

WORKFORCE PLAN

Texas State Board of Examiners of Psychologists May 2018

Overview

History:

The Texas State Board of Examiners of Psychologists was created by the Psychologists' Licensing Act passed by the Texas Legislature in 1969.

Mission:

The mission of the Texas State Board of Examiners of Psychologists is to protect the public by ensuring that psychological services are provided to the people of Texas by qualified and competent practitioners who adhere to established professional standards.

The Board accomplishes this mission through its regulation of the practice of psychology by:

- ❑ Establishing educational, experience, and examination requirements;
- ❑ Adopting professional standards for the practice of psychology;
- ❑ Investigating and enforcing compliance with the requirements of the Act and rules of the Board; and
- ❑ Serving as a source of information to the public, the profession, and governmental entities.

Goals and Objectives:

Licensure:

Objective: Ensure that practitioners meet required competency standards for the practice of psychology through 2023

Strategy: To operate a quality licensure program through an efficient and cost effective program of licensure, including education, experience, and examination requirements, continuing education requirements and renewal requirements.

Strategy: Provide for the processing of occupational license, registration, or permit fees through Texas.gov.

Enforcement and Laws and Rules:

Objective: Ensure that all practitioners comply with established law and rules through 2023.

Strategy: Operate a quality investigations/enforcement program in response to complaints concerning psychological practice consistent with the due process laws of Texas, in a timely manner and with a focus during enforcement on rehabilitation of the psychological provider.

Historically Underutilized Business:

Objective: To make a good faith effort to increase government purchases in HUB categories awarded annually in each fiscal year.

Strategy: Develop and implement a plan for increasing the use of HUBs.

Business Functions:

The Psychology Board is charged with regulating the practice of psychology in the State of Texas. The Board reviews applications for licensure in accordance with the Psychologists' Licensing Act and the Board rules and policies. The Board administers the Jurisprudence Examination and approves applicants to sit for the national psychology examination, the Examination for Professional Practice in Psychology. Four types of licensure are available: psychological associate, psychologist, provisionally licensed psychologist, and specialist in school psychology. The Board issues approximately 700 new licenses per year.

The Board investigates complaints and resolves them either by dismissal or disciplinary action. Disciplinary action ranging from reprimand to revocation is usually attained by agreed order. On average, the Board resolves approximately 170 complaints per year.

The Board is mandated to have a website and to produce an annual roster of licensees. The Board provides information about licensees to various segments of the public including insurance companies and health maintenance organizations as well as individual consumers. The agency's website has become its primary means of conveying information to its licensees as well as to all other entities seeking information about the Board and its operations.

Anticipated Changes to Mission, Strategies, and Goals for the Next Five Years:

The Psychology Board anticipates no changes to its mission, strategies, and goals for the next five years. However, the agency does expect to undergo some changes in the next five years that will affect its workforce.

Factors Expected to Result in Changes to the Agency:

The following factors are expected to result in some changes at the agency in the next few years.

Key Economic, Environmental, and Other Factors:

The key factors facing the Psychology Board are:

- ❑ Potential for staff turnover due to low staff salaries;
- ❑ In recent years the rare across-the-board state salary increases do not keep up with the cost of living increases;
- ❑ The Legislature and other state and federal entities mandating additional duties for the agency;
- ❑ The need for more mental health practitioners because of the increasing population of Texas;
- ❑ The Board's dedication to timely and efficient services and its willingness to continually change processes to achieve this goal;

- ❑ Information technology increasingly used by the agency and other entities with which the agency interfaces;
- ❑ The economic forecast for the state predicts an economy that is slowed but still growing better than that of the nation;
- ❑ Customers demanding more timely services and greater access to information;
- ❑ Insufficient federal funding for various programs resulting in the need for the state to devote more state funding to high priority items like transportation, criminal justice, border security, social services, and especially Medicaid and Medicare;
- ❑ Static funding for state agencies not identified as top priorities for state funding; and
- ❑ The Board’s desire to expand its use of online services to include an online application process

Organization and Structure of Board:

The Psychology Board's 13.5 FTEs are divided into the Licensing, Enforcement, and Administrative Divisions.

Supply Analysis

Current Workforce Analysis

Classified, Exempt, and Temporary Workers

The Psychology Board has a total of 13 classified employees (1 employee is part-time) and 1 exempt employee as of May 2018. Currently, the agency has no vacant positions and no temporary employees.

Salary Budget

Fiscal Year 2018	\$667,792	FTE Salaries
Fiscal Year 2019	\$667,792	FTE Salaries

Location

All employees work in the agency's one location in Austin: William P. Hobby Building.

Retirement

One employee retired from the agency in the last two years.

Diversity

The workforce diversity for the agency is:

Gender		
Male	5	36%
Female	9	64%
Race/Ethnicity		
Hispanic	4	29%
Asian or Pacific Islander	1	7%

Schedule F: Agency Workforce Plan and the Texas Workforce System Strategic Plan

White	9	64%
Age		
Under 30	0	0%
30-39	4	29%
40-49	4	29%
50-59	5	35%
60+	1	7%
Agency Tenure		
Less than 2 years	5	36%
2 years or more but less than 5 years	2	14%
5 years or more but less than 10 years	2	14%
10 years or more but less than 15 years	1	7%
15 years or more but less than 20 years	1	7%
20 years or more but less than 25 years	0	0%
25 years or more	3	22%

Projected Attrition Rate

Two employees are currently eligible for retirement with two more becoming eligible for retirement before the end of 2023. One or more of these employees is expected to retire within the timeframe of this plan. Additionally, other staff may leave for higher paying positions.

Workforce Trend Analysis

Turnover

FY 2013	23.08%
FY 2014	37%
FY 2015	7.8%
FY 2016	15.4%
FY 2017	34%

Any turnover at the agency is a setback to performance because of the time required to hire, the training that is required for new personnel, and the time required of experienced staff in providing that training. Also, because the agency is small, all staff perform a variety of functions, each with many required steps.

Skill Assessment of Employees

All agency staff must have customer service skills since all staff interface with the public by phone, email, written correspondence, and fax.

1. Executive Director

College degree in English, social sciences, or other appropriate. Communication and organization skills. Develops required agency reports, form letters, forms. Multi-tasking. Ability to supervise diverse functions of agency. Supervision experience. Extensive knowledge of state government,

including legislative, accounting, human resources, administrative hearings, etc. Knowledge of health licensing activities and responsibilities.

2. Executive Assistant II/Deputy Executive Director

College degree in English, social sciences, or other appropriate. Communication and organization skills. Drafts original correspondence regarding licensing, ethical practice and administrative matters. Responds orally to inquiries. Word processing skills. Maintains extensive paper and electronic administrative files. Multi-tasking ability.

3. Accountant VI/Chief Financial Officer

College degree in accounting, knowledge of all state automated functions and accounting requirements, including payroll and purchasing. Knowledge and experience in financial reporting including AFR and LAR. This person also serves as the agency information resource manager. Knowledge of agency licensing and enforcement database and cash processing functions. Interface with contracted vendor and programmers for the shared licensing/enforcement system.

4. Investigator IV/Enforcement Division Manager

College degree in English, social sciences, or other appropriate. Ability to read legal documents including court transcripts, write concise reports based on investigation of documents and personal interviews, and make recommendations for complaint resolution based on evidence collected. Communication and interviewing skills. Ability to supervise three staff. Ability to coordinate with General Counsel regarding the resolution of complaints.

5. Permit Specialist II/Renewal Coordinator

College degree in English, social sciences, or other appropriate. Organization skills. Data entry and electronic cash processing. Ability to create and maintain extensive paper and electronic files. Ability to review renewal and continuing education forms in compliance with rules and policies.

6. Investigator III/Compliance Officer (Part-time)

College degree in English, social sciences, or other appropriate. Ability to read legal documents, write concise reports based on investigation of agency records and other documents, and make recommendations for complaint resolution based on evidence collected. Communication skills. This person serves as the compliance officer for licensees fulfilling agreed orders.

7. Admin Asst I/Enforcement Assistant

High school degree. Ability to generate form letters, maintain detailed calendars of time sensitive activities and extensive paper files, enter information in enforcement database, and compile notebooks of complaint materials and reports for meetings. Ability to provide information by phone and email.

8. General Counsel I

Licensed attorney in Texas. Knowledge of Texas Public Information Act, Texas Open Meetings Act, Administrative Procedures Act, HIPAA, Psychologists Licensing Act, Texas Administrative Code, and other state and federal laws. Experience with health licensing agencies enforcement and licensing activities. Communication skills. Ability to supervise an assistant. Ability to coordinate complaint resolution activities with Enforcement Manager.

9. Admin Asst III/Legal Assistant/Open Records Clerk/Accounting Assistant
High school education. Ability to perform detailed record keeping electronically and in paper format. Ability to summarize board and committee meetings. Knowledge of desktop publishing. Ability to submit rules electronically in accordance with Texas Register requirements. Communication skills. This person also serves as the accounting assistant. Ability to perform state agency accounting procedures for leave accounting, payroll, and purchasing. Ability to use 10-key by touch. Experience in office setting. Ability to perform daily cash processing activities. Ability to provide basic information by phone and to route calls.

10. Permit Specialist IV/Licensing Division Manager
Two years of college in business, social sciences, or other appropriate field. Communication and organization skills. Data entry and electronic cash processing. Ability to create and maintain paper files. Ability to review and approve applications in compliance with rules and policies. Ability to organize administration of oral examination. Ability to supervise four staff.

11. Permit Specialist II/ Licensing Coordinator of PLPs and LPAs.
Two years of college in business, social sciences, or other appropriate field. Communication and organization skills. Data entry and electronic cash processing. Ability to create and maintain extensive paper and electronic files. Ability to review and approve applications in compliance with rules and policies. Ability to administer jurisprudence examination. Ability to assist in coordination of oral examination.

12. Permit Specialist II/ Licensing Coordinator of LSSPs/ Renewal Coordinator
Two years of college in business, social sciences, or other appropriate field. Communication and organization skills. Data entry and electronic cash processing. Ability to create and maintain extensive paper and electronic files. Ability to review and approve applications in compliance with rules and policies. Ability to assist in administration of jurisprudence examination. Ability to process renewals for LSSPs.

13. Administrative Assistant I/Receptionist
High school education. Ability to open and sort daily mail and receipt of fees. Ability to provide basic information by phone and to route calls. Ability to use copier and FAX. Ability to maintain application requests. Limited data entry and information search on database. Ability to mail out licenses and packets of information.

14. Investigator II
College degree in English, social sciences, or other appropriate. Ability to read legal documents including court transcripts, write concise reports based on investigation of documents and personal interviews, and make recommendations for complaint resolution based on evidence collected. Communication and interviewing skills.

Organizational Chart
(Attached)

Future Workforce Skills

- Future skills for agency staff will include increased use of technology and interface with technology to provide services.
- All staff need ongoing training in computer security and instruction on how to avoid computer viruses.
- Staff need on-going training in written communication in order to correspond through e-mail, rather than form letters.
- Customer service skills will continue to be a high priority for all staff.
- All staff need periodic training in risk management, including business continuity and disaster recovery.
- All staff need training and mentorship to develop the critical decision making skills and confidence necessary to exercise greater independent judgment in carrying out their duties.

Demand Analysis

There will be changes to the Psychology Board's workforce functions in the next few years. Generally, these changes will be caused by the following factors.

- A. The trend of the Legislature and other entities to place new mandates on the agency which increases the workload on staff.
- B. The current and projected need for more mental health practitioners, exponentially increased by the projected increase of the total population.
- C. The Board's dedication to timely and efficient services results in frequent changes to Board rules and policies.
- D. Online services, including online renewal and online examinations, resulting in more diverse staff duties and increased use of technology to deliver services.
- E. Turnover of staff caused by low staff salaries and retirements.

To continue to meet the Board's workload, legislative and public needs, the agency must make better use of available budget/FTEs, cross-train within and outside of departments, establish automated procedures to provide efficiency and streamline processes, improve communication across departments, prepare and plan for change in leadership as retirements occur and increase the use of technology throughout the agency.

With anticipated increased workload and to meet future workforce required skill sets, the Board must commit to developing the work skills of the current workforce as well as recruit individuals that possess the critical work skills identified below to fulfill the agency's mission and goals:

- Expert Program/Regulatory Knowledge
- Policy and Rules Development/Making
- Independent Judgment
- Customer Service
- Data Collection and Data Analysis
- Advanced Computer Skills
- Investigation
- Influencing and Negotiation Skills

- Oral Presentation and Facilitation Skills
- Research/Writing/Editing Skills
- Critical Decision Making Skills
- Team Building and Motivation
- Staff Development and Mentoring
- Detailed Oriented
- Financial and Budget Management
- Interpersonal Relationships
- Personal Responsibility
- Legislative Process
- Communication Skills

GAP ANALYSIS

A comparison of the Psychology Board's workforce supply to the agency's workforce demand reveals that there are some gaps that need to be further addressed.

- Additional Skills for Staff Needed:
Staff positions already require computer literacy and data-entry skills, however, both licensing and enforcement staff need additional training in drafting and editing correspondence and reports. For licensing staff, email is becoming increasingly important when communicating with licensees, applicants, and the general public, and will become more so as the Board seeks to further expand its online services. Reliance upon basic form letters and information provided by phone will no longer be sufficient as the shift to online services occurs. For enforcement staff, the ability to draft clear and concise reports and summaries on investigations is essential to allowing the Board to carry out its enforcement functions.

Additionally, staff need further mentoring to foster and develop the critical thinking skills and confidence needed to exercise greater independent judgment when carrying out their duties. The need for independent judgment by staff has been limited in the past, but as the agency rules and policies are refined and the workload increases, there will be greater opportunity and need for the exercise of independent judgment by staff. Such opportunity will be contingent upon a variety of factors such as the availability of mentors within the agency, the proven ability of staff to use good judgment when making decisions, and the potential benefits and risks of allowing staff to exercise greater judgment in a given area.

- Financial/Accounting Division: While presently the agency has enough staff in this division, the Board does acknowledge the potential need for a replacement CFO within the next five years, should the current CFO retire. Replacing the current CFO will be extremely difficult, given her vast knowledge of the legislative process and governmental budgeting, management and critical decision making skills, detail oriented nature, and exceptional work ethic.
- Staff Turnover Ongoing Concern: The agency's ability to carry out its mission depends heavily on its retaining its trained, experienced staff. Relatively low staff salaries continue

to make possible turnover a concern to the agency. In those situations where seasoned staff left the agency, it has become increasingly difficult to find a suitable replacement. Presently, there are several seasoned staff members who are currently eligible to retire, with at least two more seasoned staff becoming eligible within the next five years. Should they choose to retire, they will be extremely difficult to replace.

Gap Strategy Development

Gap Strategy: Reorganization of Staff Duties

Because of limited staffing in the past and a growing list of duties and functions imposed upon the agency by the legislature and other governmental entities, many of the staff positions within the agency include job duties either wholly unrelated or only loosely related to that particular position. Such a mismatch of job title and function has been necessary to carry out those tasks assigned to the agency by outside parties.

However, in an effort to realign staff positions with their more closely related duties and expectations, the agency has begun the process of reorganizing the duties assigned to each staff member into a more intuitive grouping as the opportunity presents itself. This often occurs when a replacement is sought for a staff member that has left his or her employment with the agency. As time permits, the agency will continue these reorganization efforts for those positions where no turnover has occurred.

Such changes improve efficiency by allowing staff to learn, carry out, and maintain proficiency in related or known areas.

Gap Strategy: Succession Planning

Staff Position Books

Positions at the agency have training manuals which include materials pertinent to each position including policies and procedures, as well as form letters, checklists, etc. Some positions have such complex duties that other procedure manuals serve as the primary position books. These manuals are invaluable in training new staff persons. They are updated and added to as procedures in various areas change or are enhanced. These manuals assist with the standardization of agency functions, the cross-training of staff, and serve as valuable training resources for new staff.

Cross Training of Staff

When possible, staff are provided cross training for other positions within the agency. This is difficult to achieve because of the intricacies of each position and the resulting amount of time required to cross train for another position. Additionally, staff do not receive any kind of increased salary for cross training in other positions.

Gap Strategy: Employee Development

Staff Training

The agency hopes to assist all staff with improving their writing and editing skills by sending them to various training opportunities. However, inadequate funding for staff development and limited training opportunities make it difficult to send all those in need to training.

Staff Involvement in Rulemaking and Policy Development

Opinions and input are sought from key staff persons before changes are made to rules, policies, and procedures. This allows the agency to make full use of the expertise of staff and facilitates both development and implementation of the changes by investing the staff in the success of the changes.

Gap Strategy: Retention of Staff

Flextime

The Board provides the options of flextime and the 4 day work week for most positions. However, at small state agencies alternative scheduling is inherently limited because the office must remain open each weekday from 8am to 5pm. Therefore, not all staff are able to participate in these alternate work schedules. Staff are informed of the availability of these options, as well as their limitations, before they are hired.

Additionally, staff who must have second jobs are given some leeway in their work hours to accommodate their second jobs when possible. Also, in certain limited circumstances, key staff are allowed to complete work assignments from home.

Promotion from Within

When a vacancy occurs in the agency, qualified internal staff are encouraged to apply for the position. Such upward mobility of staff provides added impetus to entry level staff to perform their duties to the best of their abilities.

Gap Strategy: Increased Use of Online Services

Enhanced Use of Board Website

The Board's website is the single most powerful tool for increasing efficiency and customer service that the Board has at its disposal. While the Board has most of its forms and a great deal of licensing and enforcement information on its website, it is steadily working toward making its website a comprehensive source of information easily accessible by the public 24/7.

Gap Strategy: Legislative Appropriation Request

The agency anticipates that it will request additional funding for the 2020-2021 biennium for salary increases for those staff identified as deserving a merit salary increase.