual to satisfy educational, post-degree experience, and examination requirements. These requirements are typically specified in state laws, rules, and /or regulations. The process to obtain the initial license often takes several years to complete.

Once licensed, the licensee assumes the process to obtain a license in another state will be less onerous. The individual recognizes another state may have state specific requirements and is willing to satisfy those requirements. However, all too often, the licensee discovers that the requirements for initial licensure become the barriers to licensure in another state.

The licensee is frequently required to demonstrate to the new state that the initial licensure requirements, which were already completed, are substantially equivalent to that state's licensure requirements. If successful in this endeavor, the licensee may become licensed in the new state after completing the state specific requirements. If not, the licensee's application may be denied. If the application is not denied, the licensee may be required to obtain a new degree or a series of courses at the graduate level, complete supervised experience hours, and/or pass a clinical examination in addition to the state specific requirements.

In response to licensee's concerns, professional associations began to discuss options and possible solutions to improve license portability. In 2016, the California Little Hoover Commission held hearings to discuss barriers to licensure. On July 27, 2017, the Federal Trade Commission's Economic Liberty Task Force hosted a roundtable in Washington, DC to discuss license portability. The interest in removing barriers to licensure is increasing beyond state boundaries.

Existing Solutions

Medical Profession

The Federation of State Medical Boards created an Interstate Medical Licensure Compact (Compact) to enhance portability. Under the Compact, participation by state boards of medicine and physicians is voluntary. The Compact created a pathway for licensure that allows for multi-state practice. The Compact is an agreement between states to license already licensed

practitioners who are in good standing, with no discipline on any of their licenses. The Compact provides an expedited license in a compact state without the formal reviews normally utilized. Efforts to develop the Compact proposal began in 2013, with a final draft published in 2017. Currently, 18 states, including 23 Medical and Osteopathic Boards in those states have agreed to the Compact. California is not a participating state.

Nursing Profession

The National Council for State Boards of Nursing developed the Enhanced Nurse Licensure Compact (eNLC). The eNLC is a revision of the previous Nurse Licensure Compact. Under the eNLC, nurses are permitted to provide care to patients in other eNLC states without having to obtain additional licenses. The licensees are required to meet eleven (11) Uniform Licensure Requirements for a Multistate License. The requirements range from meeting the licensure requirements in the individual's home state to submission of state and federal fingerprints. Currently, 26 states have adopted the eNLC. California is not a participating state.

State Agreements

Independently, neighboring states have established, or are in the process of establishing an agreement between the states related to reciprocity. For example, Kentucky and Tennessee signed a written agreement in 2015 to implement an interstate compact for professional counselors. West Virginia and Virginia were also part of this discussion. Currently, Ohio and Kentucky are working towards a reciprocal agreement.

Although these efforts are discussed during annual state board meetings, a central repository for data regarding the number of states participating in reciprocal agreement appears non-existent.

Efforts by National Associations

National associations, representing social workers, marriage and family therapists, and clinical counselors, are actively seeking solutions to remove barriers to licensure. The Association of Marriage and Family Regulatory Boards (AMFTRB), the Association of Social Work Boards (ASWB), and the National Board of Certified Counselors (NBCC) have collaborated with stakeholders to develop proposals to improve licensure portability.

Each association identified the barriers to licensure; education, post-graduate supervised hours, and examination. Each association developed a proposal that sought to remove these barriers and improve license portability. A comparison of these proposals is reflected in *Attachment A*.

Discussion of Proposals

AMFTRB – The AMFTRB proposal seeks to recognize that the initial state of licensure has done its due diligence in vetting candidates for licensure. The LMFT Mobility Plan does not interfere with the state specific requirements such as fingerprinting, jurisprudence exam. The LMFT Mobility Plan recognizes the candidate for licensure as a licensee and not as a candidate seeking initial licensure. This recognition eliminates the burden of demonstrating that the qualifications for licensure in one state are substantially equivalent to another state.

The LMFT Mobility Plan proposes that the initial state of licensure verify the following information, and that the receiving state accepts the information.

- Issue and expiration date of the license

- Time the licensee has been licensed (at least one renewal cycle)
- License status
- Previous or current formal discipline
- Any restrictions on the license
- Passing a clinical examination for licensure
- Name of the clinical examination (California examination or AMFTRB examination)
- Minimum of a master's degree in marriage and family therapy, or allied field
- Was the educational institution accredited by either a regional accrediting institution or the US Department of Education?
- Completion of post-graduate supervised clinical experience

Adopting or accepting the LMFT Mobility Plan will likely require states to revise their existing licensure law. The revisions would only apply to the three identified barriers to licensure – education (the qualifying degree), post-graduate degree supervised experience, and clinical examination. States that require fingerprinting, jurisprudence examination, and/or state specific education, still retain the right to require these components for licensure.

Further, states may still require the applicant to submit the transcript to demonstrate completion of a qualifying degree. However, the evaluation of the degree for specific course content, number of units would no longer be necessary.

A draft form of the LMFT Mobility Verification of Initial Licensure is provided for your review (*Attachment B*).

ASWB – The ASWB proposal outlines Standards consistent with the core requirements for the ASWB Mobility Strategy. Licensees seeking licensure in subsequent states would be required to satisfy these core Standards. The Standards are as follows.

- Identifies the three categories of licensure. However, only one category is applicable to California – Licensed Clinical Social Worker
- At a minimum, the individual must meet the following
 - Graduation from an accredited social work program
 - A passing score on the appropriate ASWB exam
 - Completion of supervised experience (as required by license)
 - No disciplinary action

ASWB anticipates that states would be able to accept the Standards without any regulatory or statutory changes. The above standards are currently specified in California law.

The Standards establish the foundation to improve licensure across state lines. The ASWB proposal will resolve challenges licensees encounter when applying for a subsequent license in another state (locating and submitting required documents). ASWB will develop and maintain a centralized databank to retain the required documentation for licensure. The databank will retain educational transcripts, post-graduate supervised experience documents, and examination results. Additionally, the licensee may submit copies of continuing education requirements, state issued licenses, and licensure applications. Participation in the databank is voluntary, but states will be asked to encourage social workers to participate in the databank.

The databank affords the licensee the opportunity to centrally store all related documentation required for licensure. Upon request by the licensee, the core licensure documents (transcriptions, post-graduate supervised experience hours, and examination results) will be sent

to the state in which the licensee is seeking licensure. Additionally, ASWB would provide verification of all the licenses held by the licensee and other checks as required. Upon receipt of the information from ASWB, the state would continue its process for licensure.

A key component in the success of the ASWB proposal is that states would agree to accept the primary source data (educational transcripts, post-graduate supervised experience) verified by ASWB staff and maintained in the secure centralized databank. For application in California, this will likely require a revision to existing licensure laws.

The ASWB Mobility Plan is provided for your review (*Attachment B*).

NBCC – NBCC, in collaboration with representatives of the American Association of State Counseling Boards (AASCB), the Association for Counselor Education and Supervision (ACES), the American Mental Health Counselors Association (AMHCA), developed the National Counselor Licensure Endorsement Process (*Attachment C*).

The National Counselor Licensure Endorsement Process states the following.

Any counselor licensed at the highest level of licensure for independent practice available in his or her state may obtain licensure in any other state or territory of the United States if all of the following criteria are met:

- The licensee has engaged in ethical practice, with no disciplinary sanctions, for at least 5 years from the date of application for licensure endorsement.
- The licensee has possessed the highest level of counselor licensure for independent practice for at least 3 years from the date of application for licensure endorsement.
- The licensee has completed a jurisprudence or equivalent exam if required by the state regulatory body.
- The licensee complies with ONE of the following:
 - Meets all academic, exam and postgraduate supervised experience standards as adopted by the state counseling licensure board.
 - Holds the National Certified Counselor (NCC) credential, in good standing, as issued by the National Board for Certified Counselors (NBCC).
 - Holds a graduate-level degree from a program accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

A licensee seeking licensure in another state is likely to satisfy the first three criteria easily. However, if the licensee does not possess the NCC credential and/or a CACREP degree, the licensee will be required to satisfy that state's educational and post-graduate supervised experience. Thus, the licensee will be required to submit the requisite documentation.

General Summary of Proposals

Each proposal seeks to improve the process of obtaining licensure in another state. The proposals are similar in that each one allows states to retain their jurisdictional authority. Further, the proposals identify consumer protection as critical to the process. Specifically, the individual must not have any disciplinary action taken against the license either currently or for a specified period of time.

Each proposal also identified three common requirements for licensure: graduate level degree, post-graduate supervision, and passing a clinical licensure examination. All proposals will require a legislative and/or regulatory change to California's existing licensure law.

Recommendation

Committee members and stakeholders should engage in a discussion regarding the pros and cons of each proposal for potential application in California.

Attachments

- Attachment A: AMFTRB, ASWB, NBCC Proposal Chart
- Attachment B: LMFT Mobility Verification of Initial License
- Attachment C: ASWB Mobility Plan and Resolution
- Attachment D: National Counselor Licensure Endorsement Process

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	AMFTRB	ASWB	NBCC
Mobility Proposal	<p><u>LMFT Mobility Plan</u> Initial state licensure board will complete <i>LMFT Mobility Verification of Initial Licensure</i>. Acknowledges initial state of licensure conducted due diligence to vet licensees. Information to be verified by initial state of licensure is designated by #</p>	<p><u>Strategy to Address Social Work Practice Mobility</u> Centralized databank maintained by ASWB. Databank will be repository of primary source records. Social workers voluntarily participate. State licensing boards recognize information in databank as primary source and verified.</p>	<p><u>National Counselor Licensure Endorsement Process</u> Any counselor licensed at the highest level of licensure for independent practice available in their state may obtain licensure in another state if all of the 4 established criteria is met. Criteria is designated by *</p>
CORE REQUIREMENTS			
Education Graduation from an accredited program/school	# Minimum of a master’s degree in marriage and family therapy or an allied field from an accredited institution. Applicant will submit to transcripts to state.	Master’s degree from an accredited social work program. Transcripts will be maintained in ASWB databank.	* Graduate level degree from a program accredited by CACREP. Applicant will submit transcripts
Completion of supervised hours	# Yes. As required by initial state of licensure. No additional documentation required.	Yes. Documents will be maintained in ASWB databank.	* Yes. Applicant may be required to submit documentation to state board.
Licensure Examination	# Yes. Passing score on either California Clinical Exam or AMFTRB National Exam.	Yes. Exam scores maintained in ASWB databank.	* Yes. Applicant may be required to submit evidence of passing score.
Verification of Licensure	# Yes. Verified by initial state of licensure. Applicant may be required to submit additional documentation if licensed in other states.	Not clearly addressed in mobility plan. Databank will be designed to maintain state licenses.	Not clearly addressed in mobility plan.
Required to be licensed for a specific period of time	# Yes. Licensed for one renewal cycle.	No recommendation.	* Yes. 3 years from the date the application for licensure is received.
License status – no disciplinary action	# If prior or current disciplinary action exists or if the license is restricted, initial state licensure will provide documentation to licensing board. Individual may be required to submit similar documentation if licensed in other states.	Individual must not have any disciplinary action.	* Yes. Individual must not have any disciplinary sanctions for at least 5 years from the date the application is received.

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LMFT Mobility Verification of Initial Licensure

Instructions: The Applicant is to submit this form to each jurisdiction in which a license has been held, regardless of the current license status.

State Board:

I am applying for a license to practice Marriage and Family Therapy in the State of _____ .
The _____ Board of _____ requires that this form be completed by each jurisdiction in which I hold or have held a license. **Please complete the form and return it to:**

Board Name: _____

Mailing Address _____

Fax Number _____

Email Address:

Verification requested for the following licensee:

Name of Licensee _____

License Number: _____ Date Issued _____ Exp Date _____

License Status ___Active ___ Inactive Other _____

If other, please explain: _____

Has the licensee completed one full renewal cycle? ___Y ___N

Are there any current restrictions on the license? ___Y ___N If Yes, provide copies of documents.

Prior or Current Formal Disciplinary Action ___Y ___N If yes, provide copies of documents.

Licensure Examination

Was passing a Clinical Examination Required for Licensure ___Y ___N

Name of Clinical Examination ___AMFTRB National Exam ___California Exam

Education

Did the applicant graduate with a minimum of a masters degree in marriage and family therapy, or an allied field? ___Y ___N

Is the Education Institution Accredited by either a Regional Accrediting Institution or the US Department of Education? _____ Y _____ N

Please provide a certified copy of my educational transcripts with this form.

Supervised Clinical Experience

Did the applicant complete the post-graduate supervised clinical experience required for licensure in your state? _____ Y _____ N

Signature of Person Completing this form _____ Date _____

State completing this form _____

Official State Seal

Out-of-State Application for LMFT Licensure

Instructions: The top portion of this form is to be completed by the Applicant and given to the Office of the Licensure Board in the State or jurisdiction in which the applicant is **applying for licensure**.

Legal Name: _____
 First Last

Mailing Address: _____

List of all states where you have, or have held a license (to include license status-inactive, active, retired, limited, and restricted):

The Office of the Licensure Board will fill out the Board's return address information on the **LMFT Mobility Verification of Initial Licensure** and send that form to each of the jurisdictions listed on this form.

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Resolution 2017-1

Title: ASWB Member Board Contributions to Mobility Strategy

Submitted by: ASWB 2017 Bylaws and Resolutions Committee/ASWB Board of Directors

Committee Recommendation: DO PASS

WHEREAS, increased physical movement of licensed social workers to other jurisdictions has led to the need for them to obtain licenses in addition to or in place of the jurisdiction of original licensure; and

WHEREAS, technological advancements have provided social workers with a means to practice social work electronically across state and international lines and without physical presence in the jurisdiction where the client is located; and

WHEREAS, electronic practice has increased the need for a determination of and focus on where practice occurs; and

WHEREAS, the ASWB Model Social Work Practice Act adopted and amended by the ASWB member boards identifies that electronic social work practice constitutes the practice of social work in the jurisdiction where the social worker is located and the jurisdiction where the client is located; and

WHEREAS, the ASWB Model Social Practice Act requires social workers to be licensed in all jurisdictions where they practice; and

WHEREAS, electronic practice and technological advancements have increased the need for social workers seeking licensure in multiple jurisdictions; and

WHEREAS, these physical and technological mobility phenomena transcend professions and have created increased political and legal scrutiny on state-based licensure systems; and

WHEREAS, in response to the current regulatory climate and in response to the needs of the ASWB membership, ASWB convened a Mobility Task Force to address these issues; and

WHEREAS, the Mobility Task Force has recommended and the ASWB Board of Directors endorses a Mobility Strategy that is attached to and is a part of this Resolution; and

WHEREAS, the ASWB Mobility Strategy is premised on a concerted effort by member boards to harmonize licensure eligibility criteria across all ASWB member boards, and

WHEREAS, the ASWB Mobility Strategy includes, among other things, a centralized, secure databank that can provide member boards with access to verified primary source documentation for social workers seeking equivalent licensure in additional jurisdictions, and that such strategy is based on the following principles:

1. Member board recognition that currently licensed applicants have been vetted and duly licensed by another board of social work, and
2. Member board recognition of the information in the databank as primary source and verified; and

WHEREAS, the success of the ASWB Mobility Strategy is dependent upon the acceptance and participation of ASWB member boards; and

WHEREAS, ASWB staff is prepared to serve and support ASWB member boards to conduct the research listed below.

THEREFORE, BE IT RESOLVED THAT through the adoption of this resolution, each ASWB member board agrees to review applicable statutes, rules/regulation, and policies related to accepting the Standards outlined in the attached Mobility Strategy; and

THEREFORE, BE IT FURTHER RESOLVED THAT each ASWB member board agrees to review applicable statutes, rules/regulation, and policies related to accepting the primary source data verified by ASWB staff and maintained in the secure centralized databank; and

THEREFORE, BE IT FURTHER RESOLVED THAT each ASWB member board agrees to identify any barriers or restrictions in the jurisdiction's statutes, rules/regulation, and policies related to accepting and participating in the ASWB Mobility Strategy; and

THEREFORE, BE IT FURTHER RESOLVED THAT each ASWB member board agrees to identify the benefits to accepting and participating in the ASWB Mobility Strategy.

Association of Social Work Boards (ASWB) Strategy to Address Social Work Practice Mobility

Please note: The use of the terms “state” and “board” are intended to be inclusive of all ASWB membership regulatory organizations, including states, commonwealths, districts, territories, and provinces. Similarly, the use of the term “license” is intended to refer to the state-issued credential authorizing the applicant to practice the profession and is meant to be inclusive of licensure, certification, registration, and other similar terms. States will continue to use their own terminology when describing the practitioners, the various credentials, nomenclature, and acronyms.

OVERVIEW

The qualifications for and application and receipt of state-issued licenses is under heightened scrutiny. Differing qualifications for licensure, differing categories of licensure, and differing scopes of practice fuel these debates. This additional scrutiny is largely premised upon increased interstate physical movement of practitioners and technological advancements that facilitate virtual practice of social work without physical presence.

Social work practice mobility refers to the physical and virtual mobility of social workers who elect to practice in multiple jurisdictions. The Mobility Strategy aspires to depoliticize the process, maintain regulatory expertise, and implement a commonsense approach to addressing social work practice mobility.

PURPOSE

Efficient licensure eligibility decisions increase state board effectiveness and benefit the member boards, licensees, and the consuming public. To lawfully practice, social workers must be authorized to practice by obtaining a license issued by each state where they practice. ASWB’s Mobility Strategy recognizes states’ rights and honors member boards’ overarching public protection mission.

The ASWB Mobility Strategy is premised on a concerted effort by member boards to harmonize licensure eligibility criteria across all ASWB member boards so that equivalently licensed social workers can obtain licenses necessary to lawfully practice in other jurisdictions. The Mobility Strategy provides a process and resources through which member boards can quickly evaluate and determine eligibility when a licensed social worker seeks equivalent licensure in an additional jurisdiction.

Standards, as agreed upon by ASWB members and defined below, clarify social work licensure categories and criteria across jurisdictions. Further, a centralized databank will provide member boards with verified primary source information to make decisions about equivalency, including supervision.

PROCESS

License equivalency will be determined by applying the Standards for the mobility licensing process. The Standards increase consistency across jurisdictions and are outlined in the ASWB Model Social Work Practice Act (model act). ***The jurisdictional board retains the statutory authority and responsibility to grant the initial license. When a licensed social worker seeks additional licenses, each board determines eligibility.***

Member boards are not expected to change current license titles and acronyms. A crossmap of license titles and categories has been developed and will be maintained to reflect members’ current licensing structure. In addition, member jurisdictions may require additional criteria for licensure such as background checks, jurisprudence exams, or additional supervision. An index highlighting these jurisdiction-specific requirements (JSRs) will be developed based on input from member boards.

STANDARDS

The following Standards represent the core of the Mobility Strategy. It is anticipated that these Standards can be implemented administratively without the need for legislative, regulatory, and/or rule changes. However, members will be asked via resolution to provide jurisdictional-specific feedback.

- a. Three categories of license (from the ASWB Model Social Work Practice Act)
 - Licensed Baccalaureate Social Worker (LBSW)
 - Licensed Master’s Social Worker (LMSW)
 - Licensed Clinical Social Worker (LCSW)
- b. Four minimum essential criteria
 - Graduation from an accredited social work program
 - A passing score on the appropriate ASWB exam
 - Completion of supervised experience (as required by license)
 - No disciplinary action

RESOURCES

Consistent with the mission to lessen burdens of member boards, ASWB provides resources that support member boards’ Mobility efforts, including legally defensible, reliable, and valid exams, the model law, the Public Protection Database (PPD), application processing services, the Social Work Registry, the Approved Continuing Education (ACE) program, and continuing education audit services. In addition, the Model Regulatory Standards for Technology and Social Work Practice publication is available to support the regulation of electronic practice.

ASWB is developing and populating a centralized, secure databank that can provide member boards with access to verified primary source documentation for social workers seeking equivalent licensure in additional jurisdictions. Current candidate and licensee data contained in the ASWB Social Work Registry will be integrated into the databank.

Optimal use of the databank is based on the following principles and the market research currently being conducted (i.e., fee structure, usage, branding, etc.):

1. Member board recognition that currently licensed applicants have been vetted and duly licensed by another board of social work.
2. Member board recognition of the information in the databank as primary source and verified.

The databank will serve as a permanent and secure repository of primary source records, including:

- Educational transcript(s)
- Exam scores
- Verified supervision hours
- Continuing education documentation
- Licensure applications
- State-issued license(s)

Upon the social worker’s request, ASWB will share databank materials with identified member board(s). ASWB staff will also verify the status of all social work licenses held, query the ASWB Public Protection Database (PPD), and perform other checks as required.

Social workers will have multiple opportunities to enroll in the databank:

- as a social work student
- when registering with ASWB to take the licensing exam
- when applying for licensure or renewing with the member board(s)
- at any time as a social work professional

The ASWB Board of Directors endorses the ASWB Strategy to Address Social Work Practice Mobility developed by the Mobility Task Force.

Joint Statement on a National Counselor Licensure Endorsement Process April 2017

During the last year, representatives of the American Association of State Counseling Boards (AASCB), the Association for Counselor Education and Supervision (ACES), the American Mental Health Counselors Association (AMHCA) and the National Board for Certified Counselors (NBCC) worked together to create a Portability Task Force with one goal: a safe, clear, reasonable portability process for all current and future counselors.* The task force agreed upon five (5) key tenets that informed each decision by the task force.

Specifically, a uniform licensure endorsement process *must*:

1. Significantly increase public access to qualified care;
2. Establish minimum standards for safe practice;
3. Reduce administrative burdens for both state regulatory boards and licensees;
4. Create consistency in licensure standards across state lines; and
5. Ensure protection of the public and the continued development of the profession.

The Portability Task Force agreed on the importance of honoring the work and practices already adopted by state regulatory boards while developing a portability process. Consequently, the task force conducted a thorough analysis of all state regulatory practices related to reciprocity, portability and licensure endorsement.

This state-by-state analysis revealed the need for a more refined goal for portability—that of achieving a balance between establishing **minimum licensure endorsement standards** for public protection and moving the profession toward the future goal of **unified education standards, examination requirements and years of postgraduate experience**.

Throughout our research, analysis and collaborative efforts, the Portability Task Force prioritized **public protection** and **the future of the counseling profession** over any one organization's previously established portability policy or organizational agenda. This deep commitment to unity is reflected in a portability process that represents meaningful compromises by AASCB, ACES, AMHCA and NBCC.

By capitalizing on the historical knowledge of all organizations involved in the Portability Task Force and the history of state regulatory standards, AASCB, ACES, AMHCA and NBCC agreed upon a unified portability process that is as much a recognition of our shared past as it is a step forward into our shared future.

In an era of a mobile workforce, which is increasingly receptive to innovative service delivery such as telemental health services and military-friendly licensure processes, a national portability process is more vital than ever. To be a **counselor** *must hold the same meaning* to a citizen as it does to a policymaker from state to state. After 30+ years of wrangling with the issue of portability, the time has come to **pave a path forward** for highly qualified current and future counselors to improve client access to services.

We recognize that no portability process is a “silver bullet” that resolves all concerns related to portability. However, we strongly believe that our portability process will significantly benefit mental health consumers by increasing access to needed care and services and helping create a vibrant workforce of licensed counselors both in terms of changing regulatory standards and the increasing need for united advocacy efforts.

In addition, for a secure counselor portability licensure process with ensured consumer protections to be in place, a careful vetting of counselors seeking portability should include background checks to strengthen public protection. Enhancing the ability of states to share investigative and disciplinary information will help assure the public that key protections are in place.

AASCB, ACES, AMHCA and NBCC present the counseling profession’s historic, united, collaborative portability process for all counselors licensed at the highest level of licensure for independent practice. The Portability Task Force asks each state regulatory board to consider adopting the *National Counselor Licensure Endorsement Process*.

We understand and appreciate that such a change will require rule and possible statutory changes for many state regulatory boards.

We are asking each state regulatory board to embrace this opportunity to facilitate increased access to care by mobilizing a more nimble workforce of counselors in order to be part of a shared future in which true licensure portability is a reality.

National Counselor Licensure Endorsement Process

Any counselor licensed at the highest level of licensure for independent practice available in his or her state may obtain licensure in any other state or territory of the United States if all of the following criteria are met:

1. The licensee has engaged in ethical practice, with no disciplinary sanctions, for at least 5 years from the date of application for licensure endorsement.
2. The licensee has possessed the highest level of counselor licensure for independent practice for **at least 3 years** from the date of application for licensure endorsement.
3. The licensee has completed a jurisprudence or equivalent exam if required by the state regulatory body.
4. The licensee complies with **ONE** of the following:
 - a. Meets all academic, exam and postgraduate supervised experience standards as adopted by the state counseling licensure board.
 - b. Holds the National Certified Counselor (NCC) credential, in good standing, as issued by the National Board for Certified Counselors (NBCC).
 - c. Holds a graduate-level degree from a program accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

**The American Counseling Association participated in the Portability Task Force meetings but decided against endorsement of the collaborative portability process.*