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Elizabeth Tenney Mangan, M.S. Professional Disclosure

Formal Education:

- 8/16-5/19 College of St. Joseph
Rutland, VT
Master of Science Clinical Mental Health Counseling
- 8/08 – 5/13 Castleton University
Castleton, VT
Bachelor of Arts in Psychology, Minor in Philosophy

Trainings and Continuing Education:

Date: 3/5/2021, 3/6/2021 & 3/7/2021

Title: EMDR Basic Training Course: Part Two of Two-Part EMDR Therapy Basic Training

Location/Delivery Method: Virtual (live)

Trainer/Training Institution: Mark Nickerson, LICSW/EMDR Institute (EMDRIA)

Subject/content: Weekend 2 provides a continued understanding of EMDR therapy model and more advanced practices to continue working with clients, and to work with complex cases.

Lectures included: review of comprehensive EMDR therapy approach, complex clinical presentations, resource development and installation, strategies for blocked processing, working with special populations (e.g. phobias, somatic disorders, addictions, dissociative disorders, couples, grief and mourning, and combat veterans and first responders), Eye Movement and Desensitization (EMD), and recent events protocol. 10+ hours of supervised practice included: Preparation and History Taking, EMDR reprocessing selected memory and closure (phases 3-7), reevaluation of selected memory, present triggers, and future templates, resource developmental and installation, and further stabilization strategies which can be utilized b

Completed: Yes

Credentials Awarded: 20 Contact Hours* (no CE credits)

Date: 2/18/2021 & 2/19/2021

Title: Internal Family Systems Masterclass: Experience IFS in Action with Complex Trauma & PTSD

Location/Delivery Method: Self-Study Material

Trainer/Training Institution: Richard Schwartz, Ph.D; The Center for Self-Leadership; PESI, Inc.

Subject/content: Multiple pre-recorded sessions detailed below

Updated 4/22/2021

Completed: Yes, all sessions completed for 13.25 total clock hours* of continuing education instruction.

- **IFS in Action Master Class by Richard Schwartz:** Trainer will evaluate and elaborate on the IFS model's principles, concepts, and treatment interventions; Utilize case examples to demonstrate IFS treatment interventions and to employ situations that may trigger therapists, in order to demonstrate how to effectively maintain therapeutic presence while continuing to provide support for the client.
 - **Trainer/Training Institution:** Richard Schwartz, Ph. D; The Center for Self-Leadership; PESI, Inc.
 - **Delivery Method:** Self-Study Material
 - **Original Program Date:** May 14, 2020
 - **Completed:** Yes; February 18, 2021
 - **Credentials Awarded:** Certificate of completion for *5.75 clock hours self-study**
 - **Subject/content:**
 - **Session 1: Introduction: When the Therapist Gets Triggered**
 - **Subject/content:** The Origins of IFS; The Delineation of Parts/Internal Interactions; The Self; The Different Kinds/Roles of Parts; IFS Model's; Perspective on Trauma; The Path to Recovery Through IFS; The 8 "C's" of Self-Leadership; "Tormentors" and Therapist's access to their own "Self"
 - **Session 2: IFS in Action: Working with a Veteran with PTSD**
 - **Session 3: IFS in Action: Trauma from Childhood Abuse and Deep Seated Anger**
 - **Session 4: IFS in Action: Chronic Sexual Abuse & PTSD**
- **IFS in Action: Leading Clients to Self-Leadership:** The Internal Family Systems (IFS) model helps clients access an undamaged inner essence called the Self, and from this Self they learn to lovingly relate to and transform their most troubling parts. In this workshop recording, trainees will discover how to help clients transform their fragmented experience of Self.
 - **Trainer/Training Institution:** Richard Schwartz, Ph. D; The Center for Self-Leadership; PESI, Inc.
 - **Subject/content:** Program objectives include: Apply strategies used in IFS to contact the core Self; Specify how to shift the role of therapist from the primary attachment figure to a container who opens the way for the client's Self to emerge; Use methods for transparently handling situations in which you get emotionally triggered by your client; Describe how to get clients' polarized, deeply conflicted parts to negotiate with each other.
 - **Delivery Method:** Self-Study Material
 - **Original Program Date:** March 21, 2019
 - **Completed:** Yes; February 19, 2021
 - **Credentials Awarded:** Certificate of completion for *4.0 clock hours self-study**
- **The Myth of the Unitary Self**
 - **Trainer/Training Institution:** Gabor Maté, M.D.; Richard Schwartz, Ph.D; The Center for Self-Leadership; PESI, Inc.
 - **Subject/content:** In this session recording, two noted clinical practitioners will focus on how what's often identified as pathology reflects childhood defensive adaptations of some of these selves ("parts" or sub-personalities). Together, they demonstrate how the perspective of inner multiplicity can be used to elicit

therapeutic healing, self-awareness, and growth. Program objectives: 1) Explain how to help clients avoid overidentifying with a single part of themselves, and empower them to move beyond diagnostic labels; 2) Use the enhanced ability to perceive the workings of one's mind to achieve greater personal integration; 3) Examine the distinction between the Self and one's parts and how it can help clients develop a capacity for Self-leadership and self-regulation; 4) Recognize the practical similarities and differences between two widely influential models of therapy, IFS, and Compassionate Inquiry.

- **Delivery Method:** Self-Study Material
- **Original Program Date:** March 24, 2019
- **Completed:** Yes; February 19, 2021
- **Credentials Awarded:** Certificate of completion for *2.5 clock hours self-study**
- **Stop the Dread & Avoidance Anxiety: How to Apply IFS Techniques for Anxiety**
 - **Trainer/training Institution:** Richard Schwartz, Ph.D.;
 - **Subject/content:** The Internal Family Systems (IFS) model offers a way to help clients separate from their anxious parts and then love and comfort them. In doing so, clients can also learn where those parts are stuck in the past and retrieve them from those scary times and unload the fear they carry. This is a scary present but it's also an opportunity to help many clients do some deep healing.
 - **Delivery Method:** Self-Study Material
 - **Original Program Date:** June 4, 2020
 - **Completed:** Yes; February 19, 2021
 - **Credentials Awarded:** Certificate of completion for *1.0 clock hours self-study**

Date: 12/4/2020, 12/5/2020, & 12/6/2020

Title: EMDR Basic Training Course: Part One of Two-Part EMDR Therapy Basic Training

Location/Delivery Method: Virtual (live)

Trainer/Training Institution: Mark Nickerson, LICSW/EMDR Institute (EMDRIA)

Subject/content: Weekend 1 provides a working understanding of EMDR therapy model and basic practices to begin working with clients. Lectures include: overview of EMDR therapy, adaptive information processing model (AIP), selection criteria to evaluate readiness for processing, stabilization and resourcing strategies, strategies for facilitating processing, working with children, and recent events protocol. Trainer shared tips and resource for application of EMDR therapy in Telehealth setting. Supervised practice sessions included: Preparation and History Taking, EMDR reprocessing selected memory and closure (phases 3-7), and reevaluation of selected memory, present triggers, and future templates.

Completed: Yes

Credentials Awarded: Certificate of Completion, *20 Contact Hours*

Date: 11/6/2020 – 11/19/2020

Title: Mindfulness Certificate Course (Level I, II, III and Master)

Location/Delivery Method: Online (self-study)

Trainer/Training Institution: Kain Ramsay; The Academy of Modern Applied Psychology (Achology); Udemy

Subject/content: In this 26-hour online course, trainer Kain Ramsay teaches about the concept of mindfulness (what it is, how it is developed, the impact of mindfulness on mental and health

and wellbeing), fundamental aspects of mindfulness practice, and how to support others in learning and implementing mindfulness practices into their lives. Many people study Mindfulness in response to feelings of stress, anxiety and tension. This Mindfulness Certificate Course will highlight how easy it is for people to yield to emotional pressures without the firm base of self-awareness that grows from learning Mindfulness. The emphasis of the course is on practical application, and it aims to assist the practitioner in becoming more reliant on factors within his or her own control to improve mental health and day-to-day emotional wellbeing.

Completed: Yes

Credentials Awarded: Certificate of Completion for 26-hours self-study (this course does NOT offer CE credits)

Date: 11/9/2020

Title: Assessment and Intervention with Suicidal Clients

Location/Delivery Method: Online (self-study)

Trainer/Training institution: John Sommers-Flanagan, Ph.D.; American Counseling Association (ACA)

Subject/Content: John Sommers-Flanagan, PhD, explains and demonstrates his collaborative and research-based approach via an in-depth introduction to issues of suicide. Sommers-Flanagan teaches clinicians how to recognize and address the eight dimensions of suicidality, gain clarity around potential risk, and help professional counselors lay the groundwork for effective intervention.

Completed: Yes

Credentials Awarded: Certificate of completion for *1 clock hour self-study**

Date(s): 11/4 & 11/5/2020

Title: Two-Day Trauma Conference: The Body Keeps Score- Trauma Healing

Location/Delivery Method: Digital Seminar (Self-study, pre-recorded on original program date, 1/31/2019)

Trainer/training institution: Bessel van der Kolk, M.D.; PESI Inc.

Subject/Content: Bessel van der Kolk, MD shares research and developments in the area of trauma treatment, with a specific focus on complex developmental trauma. Trainees learn about topics such as diagnostic considerations, child maltreatment, disruptions in caregiving systems, evidence based therapeutic techniques, and the impact of trauma on the brain.

Completed: Yes

Credentials Awarded (if any): *Certificate of completion for 12.5 clock hours**

*Training includes access to additional courses related to trauma treatment:

- **Bonus Course:** Trust and Meaning Making in Parent-Child Interactions
 - **Trainer(s):** Edward Tronick, Ph. D.
 - **Delivery Method:** Self-study material (video pre-recorded)
 - **Original Program Date:** 6/1/2019
 - **Completed:** 11/5/2020
 - **Credentials Awarded:** Certificate of completion for *1 clock hour self-study**
- **Bonus Course:** The Enduring Neurobiological Effects of Abuse & Neglect
 - **Trainer(s):** Martin Teicher, M.D., Ph.D.
 - **Delivery Method:** Self-study material (video pre-recorded)
 - **Original Program Date:** 6/1/2019
 - **Completed:** 11/5/2020
 - **Credentials Awarded:** Certificate of completion for *1 clock hour self-study**

- **Bonus Course:** Expressive Arts as healing Engagement
 - **Trainer(s):** Dr. Cathy Malchiodi, Ph.D.
 - **Delivery Method:** Self-study material
 - **Original program date:** 6/1/2019
 - **Completed:** 11/5/2020
 - **Credentials Awarded:** Certificate of completion for *1 clock hour self-study**

Date(s): 9/7/2020

Title: How to target the Limbic System to Reverse Trauma's Physiological Imprint (Individual training sessions and bonus courses detailed below)

Location: Online (Self-study, pre-recorded)

Trainer(s)/training institution: Individual trainers detailed below; National Institute for the Clinical Application of Behavioral Medicine (NIACBM)

Subject/content:

- **Primary Training Title:** How to target the Limbic System to Reverse Trauma's Physiological Imprint
 - **Trainer(s):** Ruth Buczynski, PhD with Pat Ogden, PhD, Peter Levine, PhD; Bessel van der Kolk, MD; Ruth Lanius, MD, PhD
- **Additional content:** Synthesize Key Concepts So You Can Use Them Immediately
 - **Trainer(s):** Ron Siegel, PsyD and Ruth Lanius, MD, PhD
- **Additional content:** Discover Concrete Strategies That Will Work in Your Life (and with Your Patients)
 - **Trainer(s):** Joan Borysenko, PhD and Bill O'Hanlon, LMFT
- **Bonus Course:** How the Body's Incomplete Response to Trauma Can Aggravate Symptoms
 - **Trainer:** Robert Scaer, MD
- **Bonus Course:** How to Work with Clients Who Are Stuck in a Trauma Response
 - **Trainer:** Ruth Lanius, M.D., Ph.D.
- **Bonus Course:** How Compassion Balances the Nervous System
 - **Trainer(s):** Kelly McGonigal, Ph.D. & Emiliana Simon-Thomas, PhD

Completed: Yes (all above sessions completed)

Credentials awarded (if any): *None (3 hours of self-study)**

Date(s): 8/7 & 8/8/2019

Title: Child & Adolescent Complex Trauma Conference (Individual training sessions detailed below)

Location: Equinox Resort, Manchester, Vermont

Trainer(s)/training institution: Child and Adolescent Complex Trauma Conference (CACTC) in partnership with the AGATE Institute and VPI South

Subject/content: To provide training and educational opportunities to professionals to achieve a high level of excellence and promote the healing of children, adolescents and families with complex trauma.

- **8/7/2019 Day One Training Sessions**
 - **Keynote Speaker:** Pag Ogden, Ph. D. *Sensorimotor Psychotherapy Treatment for Chronic Trauma in Children, Adolescents, and Families*
 - **Session One Title:** Art Therapy: How the Creative Process Can Help Children Heal from Trauma (*1.5 hours*) *

- **Trainer:** Eileen Druckenmiller (MA, ATR-BC, LCAT)
 - **Description:** We know that trauma affects brain development and can have lifelong effects on a child's emotional health. We also know that oftentimes a child who has experienced trauma cannot find the words to describe their experiences or the complex emotions that surround the trauma. In this informative but fun experiential workshop, you'll learn more about art therapy and how it helps children heal and move forward after experiencing trauma. We'll also look at a case study or two and have fun making art ourselves, tapping into the relaxing and mindful qualities inherent in the artistic process.
- **Session Two Title:** Sound Healing for Resilience and Self-Care (3.5 hours) *
 - **Trainer:** Mary B. O'Malley, M.D., Ph.D.
 - **Description:** This workshop provides overview of the science of sound healing and the practices that rapidly and easily foster deeper states of meditative relaxation, support deeper listening, and facilitate greater coherence of body, mind and spirit. Explored sound practices such as mantra, toning and the use of singing bowls and other instruments that can easily be incorporated into clinical practice with patients of all types. The emphasis of this workshop is to teach practical skills in sound healing that are fun, safe and easy to use for yourself and others.
- **8/8/2019: Day Two Training Sessions**
 - **Keynote Speaker:** Ana Gomez, MC, LPC. *Generational Wounds: The Theory and Practice of Using Systemic-Attachment Informed EMDR Therapy with Parents and Children*
 - **Session One Title:** Food and Mood (1.5 hours, session did NOT offer CE credits)
 - **Trainer:** Leanne Yinger, M. Ed.
 - **Description:** This interactive workshop Food and Mood, provides information about the positive impact vitamins and minerals have on maintaining a balanced mood. Leanne introduces how nutrient dense diets improve physical and mental health. Her lecture and interactive workshop provide food for thought. Participants will engage in a hands-on food experience and learn how changing diet and lifestyle can provide healing of mind, body and spirit.
 - **Session Two Title:** Theraplay®: An Introduction to Attachment Based Play with Complex Cases (3.5 hours) *
 - **Trainer:** Gloria M. Cockerill, LCSW
 - **Description:** Mental Health Practitioners have long understood the critical role that healthy attachment plays in the development of lifelong positive mental health. The games caregivers play with infants set the stage of health development based upon a balance between four essential qualities found in parent-child relationships: structure, engagement, nurture and challenge. Utilizing play activities that focus on these qualities creates an active, emotional connection between the child and caregiver, resulting in a changed view of the self as worth and loveable and of relationships as positive and rewarding. The session explores the neuroscience behind attachment and brain development, the impact complex trauma has on the development of the attachment relationship and how Theraplay®, an attachment based modality of play therapy can begin to shift the inner working model of the child and caregiver fostering and supporting a healthier connection and relationship.

The use of video case examples and experiential activities will be incorporated.

Completed: Yes (all above sessions completed)

Credentials awarded (if any): *Certificate of attendance and participation were awarded for 12 hour conference**

Date(s): 3/5/2019

Title: Disconnected: Addressing Socially-Based Trauma

Location: College of St. Joseph, Rutland, Vermont

Trainer(s)/training institution: Mark Nickerson, LICSW; Vermont Psychological Association (VPA)

Subject/content: This workshop explored concepts including social information processing, ingroup/outgroup effects, social identity formation, internalized social messages, the impact of “isms” and a range of cultural factors. Clinical methods outlined for a trauma-informed treatment approach integrate best practices in cultural competence and include a topic-related description of useful EMDR therapy strategies.

Completed: Yes

Credentials awarded (if any): *None (6.5 training hours) **

Date(s): 3/26/2018

Title: Motivational Interviewing Workshop

Location: Opera House, Rutland, Vermont

Trainer(s)/training institution: Cyrus Patton: LICSW, PhD. Education; National Association of Social Workers (NASW)

Subject/content: Learn the fundamental concepts and applications of Motivational Interviewing and connections with the Stages of Change Model, the key components and general principles of Motivational Interviewing as a therapeutic technique.

Completed: Yes

Credentials awarded (if any): **Certificate of attendance and participation were awarded for 3 hour training**

Date(s): 10/13/2016

Title: The Trauma-Informed Schools: Fundamental Knowledge About Developmental Trauma for School Psychologists and Other Educational Professionals

Location: Hilton, Burlington, Vermont

Trainer(s)/training institution: Dave Melnick, LICSW and the Vermont Association of School Psychologists (VASP)

Subject/content: Developmental trauma and its effects when working with children and adolescents. Utilizing trauma-informed care framework to understand and effectively provide supportive services to individuals impacted by developmental trauma. Increase understanding of the brain structures and developmental processes affected by developmental trauma and how those factors can inform therapeutic techniques in school and therapeutic settings.

Completed: Yes

Credentials awarded (if any): *Certificate of attendance and participation were awarded for 6 hour training**

**Note: Did not receive Continuing Education credits because I was/am not licensed.*

Practice Experience:

- 11/1/2020- Present **Maple Leaf Clinic**, 167 North Main Street, Wallingford, VT 05773
Clinician, full-time
 Providing outpatient individual psychotherapy to children and adolescents under the supervision of Dr. Dean Mooney.
Supervisor: Dr. Dean J.M. Mooney, PhD, NCSP
 Licensed Clinical Psychologist- Doctorate
 Licensed School Psychologist- Vermont
 Nationally Certified School Psychologist
Supervision: in-person, one hour of weekly (individual) supervision with additional supervision available upon request.
- 5/2019 – 10/30/2020 **Rutland Mental Health Services**, 78 South Main Street, Rutland, VT 05701
Child & Family Outpatient Program
Clinician, full-time
 Provided individual, and family psychotherapy; treatment planning with care plan reviews and discharge planning; case management and community supports; maintaining regular documentation including progress notes, diagnosis & evaluation/clinical assessment; organized and facilitated team meetings and CSP meetings with relevant team members including family members, educational supports, and psychiatric care providers. Co-facilitated Calm Your Self group (“group community support”) to assist adolescents in developing healthy coping strategies and interpersonal skills.
Supervision: Eva Dickinson, LICSW (Clinician and clinical supervisor) and Doug Norford, LICSW (Clinical supervisor and Child & Family Mental Health Program Director). Individual supervision as well as bi-weekly group supervision with Child & Family Outpatient Program Clinicians.
- 5/2019–10/2020: Eva Dickinson, LICSW; Provided one-hour weekly clinical supervision from May 2019–October 2020 and provided licensure supervision when she met eligibility criteria in August 2020. Weekly supervision took place in-person (additional supervision available as needed); *Met via video conference from March 2020 – June 2020 due to COVID 19.
 - 9/2019–8/2020: Doug Norford, LICSW; Provided one-hour weekly supervision for licensure. Weekly supervision took place in-person except when COVID 19 related concerns necessitated we meet via phone or video conference.
- 9/2018 – 5/2019 **Rutland Mental Health Services**, 78 South Main Street, Rutland, VT 05701
Child & Family Outpatient Program
Community Skills Worker, part-time
 Provided direct support to children in community, home, and educational settings to facilitate skill building, self-regulation, and competency. Supported clients in relationship-building, healthy attachment, and

supported clients in setting healthy boundaries, pursuing personal and therapeutic goals, and positive experience with relationship dissolution.
Supervision: Krista Barbagallo, M.S., Intensive Services Coordinator

6/2018 – 5/2019
05701

Rutland Mental Health Services, 78 South Main Street Rutland, VT

Child & Family Outpatient Program

Graduate Intern, part-time

Case management, community supports, treatment planning, team meetings and collaboration with other team members and providers, discharge planning, diagnosis and evaluation; Individual, group, and family therapy. Developed and co-facilitated *Calm Yo' Self* group to assist adolescents in developing healthy coping strategies and interpersonal skills.

Supervision: Eva Dickinson, LICSW provided weekly clinical supervision and offered additional guidance and supervision as needed to support internship learning objectives.

Scope of Practice including:

Therapeutic orientation: Gestalt psychotherapy heavily influenced by humanistic/existential theoretical orientation.

Area of Specialization: Trauma informed treatment of children and families; Mindfulness training; Family systems and generational trauma; Lifestyle habits to support mental health.

Treatment Methods: Talk therapy, mindfulness-based cognitive therapy, play therapy, and assertiveness training; DBT techniques; EMDR Therapy (within the scope of current level of training); Skill building to support self-regulation and healthy development of age-appropriate lifestyle habits, responsibilities, and interpersonal skills. Parenting skills.

Information concerning unprofessional conduct for the profession follows.

Office of Professional Regulation Notice

The Office of Professional Regulation provides Vermont licenses, certifications, and registrations for over 56,000 practitioners and businesses. Forty-six professions and occupations are supported and managed by this office. A list of professions regulated is found below.

Each profession or occupation is governed by laws defining professional conduct. Consumers who have inquiries or wish to obtain a form to register a complaint may do so by calling (802) 828-1505, or by writing to the Director of the Office, Secretary, VT 05620-3402.

Upon receipt of a complaint, an administrative review determines if the issues raised are covered by the applicable professional conduct statute. If so, a committee is assigned to investigate, collect information, and recommend action or closure to the appropriate governing body.

All complaint investigations are confidential. Should the investigation conclude with a decision for disciplinary action against a professional's license and ability to practice, the name of the license holder will then be made public.

Complaint investigations focus on licensure and fitness of the licensee to practice. Disciplinary action, when warranted, ranges from warning to revocation of license, based on the circumstances. You should not expect a return of fees paid or additional unpaid services as part of the results of this process. If you seek restitution of this nature, consider consulting with the Consumer Protection Division of the Office of the Attorney General, retaining an attorney, or filing a case in Small Claims Court.

Accountancy Acupuncture
 Architects
 Athletic Trainers Auctioneers
 Audiologists
 Barbers & Cosmetologists Boxing Control Chiropractic
 Dental Examiners
 Dietitians
 Drug and Alcohol Counselor Electrolysis
 Professional Engineering
 Funeral Service
 Hearing Aid Dispensers
 Land Surveyors
 Landscape Architects
 Marriage & Family Therapists Clinical Mental Health Counselors Midwives, Licensed
 Motor Vehicle Racing
 Naturopaths
 Nursing
 Nursing Home Administrators
 Occupational Therapists Opticians
 Optometry
 Osteopathic Physicians and Surgeons
 Pharmacy
 Physical Therapists
 Private Investigative & Security Services
 Property Inspectors Psychoanalyst Psychology
 Psychotherapist, Non-licensed Radiologic Technology
 Real Estate Appraisers Real Estate
 Respiratory Care
 Social Workers, Clinical
 Tattooists
 Veterinary

Chapter 78: Roster of Psychotherapists Who Are Nonlicensed § 4090. Disclosure of Information

The board shall adopt rules requiring persons entered on the roster to disclose to each client the psychotherapist's professional qualifications and experience, those actions that constitute unprofessional conduct, and the method for filing a complaint or making a consumer inquiry, and provisions relating to the manner in which the information shall be displayed and signed by both the rostered psychotherapist and the client. The rules may include provisions for applying or modifying these requirements in cases involving institutionalized clients, minors and adults under the supervision of a guardian.

The Vermont Statutes Online

Title 3: Executive

Chapter 5: SECRETARY OF STATE Sub-Chapter 3: Professional Regulation 3 V.S.A. § 129a. Unprofessional conduct

(a) In addition to any other provision of law, the following conduct by a licensee constitutes unprofessional conduct. When that conduct is by an applicant or person who later becomes an applicant, it may constitute grounds for denial of a license or other disciplinary action. Any one of the following items, or any combination of items, whether or not the conduct at issue was committed within or outside the State, shall constitute unprofessional conduct:

- (1) Fraudulent or deceptive procurement or use of a license.
- (2) Advertising that is intended or has a tendency to deceive.
- (3) Failing to comply with provisions of federal or state statutes or rules governing the practice of the profession.
- (4) Failing to comply with an order of the board or violating any term or condition of a license restricted by the board.
- (5) Practicing the profession when medically or psychologically unfit to do so.
- (6) Delegating professional responsibilities to a person whom the licensed professional knows, or has reason to know, is not qualified by training, experience, education, or licensing credentials to perform them, or knowingly providing professional supervision or serving as a preceptor to a person who has not been licensed or registered as required by the laws of that person's profession.
- (7) Willfully making or filing false reports or records in the practice of the profession; willfully impeding or obstructing the proper making or filing of reports or records or willfully failing to file the proper reports or records.
- (8) Failing to make available promptly to a person using professional health care services, that person's representative, or succeeding health care professionals or institutions, upon written request and direction of the person using professional health care services, copies of that person's records in the possession or under the control of the licensed practitioner, or failing to notify patients or clients how to obtain their records when a practice closes.
- (9) Failing to retain client records for a period of seven years, unless laws specific to the profession allow for a shorter retention period. When other laws or agency rules require retention for a longer period of time, the longer retention period shall apply.
- (10) Conviction of a crime related to the practice of the profession or conviction of a felony, whether or not related to the practice of the profession.
- (11) Failing to report to the office a conviction of any felony or any offense related to the practice of the profession in a Vermont District Court, a Vermont Superior Court, a federal court, or a court outside Vermont within 30 days.
- (12) Exercising undue influence on or taking improper advantage of a person using professional services, or promoting the sale of services or goods in a manner which exploits a person for the financial gain of the practitioner or a third party.
- (13) Performing treatments or providing services which the licensee is not qualified to perform or which are beyond the scope of the licensee's education, training, capabilities, experience, or scope of practice.
- (14) Failing to report to the office within 30 days a change of name or address.
- (15) Failing to exercise independent professional judgment in the performance of licensed activities when that judgment is necessary to avoid action repugnant to the obligations of the profession.

(b) Failure to practice competently by reason of any cause on a single occasion or on multiple occasions may constitute unprofessional conduct, whether actual injury to a client, patient, or customer has occurred. Failure to practice competently includes:

- (1) performance of unsafe or unacceptable patient or client care; or
- (2) failure to conform to the essential standards of acceptable and prevailing practice.

(c) The burden of proof in a disciplinary action shall be on the State to show by a preponderance of the evidence that the person has engaged in unprofessional conduct.

(d) After hearing, and upon a finding of unprofessional conduct, a board or an administrative law officer may take disciplinary action against a licensee or applicant, including imposing an administrative penalty not to exceed \$1,000.00 for each unprofessional conduct violation. Any money received under this subsection shall be deposited

in the Professional Regulatory Fee Fund established in section 124 of this title for the purpose of providing education and training for board members and advisor appointees. The Director shall detail in the annual report receipts and expenses from money received under this subsection.

(e) In the case where a standard of unprofessional conduct as set forth in this section conflicts with a standard set forth in a specific board's statute or rule, the standard that is most protective of the public shall govern. (Added 1997, No. 40, § 5; amended 2001, No. 151 (Adj. Sess.), § 2, eff. June 27, 2002; 2003, No. 60, § 2; 2005, No. 27, § 5; 2005, No. 148 (Adj. Sess.), § 4; 2009, No. 35, § 2; 2011, No. 66, § 3, eff. June 1, 2011; 2011, No. 116 (Adj. Sess.), § 5.)

§ 4093. Unprofessional conduct

(a) Unprofessional conduct means the following conduct and conduct set forth in section 129a of Title 3: (1) Providing fraudulent or deceptive information in an application for entry on the roster.

(2) Conviction of a crime that evinces an unfitness to practice psychotherapy.

(3) Unauthorized use of a protected title in professional activity.

(4) Conduct which evidences moral unfitness to practice psychotherapy.

(5) Engaging in any sexual conduct with a client, or with the immediate family member of a client, with whom the psychotherapist has had a professional relationship within the previous two years.

(6) Harassing, intimidating or abusing a client.

(7) Entering into an additional relationship with a client, supervisee, research participant or student that might impair the psychotherapist's objectivity or otherwise interfere with his or her professional obligations.

(8) Practicing outside or beyond a psychotherapist's area of training, experience or competence without appropriate supervision.

(b) After hearing, and upon a finding of unprofessional conduct, the board may take disciplinary action against a rostered psychotherapist or an applicant. (Added 1993, No. 222 (Adj. Sess.), § 17; amended 1997, No. 40, § 71; 1997, No. 145 (Adj. Sess.), § 61; 1999, No. 52, § 37.)

CLIENT'S DISCLOSURE INFORMATION

My signature acknowledges that I have been given the professional qualifications and experience of Elizabeth T. Mangan, a listing of actions that constitutes unprofessional conduct according to Vermont Statutes, and the method for making a consumer inquiry or filing a complaint with the Office of Professional Regulation. This information was given to me no later than my third office visit.

My practice is also governed by the Rules of the Board of Allied Mental Health Practitioners. It is unprofessional conduct to violate these rules. A copy of the rules may be obtained from the Board or online at <http://vtprofessionals.org/>.

Client Signature

Date

Guardian's Signature

Date

Practitioner's Signature

Date