

No.	Theme	Question/Issue	Sub-questions	Current Resources	Research/Resources Needed	Volunteers
1	Streamlining Mental Health Boards	How do umbrella boards function in other states?		Other state laws; contacts with administrators	Examples from KS/OH/TX/NH; all states; watching meetings; speaking to administrators; disciplinary and enforcement data	
2		What are the various options for a combined umbrella board?	subcommittees/profession-specific structures	Other state laws; contacts with administrators	Examples from KS/OH/TX/NH; all states	Kansas' Advisory Committees Ohio Standards Committees Texas Rulebooks
3		What are the costs and benefits to a mental health umbrella board in Vermont?	Profession-specific; administration; licensees	Other state laws; contacts with administrators	Data/studies/research from associations; speaking to administrators; watching meetings; disciplinary and enforcement data	
4		How can we balance the need for multiple pathways to licensure with the needs for public protection, clarity, and the ability to administer the rules?	Profession-specific	DIANEI	Minimum qualification standards/Maximum qualifications standards; number of pathways for each profession; other states' laws; educational paths (apprenticeships, schools, etc.); 3rd party certification and accreditation bodies; data regarding denials/granted/supplemented (pre-denial data); international degree requirements and reciprocity; external resources available to review credentials	
5		How are licensing requirements the same and different across Vermont's mental health professions?	Initial; Renewal	Chart comparison of initial licensing laws and regulations; Compilation of CEUs for renewal by state (Psychologists)	renewal comparisons; ceu comparisons	
6	Streamlining Training Requirements	what is the impact of removing coursework thresholds?	Profession-specific; cost, content requirements, and impact of pre-degree internships and practicum on supervisor and student		Minimum qualifications; looking at the harm of the unlicensed practice and comparing to the minimum qualifications for licensure; data regarding denials/granted/supplemented (pre-denial data); 3rd party certification and accreditation bodies; cost of the current education required; barriers to accessing that education; review school content requirements and models for practicum and internship; review accrediting requirements; review payment structures for pre-degree intern practice	
7		How can we create more flexibility in licensure pathways? In post-degree?	different discipline licensing types; administrative impact;	Compacts	Number of pathways currently; review potential discipline license types (e.g., art therapy); look at other state laws; review data re discipline and enforcement; review supervised practice requirements in other states; examination expansion and content (diversity, equity, inclusion impacts); external resources available to review credentials of license applicants;	
8		How can use of the roster better serve professionals-in-training as well as public protection?		DianeI	Legislative history of purpose of the roster; alternatives in other states to achieve the same policy goals; data regarding whether the policy goals of the roster have been achieved	
9		How do other states achieve the same goals as the roster and provisional licensing?		Other states' laws	See above	
10		How can we improve out-of-state endorsement pathways for professionals/trainees?	impact on administration; impact on licensees	Endorsement Policies by State (Psych); telehealth task force work and report; compacts;	Look at other states by profession; review other policy alternatives and concepts for reciprocity and interstate practice (e.g., telehealth and compacts); number of endorsement pathways	
11	Streamlining Post-Licensure Requirements	What are the impacts of post-degree requirements? (e.g., cost, access)			Cost to supervisees; number of supervisors; cost to supervisors of providing supervision; cost of examinations; number of exams by profession; qualifications to take examinations (during degree, waiting period); access to study materials and information; cost of degree; content of required supervision; accommodations for examinations (people with disabilities, language access); administrative costs of tracking supervision and examination requirements; number of examinations; costs of failed or nonqualifying supervision	
12		What are the financial impacts for renewal requirements?	CE costs		Number of CEU requirements by profession by state; average CEU costs; number of CEU options available; fees for renewal by state and by profession	
13		Can we streamline post-licensure requirements to ensure equity and access?			Data Supervisors available in the area of practice; data re diversity of population of supervisors;	
14		How do CE requirements vary across professions? -Should they be modified?		Compilation of CEUs for renewal by state (Psychologists); VT HEAC Report on CE and Equity Training; policy for reviewing CEUs by profession	Diversity of CEU offerings	
15	Streamlining New Professional Disciplines	How can regulations incorporate mental health disciplines? (e.g., art and music therapy, school counselors, forensic psychologists)		Music Therapy Regulation Resources; Art Therapy Advocacy Landscape, NJ/MD/ND Board examples; third-party certification requirements; other state laws, OPR sunrise reports;	Recommendations from professional associations; other state structures; overlap between scopes of practice;	
16		How would prescribing psychologists be regulated?		OPR Report; proposed legislation	Examples from other jurisdictions	
17	Streamlining Professional Regulations within Greater Healthcare Environment	How do licensing regulations impact external systems?	reimbursement, privileging, education, access to care, etc.; who is best suited to regulate or deal with those external impacts?	Vermont Art Therapy Ass'n personal vignettes;	Data on need for providers; insurance (commercial, public) reliance on licenses; how insurance rates differ by licensing levels and settings; hospitals and other privileging facilities reliance on licensure and differ by setting and/or license type; data on who is excluded from the workforce because of lack of reimbursement or lack of privileging; areas of lack of care; DOL data on workforce impacts from licensing policies (state and Federal); auditing and disciplinary policies and processes from insurers	
18		How and should we align reimbursement structures with education level? - What are the impacts of such a policy on the workforce and barriers to access?				
19		Systems Concerns			Rates paid by insurers (by setting); data on costs of insurance (deductible, etc.) impacting access (who are we leaving out? Who pays the most?); health and wellness of providers (time off; personal insurance; salary)	

private practice vs big facility vs DA/SSA