

Seth Joshua Peets, M.A., CAGS

Professional Disclosure

Formal Education:

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|--------------|--|
| 8/19 – 5/22 | Castleton University
Castleton, VT
Master of Arts & Certificate of Advanced Graduate Study
in School Psychology |
| 1/17 – 12/18 | SUNY Plattsburgh
Plattsburgh, NY
Bachelor of Arts in Psychology |
| 9/14 – 12/16 | SUNY Adirondack
Queensbury, NY
Associate of Arts in Humanities and Social Science |

Trainings and Continuing Education:

Date: 6/16/2026

Title: Motivational Interviewing: Evidence-Based Interventions to Improve Client Engagement and Accelerate Behavioral Change

Location/Delivery Method: Online (Digital Seminar)

Trainer/Training Institution: Christopher Wagner, PhD

Subject/Content: Motivational Interviewing is the proven approach relied on by thousands of therapists, just like you, to ignite motivation and end the tug-of-war between your clients' reasons to change and their reasons not to. Whether you work with trauma, anxiety, substance abuse or a host of other issues, MI is the go-to tool that has even the toughest clients ready to take more ownership of the therapeutic process, reach goals faster, and stay better longer. As one of the most trusted names in Motivational Interviewing, Dr. Wagner is the perfect person to teach you how to get the most out of MI and skillfully apply it in a variety of settings and scenarios, from individual therapy to group work. You will be able to make tough therapeutic conversations more productive and maximize opportunities for lasting change from within. Full of scripts, worksheets and helpful tips based on the real-life situations you see every day, Dr. Wagner will make MI simple to implement in a way that feels intuitive and easy to integrate with the approaches you already use.

Completed: Yes

Credentials Awarded: *Certificate of completion for 380 minutes of continuing professional development*

Date: 6/11/2026

Title: Tech Addiction & Digital Health in Children, Adolescents & Young Adults: Level 1 Certification for Clinicians & Educators

Location/Delivery Method: Online (Digital Seminar)

Trainer/Training Institution: Nicholas Kardaras, PhD

Subject/Content: We are on the verge of a global public health crisis – and the kids, teens and young adults you work with are at the greatest risk. Young people are living their lives in front of a screen with disastrous results. ADHD, depression, suicidality, anxiety, sleep irregularities, thought disorders, and stunted social skills are rising dramatically. Whether you're a mental health professional or school-based professional the resources available have lacked the concrete strategies and real-life interventions you need to effectively intervene in this growing epidemic. Dr. Nicholas Kardaras is an internationally renowned expert on tech addiction, author of the best-selling book *Glow Kids*, and founder and chief clinical officer of Maui Recovery in Hawaii, Omega Recovery in Austin and the Launch House in New York. Watch him in this Certification training and get the most effective tools, strategies and techniques you need to help children, adolescents, young adults and families hijacked by technology overuse.

Completed: Yes

Credentials Awarded: *Certificate of completion for 380 minutes of continuing professional development*

Date: 12/19/2024

Title: Boundaries and Dual Relationships in Clinical Practice: Ethical and Risk Management Challenges

Location/Delivery Method: Online (Live Webinar)

Trainer/Training Institution: Frederick Reamer, PhD

Subject/Content: As clinicians we come face to face with ethical “gray areas” daily and often skate around potential issues that could put our businesses, clinical work, or clients in jeopardy.

And of these “gray areas,” boundary issues and dual relationship challenges are a leading cause of lawsuits and licensing board complaints filed against behavioral health practitioners. In this one day training you'll receive a truly expert analysis of a range of boundary issues that behavioral health practitioners encounter. From the ethics of intimate relationships with clients and former clients; the healthy parameters of practitioners' self-disclosure; boundary challenges when working and living in small and rural communities to the use of nontraditional interventions and so much more. So join ethics expert and former chair of the task force that wrote the NASW Code of Ethics, Frederic Reamer, PhD, as he provides guidance to behavioral health practitioners who grapple with these challenging situations and their aftermath. Dr. Reamer will cover a myriad of ethical dilemmas that behavioral health practitioners face in their careers and provides practical ethics-informed advice and actionable solutions.

Completed: Yes

Credentials Awarded: *Certificate of completion for 380 minutes of continuing professional development*

Date: 9/30/2024

Title: Deconstructing Anxiety

Location/Delivery Method: Online (Live Webinar)

Trainer/Training Institution: Todd Pressman, PhD

Subject/Content: Increased stress and persistent worry are trapping clients in a relentless cycle of distress. To help break this cycle, you need to root out clients' hidden fears and tackle even their most stubborn defense mechanisms. That's why we are teaming up with *Dr. Todd Pressman, an award-winning psychologist* and author with a deep understanding of how the psyche organizes around anxiety.

He has crafted a clear, easy-to-follow, evidence-based roadmap to guide your clients towards freedom from their pervasive fear, hypervigilance, and worry. In this workshop you'll come away with: Techniques for eliminating the 5 kinds of fear everyone faces; Proven ways to break fear's hypnotic hold; Tools for preventing defense mechanism backfire; And more. No more complications. No more guesswork. Just a straightforward, structured path towards more emotional freedom.

Completed: Yes

Credentials Awarded: *Certificate of completion for 380 minutes of continuing professional development*

Date: 8/7/2024

Title: "Break Through" Self-Regulation Interventions for Children and Adolescents with Autisms, ADHD, Sensory or Emotional Challenges

Location/Delivery Method: Online (Live Webinar)

Trainer/Training Institution: Sheetal Parikh, OTD, OTR/L, ASDCS, CYT

Subject/Content: Join me as I guide you through a broad set of self-regulation interventions culled from my years of research and practice along with strategies for adapting them to your setting. You will leave my program with the essential skills, interventions and strategies to help children find harmony with themselves, their families, and the world around them!

You will learn: The most effective calming, sensory, motor or behavioral techniques for a given type of behavior; Peer-to-peer video feedback as a social intervention for children and teens with ASD; Sleep interventions for children with erratic sleep schedules; Interventions for repetitive and restrictive behaviors for a child with stereotypy; Organization strategies for home and school for teenagers with ADHD; And more.

Completed: Yes

Credentials Awarded: *Certificate of completion for 380 minutes of continuing professional development*

Date: 5/7/2024

Title: Therapy with Autistic Clients: Empowering Teens and Adults through ACT, CFT, DBT, and Self-Compassion

Location/Delivery Method: Online (Live Webinar)

Trainer/Training Institution: Jennifer Gerlach, LCSW

Subject/Content: The correlation between autism and anxiety, phobias, suicidality, depression, and other mental health disorders is well-established. But the complexities involved in treating autistic and other neurodivergent clients often result in less-than-ideal clinical outcomes. Join Jennifer Gerlach, LCSW, a neurodivergent psychotherapist and author, in this one-of-a-kind course focused on giving you the confidence and specialized intervention tools you need to maximize your therapeutic results in working with teens and adults with diagnosed or suspected autism.

Completed: Yes

Credentials Awarded: *Certificate of completion for 380 minutes of continuing professional development*

Date: 11/29/2023

Title: Gaslighting: Help Clients Escape and Rebuild from a Narcissist's Emotional Abuse

Location/Delivery Method: Online (Live Webinar)

Trainer/Training Institution: Stephanie Sarkis, PhD

Subject/Content: Gaslighting is an insidious form of emotional abuse that causes immense damage to clients' psychological and physical health! Many victims of this gaslighting feel they're unable to disclose the abuse, or, unaware of the abuse because they've been discredited by the perpetrator as "crazy" and left feeling unsure of reality; trapped in a web of manipulation and control. Help your clients identify gaslighting and extract themselves from unbearable suffering perpetrated by narcissists and sociopaths. Join Stephanie Sarkis, PhD, author of *Gaslighting*, to get the tools you need to identify and treat the emotional abuse of gaslighting, and understand the behavior patterns of those inflicting the emotional abuse.

Completed: Yes

Credentials Awarded: *Certificate of completion for 380 minutes of continuing professional development*

Date: 10/06/2023

Title: Self-Regulation Interventions for Children & Adolescents: Reduce Frustration, Emotional Outbursts & Oppositional Behaviors

Location/Delivery Method: Online (Live Webinar)

Trainer/Training Institution: Laura Ehlert, Psy.D., LP

Subject/Content: This seminar will help you to better intervene with the challenging child—the one who won't sit still; doesn't follow directions; often throws tantrums; or has difficulty waiting for their turn. They may "hit first and ask questions later." They react impulsively and have difficulty expressing what they need or what is frustrating them. We know this child is intelligent, caring and kind, but their behavior doesn't reflect these positive qualities. These are the children who confuse and frustrate parents and who overwhelm teachers and peers. They struggle to meet basic expectations and are unable to succeed in school, with peers and at home. Join clinical psychologist Dr. Ehlert and learn to effectively intervene with the emotional and behavioral dysregulation of children with High-Functioning Autism, ADHD, Learning Disabilities and Sensory Processing Disorders. Through hands-on activities and dynamic discussion, you will learn techniques, behavioral strategies, problem-solving strategies and brain training exercises to: address the sensory, language and executive functioning processing deficits that trigger them; increase their self-control, social success, emotional control and task completion; teach flexibility, tolerance, thinking it through and decision-making, and; reduce the frequency and duration of their tantrums and emotional outbursts

Completed: Yes

Credentials Awarded: *Certificate of completion for 380 minutes of continuing professional development*

Date: 1/25/2023 – 1/27/2023

Title: Online ADOS-2 Training with Dr. Somer Bishop

Location/Delivery Method: Online (Live Webinar)

Trainer/Training Institution: Somer Bishop, Ph.D.; Lincoln Institute of Applied Psychology

Subject/Content: The goal of this training is to provide clinicians with an introduction to administration and scoring of the ADOS-2. The course is appropriate for professionals involved in autism diagnostic assessment. Use of the ADOS-2 presumes previous training and experience in direct assessment, as well as understanding of ASD related symptoms and behaviors. Across the three-day training we will cover use of all of the modules. Day one we will cover modules three and four which are designed for use with children, adolescents and adults with fluent language abilities. Day 2 we will cover module one designed for preverbal children or those with single word speech and module two designed for children with flexible phrase speech. Day three we will cover the Toddler module, which is designed for children

twelve to thirty months who do not yet use flexible phrase speech. A combination of lecture and video case examples will be used to teach administration and scoring principles. Following the training, professionals will have the foundation they need to pursue independent practice and gain competency in using the ADOS-2 for clinical purposes.

Completed: Yes

Credentials Awarded: *Certificate of completion for 21 continuing professional development hours*

Date: 1/23/2023 – 1/24/2023

Title: Online ADI-R Training with Dr. Somer Bishop

Location/Delivery Method: Online (Live Webinar)

Trainer/Training Institution: Somer Bishop, Ph.D.; Lincoln Institute of Applied Psychology

Subject/Content: This two-day web-based training is intended to introduce new users of the Autism Diagnostic Interview-Revised (ADI-R) to administration and scoring principles of the instrument. The ADI-R is a semi-structured, standardized parent interview designed to elicit information about social-communication deficits and restricted and repetitive behaviors associated with autism spectrum disorder (ASD). The course will be led by Dr. Somer Bishop, Ph.D., who has used the ADI-R extensively for clinical and research purposes. She will use a combination of lecture and video examples to teach the basics of ADI-R administration and scoring. Trainees will have the opportunity to view and code two full ADI-R administrations. The trainer will lead discussion of each ADI-R code, and will instruct trainees about how to complete the algorithm form and determine ADI-R classification. In addition, the course will cover best-practice guidelines for using the ADI-R as part of ASD diagnostic assessment. Information will be provided about psychometrics and recent research on the ADI-R, as well as instructions for obtaining further training and practice following this introductory course.

Completed: Yes

Credentials Awarded: *Certificate of completion for 15 continuing professional development hours*

Date: 1/18/2023

Title: Psychopharmacology for Mental Health Professionals

Location/Delivery Method: Online (Live Webinar)

Trainer/Training Institution: Alan S. Bloom, Ph.D.; Margaret Bloom, Ph.D.; PESI, Inc.

Subject/Content: Most clients with DSM-5® diagnoses are being treated with a combination of psychological and pharmacological treatments. Newer drugs are being developed to treat mental disorders based on a better understanding of neurobiological contributions to mental disorders and the latest pharmacological research. To provide appropriate services, you are expected to have a thorough understanding of these common and complex issues. As a mental health professional, keeping up-to-date is essential. This seminar will update and increase your knowledge of: Neurobiological underpinnings of major DSM-5® diagnoses; effects and side effects of drugs used to treat these diagnoses; responsibilities of the non-prescribing therapist to clients taking psychiatric medication. Specifics of the pharmacological treatment and drugs of choice for **Depressive, Bipolar, Schizophrenia Spectrum, Anxiety, OCD, Sleep-Wake, ADHD and Neurocognitive disorders** will be presented. Unique to this webcast is information on the common types of psychotherapeutic drugs and other drugs that are abused, and methods for prevention and early detection. Throughout the day, representative case studies will generate discussion and examination of the latest drug treatment for DSM-5® disorders. You will leave this program with knowledge and confidence regarding effective and safe application of pharmacological drugs.

Completed: Yes

Credentials Awarded: *Certificate of completion for 380 minutes of continuing professional development*

Date: 6/14/2022 – 6/15/2022

Title: 2-Day Advanced CBT Training: Evidence-Based Interventions for Chronic Anxiety, OCD, Depression, Trauma, and PTSD

Location/Delivery Method: Online (Live Webinar)

Trainer/Training Institution: John Ludgate, Ph.D.,

Subject/Content: In this intensive online CBT training course, you'll be provided with a proven set of clinical tools and skills that can enhance your practice – from the basic CBT you might have learned early in your career to more advanced CBT techniques applied to a range of disorders. CBT techniques can sometimes seem deceptively simple to apply but in actual clinical practice it requires demonstrable skills in three areas: conceptualizing client's presenting problems from a CBT perspective; selecting appropriate interventions consistent with the case formulation; delivering these interventions and techniques systematically and with maximum effectiveness. This training will assist you in developing skills in all three areas. Dr. Ludgate will show how to overcome common obstacles frequently encountered in doing CBT with clients with different disorders: improve your clients' therapeutic experience with CBT interventions that are consistently shown to be effective; utilize a fresh set of clinical tools and skills that can improve your practice, and treatment outcomes.

Completed: Yes

Credentials Awarded: *Certificate of completion for 12.5 continuing professional development hours*

Date: 2/17/2022 – 2/18/2022

Title: PREPaRE Workshop 2 (3rd Ed.)

Location/Delivery Method: Boston, MA (live, in person)

Trainer/Training Institution: Steven Brock, Ph.D., NCSP; Lisa Coffey, Ed.S., NCSP; National Association of School Psychologists ("NASP") Annual Convention 2022

Subject/Content: This 2-day workshop develops the knowledge and skill required to provide immediate mental health crisis interventions to the students, staff, and school community members who have been simultaneously exposed to an acute traumatic stressor. The knowledge and skill developed within this session also help to build a bridge to the psychotherapeutic and trauma informed mental health response sometimes required to address challenges associated with trauma exposure. This workshop is an excellent course for all mental health professionals in your district who provide mental health crisis intervention services. PREPaRE Workshop 2 is appropriate for any individual filling the role of crisis intervention specialist. This includes school mental health staff (school psychologists, social workers, counselors and nurses), administrators, and other individuals whom the team has identified as appropriate providers of psychological first aid. Additionally, this workshop can be very helpful for community-based mental health practitioners who may work with the school crisis team and/or maybe brought into the school assist in response to a crisis.

Completed: Yes

Credentials Awarded: *Certificate of completion for 13 continuing professional development hours*

Date: 2/15/2022

Title: Interventions to Address Students in Need of More Intensive Math Supports

Location/Delivery Method: Boston, MA (live, in person)

Trainer/Training Institution: Robin S. Coddington, Ph.D.; National Association of School Psychologists ("NASP") Annual Convention 2022

Subject/Content: This session will help participants: become familiar with the strengths and limitations of standard protocol academic interventions; be able to define intensity and its role in promoting intervention effectiveness; learn how to adapt interventions to improve students' responsiveness across

multiple dimensions; and learn how to adapt interventions by applying culturally responsive practices. This workshop will describe strengths and limitations of standard protocol interventions and define treatment intensity. Common reasons that students may benefit from intensified interventions will be identified, along with culturally and linguistically relevant adaptations. To individualize their interventions, practitioners will learn about assessment tools that can help them pinpoint reasons for mathematics failure. Participants will leave with actionable steps for adjusting mathematics interventions that ensure the use of high-leverage evidence-based practices.

Completed: Yes

Credentials Awarded: *Certificate of completion for 3 continuing professional development hours*

Practice Experience:

5/31/2022 – Present **Maple Leaf Clinic**, 167 North Main Street, Wallingford, VT 05773
Clinician, full-time
 Conducting psychological and psychoeducational evaluations and providing outpatient individual psychotherapy to children, adolescents, and young adults.
Supervisor: Dr. Dean J.M. Mooney, PhD, NCSP
 Licensed Clinical Psychologist- Doctorate
 Licensed School Psychologist- Vermont
 Nationally Certified School Psychologist
Supervision: in-person, individual and group, weekly for a cumulative of two hours, or more as needed; peer consultation

Scope of Practice including:

Therapeutic orientation: Holistic, client-centered approach that combines Humanistic, Cognitive, Developmental and Behavioral theories and techniques.

Area of Specialization: None

Treatment Methods: Motivational Interviewing, Person-Centered Therapy, and Cognitive Behavioral Therapy

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 of State's Office, 89 Main Street, 3rd Floor, Montpelier, 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	Naturopaths
Acupuncture	Nursing
Architects	Nursing Home Administrators
Athletic Trainers	Occupational
Therapists Auctioneers	Opticians
Audiologists	Optometry
Barbers & Cosmetologists	Osteopathic Physicians and
Surgeons Boxing Control	Pharmacy
Chiropractic	Physical Therapists
Dental Examiners	Private Investigative & Security
Services Dietitians	Property Inspectors
Drug and Alcohol Counselor	Psychoanalyst
Electrolysis	Psychology
Professional Engineering	Psychotherapist, Nonlicensed
Funeral Service	Radiologic Technology
Hearing Aid Dispensers	Real Estate Appraisers
Land Surveyors	Real Estate
Landscape Architects	Respiratory Care
Marriage & Family Therapists	Social Workers, Clinical
Clinical Mental Health Counselors	Tattooists
Midwives, Licensed	Veterinary
Motor Vehicle Racing	

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 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 misdemeanor offense 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 that exploits a person for the financial gain of the practitioner or a third party.

(13) Performing treatments or providing services that the licensee is not qualified to perform or that 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, e-mail, or mailing 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.

(16)(A) Impeding an investigation under this chapter or unreasonably failing to reply, cooperate, or produce lawfully requested records in relation to such investigation.

(B) The patient privilege set forth in 12 V.S.A. § 1612 shall not bar the licensee's obligations under this subsection (a) and a confidentiality agreement entered into in concluding a settlement of a civil claim shall not exempt the licensee from fulfilling his or her obligations under this subdivision (16).

(17) Advertising, promoting, or recommending a therapy or treatment in a manner tending to deceive the public or to suggest a degree of reliability or efficacy unsupported by competent evidence and professional judgment.

(18) Promotion by a treatment provider of the sale of drugs, devices, appliances, or goods provided for a patient or client in such a manner as to exploit the patient or client for the financial gain of the treatment provider, or selling, prescribing, giving away, or administering drugs for other than legal and legitimate therapeutic purposes.

(19) Willful misrepresentation in treatments or therapies.

(20) Offering, undertaking, or agreeing to cure or treat a disease or disorder by a secret method, procedure, treatment, or medicine.

(21) Permitting one's name or license to be used by a person, group, or corporation when not actually in charge of or responsible for the professional services provided.

(22) Prescribing, selling, administering, distributing, ordering, or dispensing any drug legally classified as a controlled substance for the licensee's own use or to an immediate family member as defined by rule.

(23) For any professional with prescribing authority, signing a blank or undated prescription form or negligently failing to secure electronic means of prescribing.

(24) For any mental health care provider, use of conversion therapy as defined in 18 V.S.A. § 8351 on a client younger than 18 years of age.

(25) For providers of clinical care to patients, failing to have in place a plan for responsible disposition of patient health records in the event the licensee should become incapacitated or unexpectedly discontinue practice.

(26) Sexually harassing or exploiting a patient, client, or consumer, or doing so to a coworker in a manner that threatens the health, safety, or welfare of patients, clients, or consumers; failing to maintain professional boundaries; or violating a patient, client, or consumer's reasonable expectation of privacy.

(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)(1) 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 \$5,000.00 for each unprofessional conduct violation.

(2)(A) Any money received under this subsection shall be deposited in the Professional Regulatory Fee Fund established in section 124 of this chapter for the purpose of providing education and training for board members and advisor appointees.

(B) 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; 2017, No. 48, § 4; 2017, No. 144 (Adj. Sess.), § 6, eff. July 1, 2019; 2019, No. 30, § 4.)

§ 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 Seth J. Peets, 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