

**NOTICE OF EXAMINATION FOR PROFESSIONAL PRACTICE IN PSYCHOLOGY  
(EPPP) PART 2 (SKILLS) ADHOC COMMITTEE MEETING****Friday, October 22, 2021  
9:30 a.m. – 5:00 p.m., or until completion of business**If Joining by Computer:<https://dca-meetings.webex.com/dca-meetings/j.php?MTID=mff083f4b261044f81acba8de650b46bf>

Event number: 2489 184 7113

Event password: BOP10222021

If Joining by Phone:

+1-415-655-0001 US Toll

Access code: 248 918 47113, followed by #

Passcode: 26710222, followed by #

If you have trouble joining to listen or participate, please call 916-574-7720.

Due to potential technical difficulties, please consider submitting written comments by October 8, 2021, to [bopmail@dca.ca.gov](mailto:bopmail@dca.ca.gov) for consideration.

NOTE: The Committee will hold this public meeting through teleconferencing and will make this public meeting accessible telephonically to all members of the public seeking to observe and to address the state body, pursuant to Gov. Code § 11133 as added by AB 361.

**Action may be taken on any item on the agenda. Items may be taken out of order, tabled or held over to a subsequent meeting, for convenience, to accommodate speakers, or to maintain a quorum.****Committee Members**

Sheryl Casuga, PsyD (Chair)

Seyron Foo

Mary Harb Sheets, PhD

**Board Staff**

Antonette Sorrick, Executive Officer

Jonathan Burke, Assistant Executive Officer

Stephanie Cheung, Licensing Manager

Jason Glasspiegel, Central Services Manager  
Sandra Monterrubio, Enforcement Manager  
Lavinia Snyder, Examination Coordinator  
Mai Xiong, Licensing/BreEZe Coordinator  
Sarah Proteau, Central Services Technician  
Rebecca Bon, Board Counsel  
Heather Hoganson, Regulatory Counsel

**Friday, October 22, 2021**

## **AGENDA**

**9:30 a.m. to 5:00 p.m., or until completion of business**

Unless noticed for a specific time, items may be heard at any time during the period of the Committee meeting.

The Committee welcomes and encourages public participation at its meetings. The public may take appropriate opportunities to comment on any issue before the Committee at the time the item is heard. If public comment is not specifically requested, members of the public should feel free to request an opportunity to comment.

- 1) Call to Order/Roll Call/Establishment of a Quorum
- 2) Chair Welcome
- 3) Public Comment for Items Not on the Agenda. Note: The Committee May Not Discuss or Take Action on Any Matter Raised During this Public Comment Section, Except to Decide Whether to Place the Matter on the Agenda of a Future Meeting [Government Code sections 11125 and 11125.7(a)].
- 4) Establish Committee Goal
- 5) Historical Overview of the EPPP (Part 2-Skills)
  - a. Timeline of Examination
  - b. Correspondence between the Board of Psychology and the Association of State and Provincial Psychology Boards (ASPPB)
  - c. Identify Outstanding Issues
- 6) ASPPB Report on the EPPP (Part 2-Skills)
  - a. Participating States
  - b. Data from Initial Administrations
- 7) General Input Regarding the EPPP (Part 2-Skills)

- 8) DCA's Office of Professional Examination Services (OPES) Status Report of the EPPP Audit
- 9) Recommendations for Agenda Items for Future Board Meetings. Note: The Committee May Not Discuss or Take Action on Any Matter Raised During This Public Comment Section, Except to Decide Whether to Place the Matter on the Agenda of a Future Meeting [Government Code Sections 11125 and 11125.7(a)].

## ADJOURNMENT

All times are approximate and subject to change. The meeting may be canceled without notice. For verification, please check the Board's Web site at [www.psychology.ca.gov](http://www.psychology.ca.gov), or call (916) 574-7720.

In the event a quorum of the committee is unable to attend the meeting, or the committee is unable to maintain a quorum once the meeting is called to order, the President or Chair of the meeting may, at his or her discretion, continue to discuss items from the agenda and to vote to make recommendations to the full committee at a future meeting.

Meetings of the Board of Psychology are open to the public except when specifically noticed otherwise in accordance with the Open Meeting Act. The public may take appropriate opportunities to comment on any issue before the Board or its committees, at the time the item is heard, but the President or Committee Chair may, at his or her discretion, apportion available time among those who wish to speak. Board members who are present, but who are not members of the Committee, may listen but may not participate or vote. Members of the public are not required to submit their name or other information to attend the meeting.

This meeting is being held via WebEx Events. The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Antonette Sorrick, Executive Officer, at (916) 574-7720 or email [bopmail@dca.ca.gov](mailto:bopmail@dca.ca.gov) or send a written request addressed to **1625 N. Market Boulevard, Suite N-215, Sacramento, CA 95834**. Providing your request at least five (5) business days before the meeting will help ensure availability of the requested accommodation. Links to agenda items, with exhibits are available at [www.psychology.ca.gov](http://www.psychology.ca.gov), prior to the meeting date.

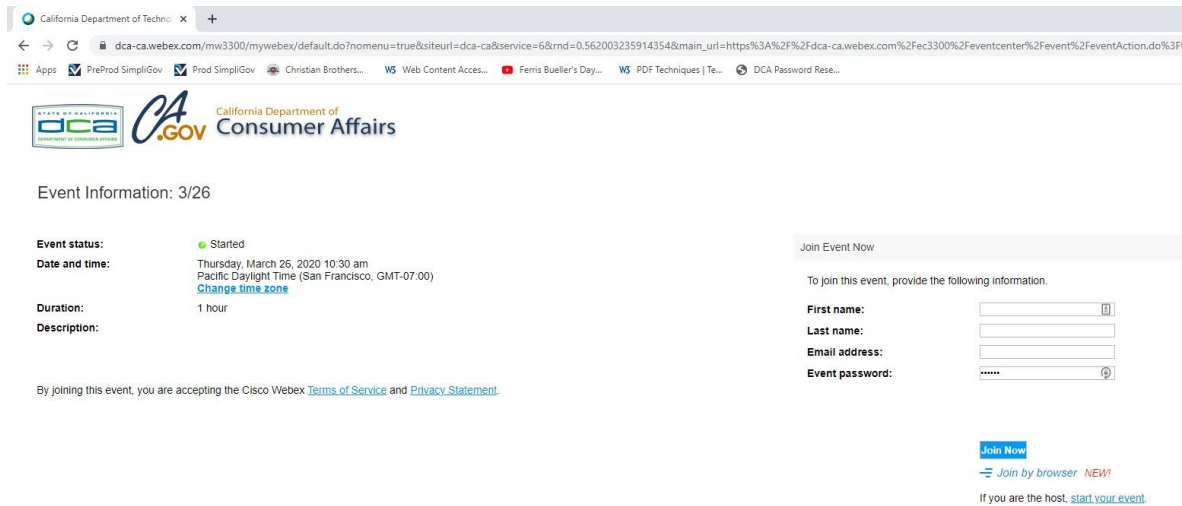
# HOW TO – Join – DCA WebEx Event

The following contains instructions on how to join a WebEx event hosted by the Department of Consumer Affairs (DCA).

1. Navigate to the WebEx event link provided by the DCA entity (an example link is provided below for reference) via an internet browser.

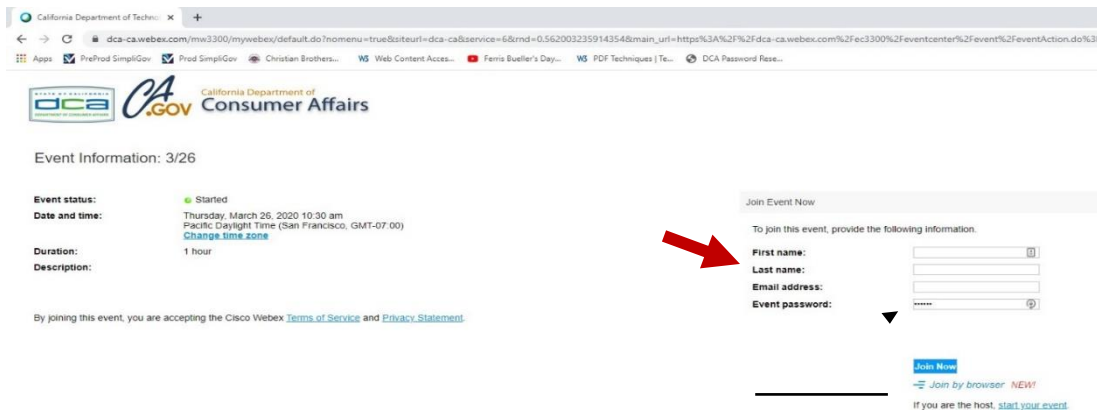
Example link:

<https://dca-ca.webex.com/dca-ca/onstage/g.php?MTID=eb0a73a251f0201d9d5ef3aaa9e978bb5>



2. The details of the event are presented on the left of the screen and the required information for you to complete is on the right.

*NOTE: If there is a potential that you will participate in this event during a Public Comment period, you must identify yourself in a manner that the event Host can then identify your line and unmute it so the event participants can hear your public comment. The 'First name', 'Last name' and 'Email address' fields do not need to reflect your identity. The department will use the name or moniker you provide here to identify your communication line should you participate during public comment.*



# HOW TO – Join – DCA WebEx Event

3. Click the 'Join Now' button.

*NOTE: The event password will be entered automatically. If you alter the password by accident, close the browser and click the event link provided again.*

Join Event Now

To join this event, provide the following information.

**First name:**

**Last name:**

**Email address:**

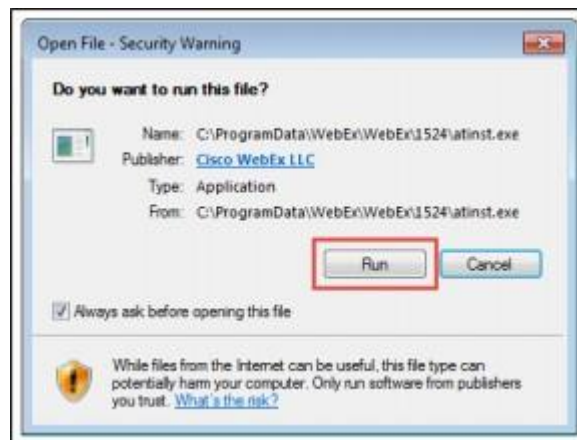
**Event password:**

**Join Now**

[Join by browser](#) **NEW!**

If you are the host, [start your event](#).

4. If you do not have the WebEx applet installed for your browser, a new window may open, so make sure your pop-up blocker is disabled. You may see a window asking you to open or run new software. Click 'Run'.



Depending on your computer's settings, you may be blocked from running the necessary software. If this is the case, click 'Cancel' and return to the browser tab that looks like the window below. You can bypass the above process.

# HOW TO – Join – DCA WebEx Event

- To bypass step 4, click 'Run a temporary application'.

## Starting Webex...



Still having trouble? [Run a temporary application](#) to join this meeting immediately.

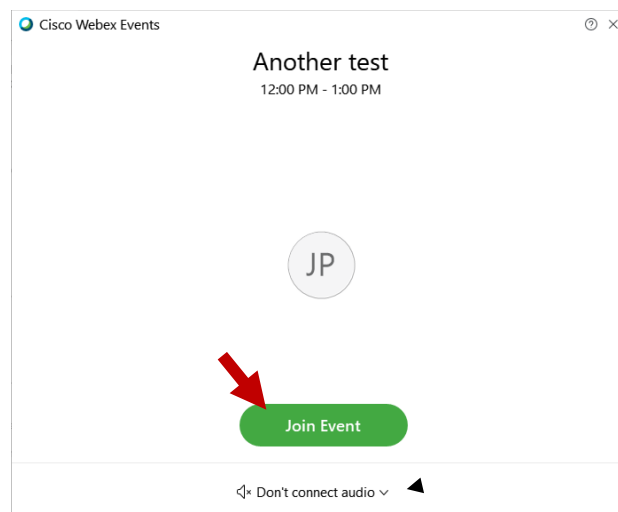
- A dialog box will appear at the bottom of the page, click 'Run'.



The temporary software will run, and the meeting window will open.

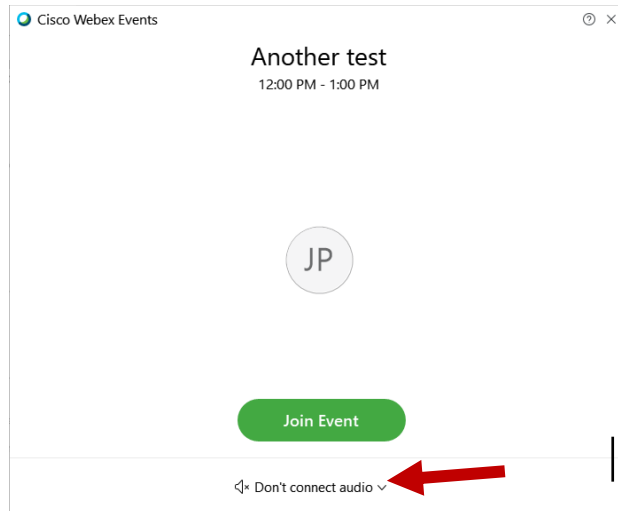
NOTE: The preferred audio connection to our event is via telephone conference or headset. Use of an open microphone and speakers through your computer could result in issue with audio clarity and potential feedback/echo.

- If using a headset plugged into your computer, click the 'Join Event' button.

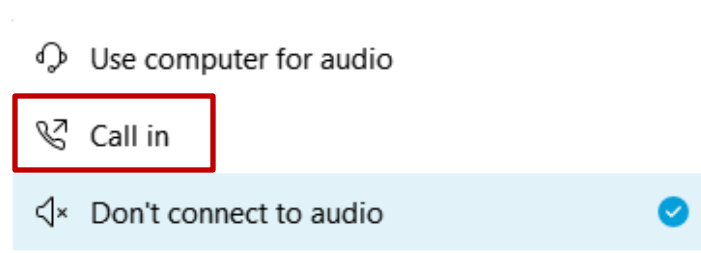


# HOW TO – Join – DCA WebEx Event

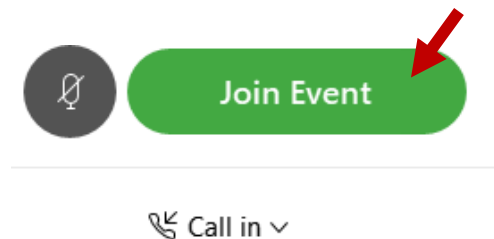
8. If using teleconference via your phone for audio, click the audio menu below the green 'Join Event' button.



9. When the audio menu appears click 'Call in'.

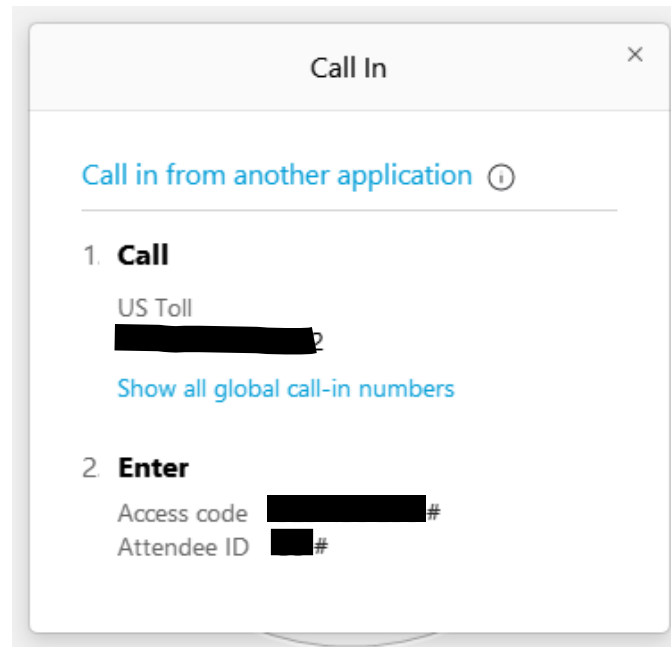


10. Click 'Join Event'. The audio conference call in information will be available after you join the Event.



# HOW TO – Join – DCA WebEx Event

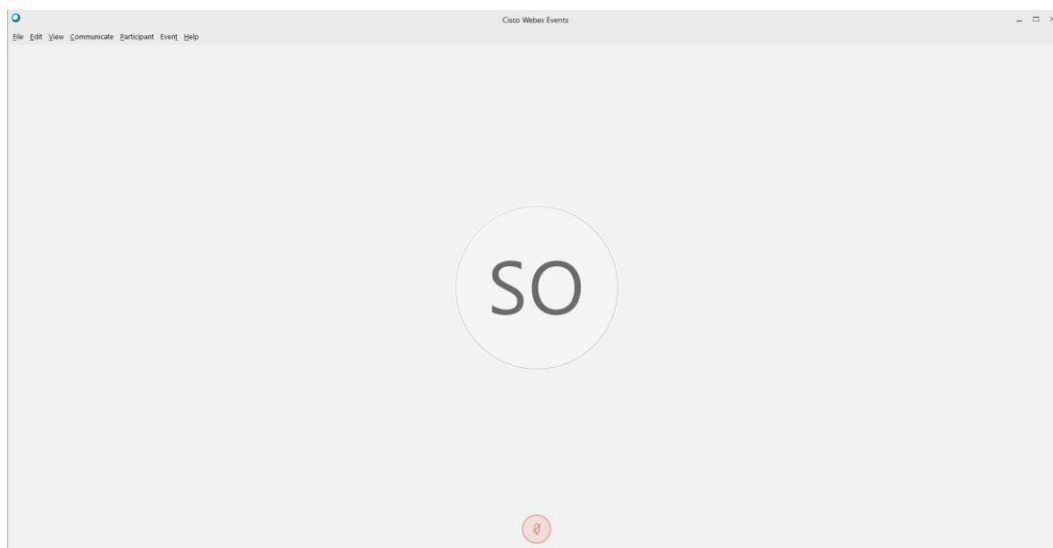
11. Call into the audio conference with the details provided.



*NOTE: The audio conference is the preferred method. Using your computer's microphone and speakers is not recommended.*

Once you successfully call into the audio conference with the information provided, your screen will look like the screen below and you have joined the event.

Congratulations!



*NOTE: Your audio line is muted and can only be unmuted by the event host.*

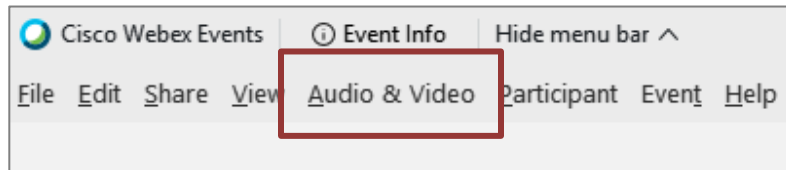


# HOW TO – Join – DCA WebEx Event

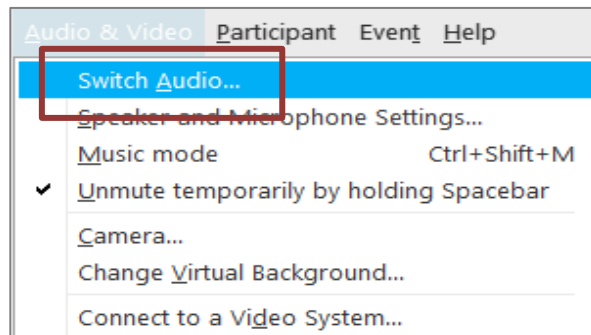
## Selecting Audio Connection After Joining

If you join the meeting using your computer's microphone and audio, or you didn't connect audio at all, you can still set that up while you are in the meeting.

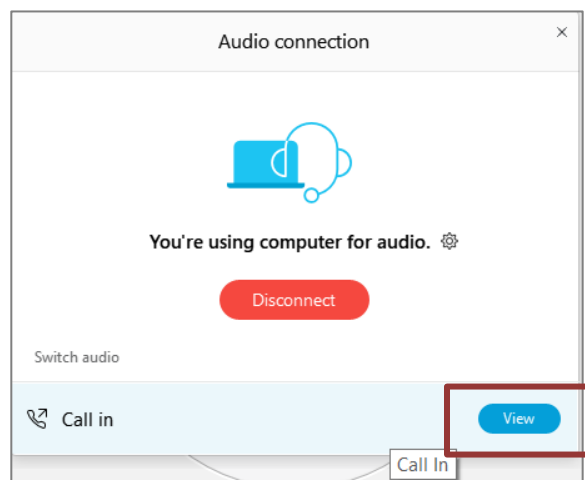
1. Select 'Audio & Video' from the menu bar at the top of your screen.



2. Select "Switch Audio" from the drop-down menu.



3. The 'Call In' information can be displayed by selecting 'View'



You will then be presented the dial in information for you to call in from any phone.

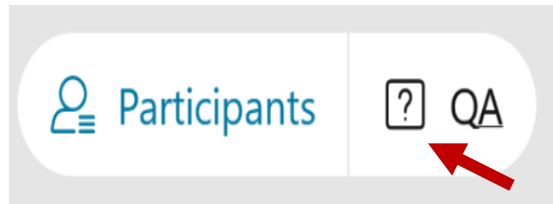
# HOW TO – Join – DCA WebEx Event

## Participating During a Public Comment Period

At certain times during the event, the facilitator may call for public comment.

### Using the Question & Answer feature (Q&A):

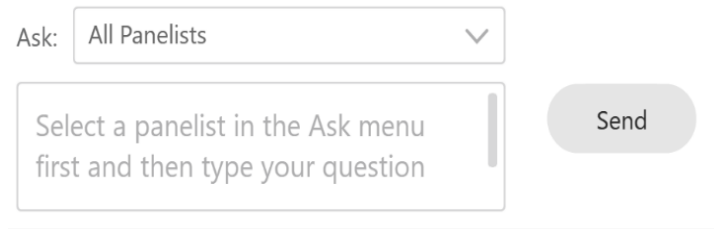
If you would like to make a public comment, click on the 'Q and A' button near the bottom, center of your WebEx session.



This will bring up the 'Q and A' chat box.

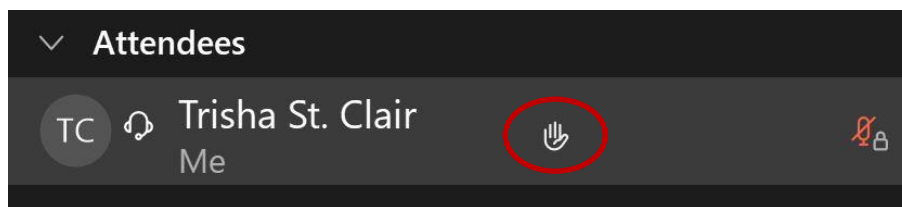
*NOTE: The 'Q and A' button will only be available when the event host opens it during a public comment period.*

Make sure the 'Ask' menu is set to 'All panelists' and type 'I would like to make a public comment'.



### Using the hand raise feature:

If the program elects to allow use of the hand raise feature and you would like to make a public comment, click on the hand icon next to your name.

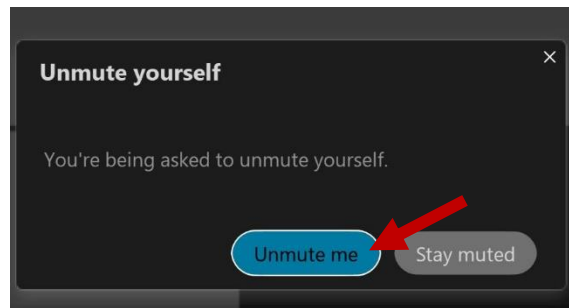


Please click on the hand icon again once your comment has been presented to lower your hand.

# HOW TO – Join – DCA WebEx Event

Attendee lines will be unmuted in the order the requests were received, and you will be allowed to present public comment.

When you are identified as the next commenter, the moderator will unmute your line, sending you a request to unmute yourself. Clicking “unmute me” on the pop-up window will open your microphone. You may then begin providing your public comment.



*NOTE: Your line will be muted at the end of the allotted public comment duration. You will be given a warning that your time is about to expire.*

## MEMORANDUM

<b>DATE</b>	October 22, 2021
<b>TO</b>	EPPP Part 2 ADHOC Committee Members
<b>FROM</b>	Lavinia Snyder Examination Coordinator
<b>SUBJECT</b>	

### **Background:**

The national examination for licensure in California is currently developed and owned by the Association of State and Provincial Psychology Board (ASPPB). ASPPB currently administers two examinations for psychologists 1) the EPPP (Part 1 - Knowledge) and the EPPP (Part 2 - Skills).

Currently, California only requires the EPPP (Part 1 – Knowledge) for psychology licensure. The current EPPP2 Ad Hoc Committee goal which was reflected in the Board's sunset report is as follows:

- EPPP2 Task Force - This committee is comprised of two Board Members and relevant stakeholders.

### **Action Requested:**

Staff Recommendation: To rename the Committee to be the EPPP Ad Hoc Committee and revise the Committee goal as follows:

- The goal of the EPPP Ad Hoc Committee is to review issues related to the Board's national examination.

## MEMORANDUM

<b>DATE</b>	October 22, 2021
<b>TO</b>	EPPP Part 2 ADHOC Committee Members
<b>FROM</b>	Lavinia Snyder Examination Coordinator
<b>SUBJECT</b>	Agenda Item 5 (a) Timeline of Examination

In Fall of 2017, Dr. Stephen Phillips, then President of the Board of Psychology (Board), determined that there was a need for stakeholder input regarding possible implementation of the Association of State and Provincial Psychology Boards (ASPPB) Examination for Professional Practice in Psychology Part 2 (EPPP2). A Task Force with representatives from various impacted stakeholders was created to provide input to the Board.

The purpose of the EPPP2 Task Force was to provide input for the consideration and possible implementation of the EPPP Part 2. The Task Force's role was tasked with considering the pros and cons of the proposed examination for the Board, prospective licensees, and consumers, eligibility criteria, the application process, and the impact on the Board's process for licensure.

The Task Force met on April 5, 2018 and June 29, 2018 at DCA's Headquarters in Sacramento, CA. The meetings were chaired by Dr. Sheryll Casuga.

The Examination for Professional Practice in Psychology, currently known as the EPPP Part 1 (Knowledge), is a computer-based examination developed and administered by ASPPB. This exam is the current exam required for licensure in California and the cost for sitting for the exam is \$600.00

EPPP Part 2 (Skills exam), as stated by ASPPB, will provide an independent, standardized, reliable, and valid assessment of the skills necessary for independent practice and enhance consumer protection. The cost of this exam was also set at \$600.00. ASPPB, at the time of the initial Task Force meeting, declared the EPPP mandatory for all jurisdictions.

After several discussions, the Task Force did not believe the EPPP Part 2 was in the best interests of California consumers for the following reasons:

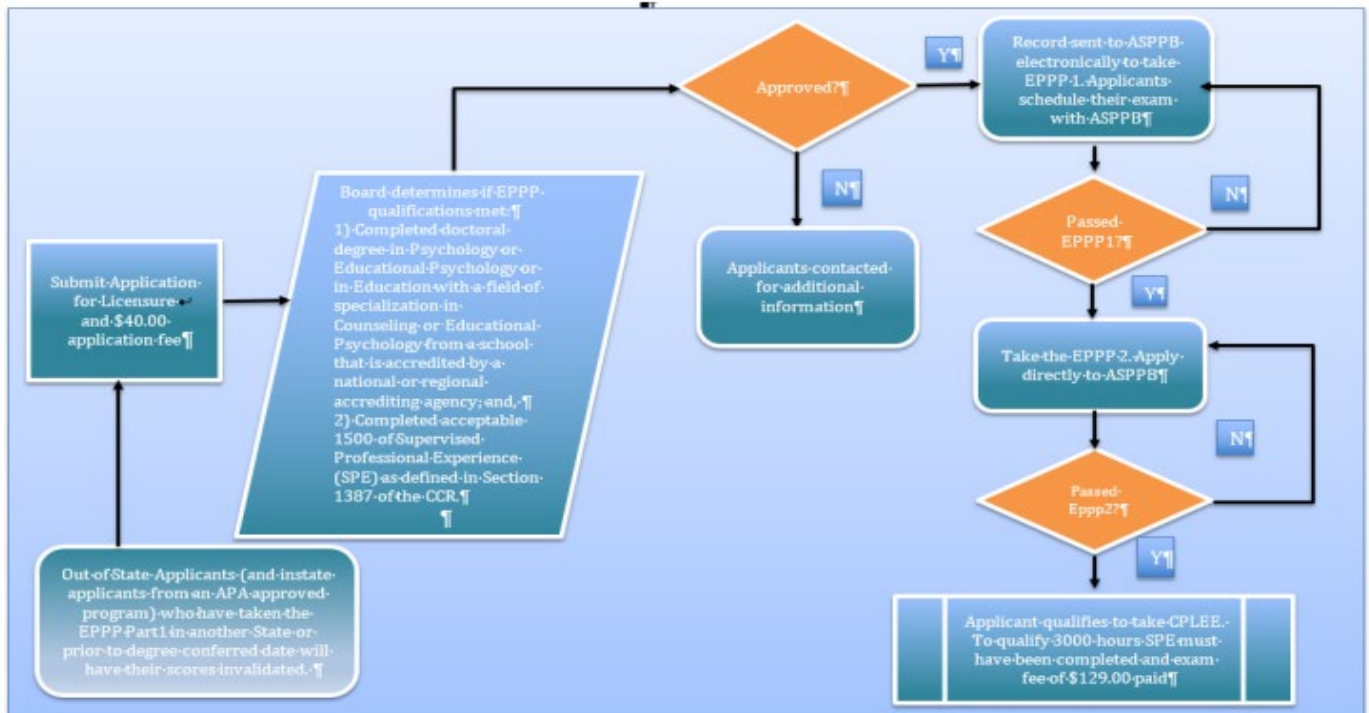
- Lack of a proven necessity for the additional examination;
- Considerable concerns related to the examination designs ability to assess skills and thus potentially providing negligible consumer protections;
- The additional examination costs and burden on prospective licensees, and

especially on historically underrepresented and socioeconomically disadvantaged students; and

- The additional examination's creation of new barriers to licensure and potentially detrimental impact on access to psychological services to California consumers.
- Clarification on whether the optional Enhanced EPPP is an indefinite alternative or ASPPB is simply postponing the deadline for mandatory adoption. If the implementation date is merely being delayed, the Board would appreciate clarification on the anticipated date for mandatory implementation

The Task Force also had significant concerns with the loss of license portability with other States, if ASPPB decides to make the EPPP Part 2 mandatory, and the Board chose to create its own examination rather than use the EPPP. Due to this concern, the Task Force recommended (should part 2 become mandatory) that the Board continue participation in the EPPP, and not create its own version of a national examination. To that end, the Task Force recommended implementation of what was presented as Option 3 (below), which would allow eligibility approval to all applicants after completion of their doctorate degree and 1500 hours of supervised professional experience. This option provided the most equitable and consistent process and the least delay in licensure for all prospective licensees.

**Chart 3. EPPP Examination Process (1/1/2020) Without Changes to Regulations (Option 1)**



In August 2018, ASPPB retracted its decision and made the EPPP Part 2 an optional exam for all state boards and proposed incentives for early adopters. Although ASPPB's announcement clarified that the implementation of the EPPP Part 2 is now an optional component, it did raise concerns regarding whether ASPPB was going to move towards mandatory adoption.

In a letter dated October 24, 2018 from ASPPB to all Jurisdictions, which detailed the enhancements made by ASPPB. They are as follows:

- 1) We have rescinded the August 2017 decision which made the Enhanced EPPP (including both knowledge and skills portions) the single licensure exam offered by the ASPPB. There are now two exam options.
- 2) Option One is for jurisdictions to continue to use the current EPPP, a standardized assessment of the knowledge needed for independent practice, with jurisdictions determining their own method of assessing the skills needed for independent practice.
- 3) Option Two is to use the Enhanced EPPP, which will be available in January, 2020. The Enhanced EPPP will be one exam with two parts: the current EPPP, the standardized assessment of knowledge and the Part 2 of the EPPP, the standardized assessment of skills.
- 4) An applicant must pass the knowledge portion of the exam (the current EPPP) prior to taking the skills portion of the exam (the Part 2 of the EPPP). The skills exam will not be offered as a standalone exam
- 5) Only applicants who are registered through a jurisdiction that has adopted the Enhanced Exam, and who have passed the knowledge portion of the exam, will be allowed to take the skills portion of the exam.
- 6) January 1, 2020 through December 31, 2021 is designated as an early adoption period. All jurisdictions who decide to adopt the Enhanced EPPP at any point during this time frame will be offered reduced fees for their applicants.
- 7) Fees for the skills portion of the exam, not including test center and jurisdictional fees will be:
  - (a) \$300 for early adopters – from exam launch through December 31, 2021
  - (b) \$450 as of January 1, 2022
- 8) ASPPB Exam Fees for Beta Testers, not including test center and jurisdictional fees will be:
  - (a) \$100.00
- 9) Beta testing is commonly used for professional licensing exams and ASPPB has conducted Beta Testing in the past for both the EPPP and the PEP. One of the goals of beta testing is to assess how each item performs. Typically, many items are found to be psychometrically sound and are included in the applicant's score, while some items do not perform well and are discarded. Because of the need to assess items, longer examinations are given during the beta testing time frames. Items that do not perform well are not used to determine a candidate's score.
- 10) Beta testers: Approximately 150 initial test-takers will be "beta testers." Beta Testing will occur for approximately two months starting at exam launch. Beta testers **do** receive an exam score; however, they may need to wait a bit longer than is now typical to receive their score.
- 11) One of ASPPB's commitments is to strive towards best practices and consistency in regulation. Towards that end we anticipate that as jurisdictions adopt and gain experience with the Enhanced EPPP, they will come to see its value, such that at some point, as was the case with the EPPP, all jurisdictions will adopt it as the licensure exam for psychology. You can expect continued support from ASPPB in your efforts to implement the Enhanced EPPP. After several years of experience of

jurisdictions using the Enhanced EPPP (2022), the ASPPB Board of Directors will evaluate that experience and decide on future directions for the national licensing exam. That decision will not be made in isolation and without the ongoing input of our member jurisdictions.

- 12) ASPPB strongly supports an early admittance option which would allow students to take the knowledge portion of the EPPP (Part 1) pre-degree after completion of all academic coursework excluding internship and research. The early admittance option will only be allowed for candidates who are registered through an Enhanced EPPP jurisdiction and is not limited to those coming from accredited programs, rather it is the jurisdictions that will make the determination of eligibility.
- 13) Enhanced EPPP jurisdictions will decide whether they will allow for this option. Students will need to check with jurisdictions to see if they will allow for an early option and if they will accept EPPP scores if taken early.
- 14) More information about the Enhanced EPPP can soon be found on the ASPPB web site at <https://www.asppb.net/page/EPPPPart2>.

The Task Force recommendations and update from ASPPB were presented at the November 2018 Board meeting. Although the Board welcomes the enhancements made by ASPPB, the Board continues to have concerns which were addressed in the letter dated December 2018 which stated as follows:

*“The Board of Psychology supports a competency-based examination but feels that certainty is required as to its mandatory implementation, and that a date certain for all member jurisdictions is necessary. Uncertainty as to implementation results in a current inability to move forward with the required statutory and regulatory changes.*

*ASPPB would aid its member jurisdictions if it were to identify all statutory and regulatory changes needed to implement the new examination (drafting and supporting statutory and regulatory changes through advocacy, etc.) over a set period of time calibrated to the expected implementation date and the time necessary to effect needed changes.*

*ASPPB should continue to evaluate the total cost of both examinations and establish a uniform lower total cost as to all jurisdictions, as of the mandatory effective date of the Enhanced EPPP.*

*In addition, the Board also requests that ASPPB make available to the Board and the Department of Consumer Affairs' Office of Professional Examination Services the following information as it becomes available:*

- *Data from Beta testing from participating jurisdictions to evaluate the validity of the Enhanced EPPP.*
- *Evidence of external validity that substantiates the need for the Enhanced EPPP. This information would help further clarify the need for and validity of the Enhanced EPPP and inform the Board's discussion regarding the prospect for adoption of the Enhanced EPPP.*



ASPPB' s response was noted in a letter (Attachment B) dated January 29, 2019.

**Attachment:**

Attachment A: Full Report of the EPPP Part 2 Task Force

Attachment B: January 29, 2019 letter from ASPPB

**Action Requested:**

No action required. This is for informational purposes only.

**Examination for Professional Practice  
in Psychology Part 2 (EPPP2)  
Task Force**

**Task Force Report**

July 30, 2018



## **EPPP2 Task Force Members**

<b>Member Name</b>	<b>Organization Represented</b>
Dr. Sheryll Casuga	Task Force Chair, Board of Psychology, Board Member
Seyron Foo	Board of Psychology, Board Member
Dr. Andrew Harlem (Alternate: Dr. Allison Briscoe-Smith)	California Institute of Integral Studies
Dr. Olga Belik	California Psychological Association (CPA) Division II
Crystal Faith Cajilog (Alternate: Katherine Kruser)	California Psychological Association of Graduate Students (CPAGS), Chair
Rene Puliatti	CAPIC, Executive Director
Dr. Paul Marcille	CPA President
Sherri Sedler	CPAGS, School Representative for Cal Southern University
Anushree Belur	CPAGS, School Representative for The Chicago School of Professional Psychology
Alejandra Ojeda-Black	CPAGS, School Representative for UC Berkeley
Amy Welch-Gandy	DCA/OPES
William Bloxham	JFK University (CPAGS, Student representative for JFK University)
Dr. Jay Finkelman	The Chicago School of Professional Psychology, I-O Business Psychology, Professor and Chair
Dr. Sherry Johnson (Alternate: Dr. Cindy Yee-Bradbury)	UC System
Dr. Gilbert Newman (Alternate: Dr. Lani Chow)	Wright Institute

## **Origin and Purpose of the Task Force**

In Fall of 2017, Dr. Stephen Phillips, President of the Board of Psychology (Board), determined that there was a need for stakeholder input regarding possible implementation of the Association of State and Provincial Psychology Boards (ASPPB) Examination for Professional Practice in Psychology Part 2 (EPPP2), which was still under development, and it was decided that a Task Force with representatives from various impacted stakeholders would be best to provide the necessary input to the Board.

The purpose of the EPPP2 Task Force, as provided by Dr. Phillips, was to provide stakeholder input for the consideration and possible implementation of the EPPP Part 2. The task force was tasked with considering the benefits and drawbacks of the proposed examination for the Board, prospective licensees, and consumers, eligibility criteria, the application process, and the impact on the Board's process for licensure.

## **Task Force Meetings**

The EPPP2 Task Force met on April 5, 2018 and June 29, 2018 at DCA's Headquarters in Sacramento, CA. The meetings were chaired by Dr. Sheryl Casuga (Chair), both meetings were open to the public, had a quorum of Task Force members present, and due notice had been sent to all interested parties prior to the meeting. See Appendix D and E for meeting minutes/draft meeting minutes from the respective meetings.

## **ASPPB Background and Necessity for the EPPP Part 2**

At the EPPP2 Task Force’s April meeting, Dr. Matt Turner, Director of Examination Services for ASPPB, and Dr. Emil Rodolfa, Chair of ASPPB’s Examination for Professional Practice in Psychology Part 2 Implementation Task Force, provided the EPPP2 Task Force with a presentation on the need for, development process of, sample test questions in Part 2 of the examination. The current Examination for Professional Practice in Psychology (soon to be EPPP Part 1) is a computer-based examination developed and proctored by ASPPB, passage of which is required for licensure in all but one state/territory in the United States. ASPPB stated that the EPPP Part 2 will enhance consumer protection and provide an independent, standardized, reliable, and valid assessment of the skills necessary for independent practice. ASPPB also stated that EPPP Part 2 would be considered mandatory and that they could not in a legally defensible way provide these as standalone tests with EPPP Part 2 being optional.

<b>EPPP Examination Basic Information</b>		
	<b>EPPP Part 1</b>	<b>EPPP Part 2</b>
<b>Content of Exam is Designed to Assess</b>	Basic Knowledge Required of a Newly Licensed Practitioner to Practice Independently	Basic Skills Required of a Newly Licensed Practitioner to Practice Competently and Independently
<b>Eligibility Criteria</b>	Currently: Board of Psychology Eligibility Approval (Degree Completion and 1500 Hours Supervised Professional Experience)  ASPPB Proposal: Board of Psychology Eligibility Approval and/or Coursework Completion at an APA Approved Degree Program	ASPPB Proposed: Board of Psychology Eligibility Approval
<b>Exam Format</b>	Computer-based multiple choice	Computer-based, varied question types including avatars
<b>Exam Cost</b>	\$600	\$600

According to ASPPB, Part 2 of the EPPP was created because of the following factors:

- A move towards a culture of competence and corresponding lack of a standardized reliable method for determining competency due to the lack of standardization in graduate education and practicum training hours;
- Concerns over the reliability and validity of supervisor’s written assessments of the competency of their trainees; research has shown a trend of overestimating supervisee competence and that supervisors have difficulty writing critical or constructive letters;
- The technology now exists to create a cost-efficient and computer-based examination to test the functional skills necessary for independent practice; and
- Having a skills examination that assesses competency puts Psychology in line with other healthcare professions.

*(Taken from ASPPB’s presentation (Appendix A) and ASPPB’s report “The EPPP Part 2, The Assessment of Skills Needed for the Independent Practice of Psychology” (Appendix B))*

Additionally, Dr. Turner and Dr. Rodolfa discussed the logic of moving the timeframe for when applicants would take the knowledge portion of the examination (EPPP Part 1) to earlier in the process and their reason for proposing to allow exam eligibility directly from ASPPB for pre-degree completion applicants from American Psychological Association (APA) approved degree programs.

The EPPP2 Task Force members asked Dr. Turner and Dr. Rodolfa a wide range of questions relating to the new part of the examination, including questioning the necessity of the new part of the examination, the structure and design of the examination and its question formats, the development process for the examination, and various questions about reliability and validity (content vs. predictive) for a skills examination. EPPP2 Task Force members also relayed to Dr. Turner and Dr. Rodolfa the following concerns:

- That the necessity of the new examinations was not well established and questioning the perceived deficiencies the new examination was supposed to be correcting;
- Worries that additional time and test preparation materials and classes would be needed by students to pass the new part of the examination
- The appropriateness of the new timeline for taking each part of the examination, as offered by ASPPB, and whether this would create negative effects on graduate programs, internship programs, and additional pressure and time constraints on students who would need to prepare for Part 1 of the examination earlier in their program.
- The reality that doubling the cost of the entry examinations would create additional barriers to licensure and further reduce access to care by licensed psychologists within California, especially for students from historically underrepresented populations and socio-economically disadvantaged students.
- The serious market inequity that providing only APA students early and direct eligibility for Part 1 of the examination creates.

Since Dr. Turner and Dr. Rodolfa could not speak on behalf of ASPPB's Board of Directors regarding all of the Task Force's concerns or the ASPPB Board's willingness to consider making changes to the costs, eligibility criteria, implementation timeline, and roll-out of the EPPP Part 2, the Task Force instructed Board staff to send a letter with its questions to the ASPPB Board of Directors. The Task Force members were able to review ASPPB's responses to their questions at the Task Force's second meeting. On the whole, ASPPB's answers to the Task Force's concerns did not wholly address Task Force concerns. The Task Force's Letter and ASPPB's response can be found in Appendix C.

### **Upholding the Best Interests of California Consumers of Psychological Services and Prospective Licensees**

During the Task Force's discussion of whether implementation of the EPPP Part 2 was in the best interest of California consumers of psychological services and prospective licensees, the following concerns were discussed:

- Uncertainty regarding whether the EPPP Part 2, from what Task Force members were shown regarding test design, would enhance consumer protection as Task Force

members did not believe the design of the EPPP Part 2 would accurately assess skills and ensure competency.

- Potentially detrimental impact on California consumer's already limited access to psychological services if the implementation of EPPP Part 2 creates additional significant barriers to entering the profession and licensure, especially for historically underrepresented populations and socio-economically disadvantaged students.
- Questionable value-added benefits (enhanced consumer protection and ensure competency) to outweigh the significant costs (financial costs and time burden on prospective licensees and detrimental impacts to access to care for consumers).
- Apprehension that the California psychology license would be diminished and potentially become less portable across other states and territories if California chose to create its own general knowledge examination and opt out of participation in the EPPP altogether.

During this discussion, the Task Force was made aware that as it stood during the two Task Force meetings, participation in EPPP Part 2 was not optional according to ASPPB. Thus, not implementing EPPP Part 2 would mean opting out of participation in EPPP as a whole, both the knowledge and skills parts, and force the Board to create their own general knowledge examination. Significant problems with California creating its own examination were provided verbally to the Task Force as follows:

- Significant costs and startup time needed to develop and implement the examination, which may not be a politically feasible solution acceptable to the Administration and Legislature in authorizing the funding;
- Reduction in licensure portability, as states and territories other than California will not administer the same examination, and therefore California licensees would not meet the criteria for licensure set by other states and territories, thus hindering licensees when they apply to become licensed elsewhere.

From these discussions, a general consensus emerged that due to the uncertainty of the information available to the Task Force on examination design and components, that implementation of the EPPP Part 2 by the 2020 deadline was not in the best interest of California consumers of psychological services and prospective licensees. However, the alternative of the Board abandoning the EPPP altogether and creating its own general knowledge exam was neither desirable due to its potential to diminish license portability nor feasible due to the significant costs (both with time and finances) for the Board and State.

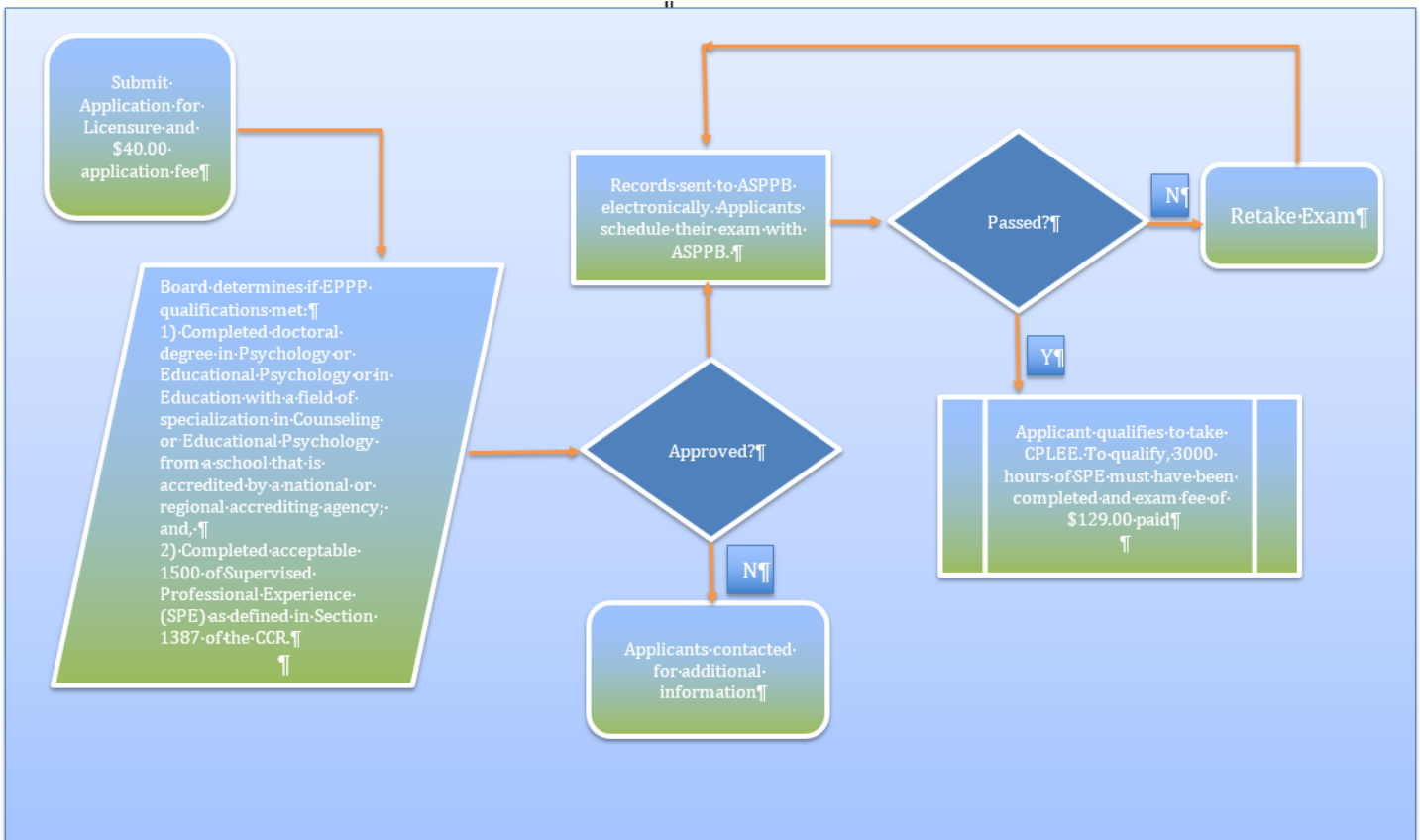
## EPPP Part 2 Effects on Examination Sequencing and the Initial Licensure Process

To show the effects of the EPPP Part 2 on the examination sequencing and length of the initial licensure process, Board staff developed a comparison chart (below) and four detailed flow charts to show the current examination sequencing required for licensure and three (3) potential implementation options incorporating EPPP Part 2 that could be instituted with/without statutory and regulatory changes depending on the option. What became apparent through the comparison charts is the inequity and delays in licensure, and thus market disadvantage, that Implementation Option 1 created for California applicants compared to out of state applicants, and Implementation Option 2 created for California applicants in non-APA approved programs compared to in-state applicants from APA approved schools or out of state applicants.

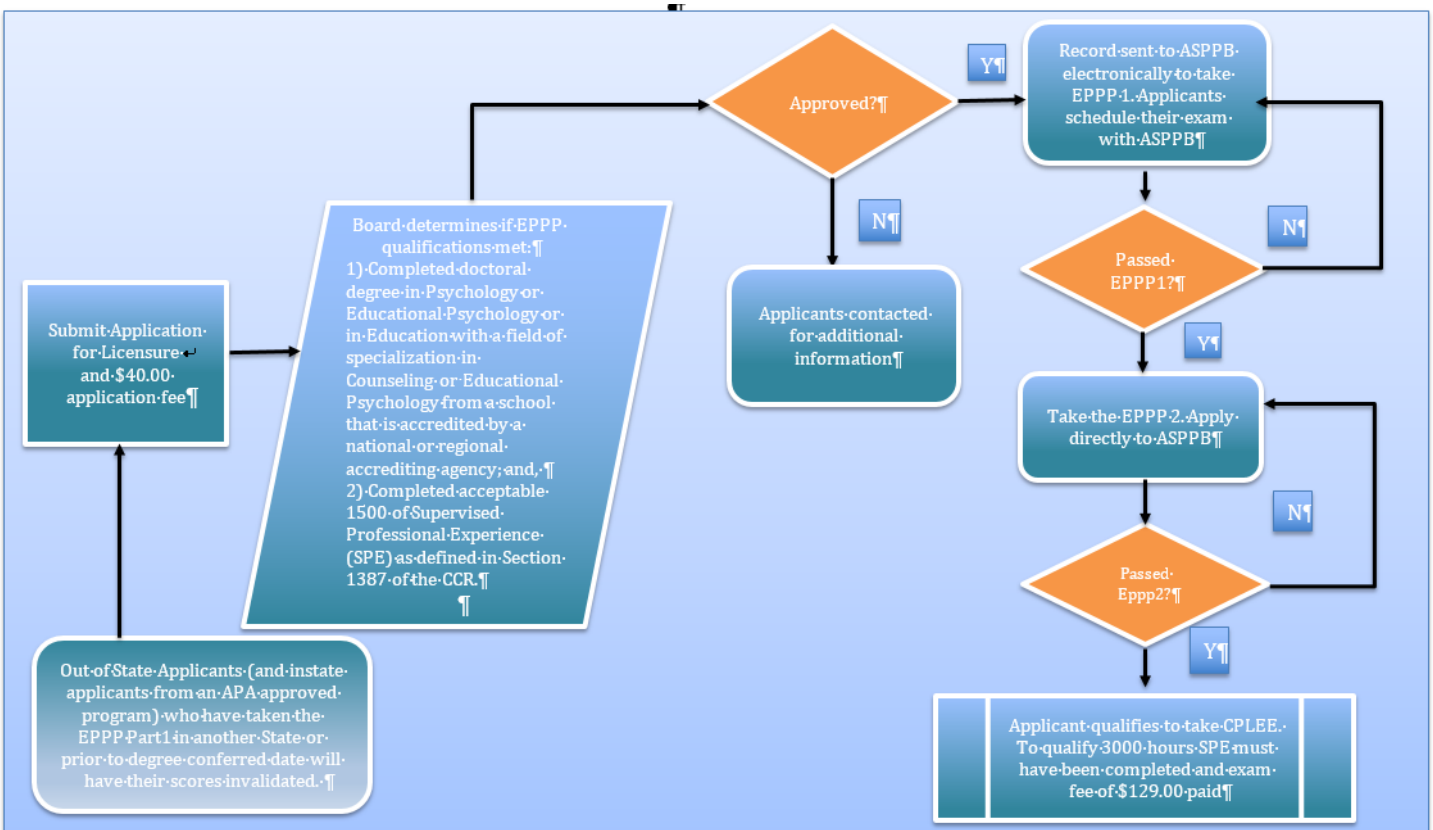
**Chart 1. Comparison Chart of the Three EPPP Part 2 Implementation Options**

<b>EPPP Examination Process as of 1/1/2020 without changes to the Regulations (Option 1)</b>	<b>EPPP Examination Process as of 1/1/2020 with ASPPB Pre-Registration (Option 2)</b>		<b>EPPP Examination Process as of 1/1/2020 with Board Pre-Registration (Option 3)</b>
<b>All Applicants</b>	<b>Non-APA approved program students</b>	<b>APA approved program students</b>	<b>All Applicants</b>
Coursework Completion	Coursework Completion		Coursework Completion
		Pre-application directly to ASPPB	Submit application and application fee for Licensure to the Board
		Schedule and Pass EPPP Part 1	Approval by the Board for EPPP Part 1 if applicant has completed all academic coursework
		Submit an application and application fee for Licensure	Schedule and Pass EPPP Part 1
Doctoral Degree Completion	Doctoral Degree Completion	Doctoral Degree Completion	Doctoral Degree Completion
1500 Supervised Professional Experience	1500 Supervised Professional Experience	1500 Supervised Professional Experience	1500 Supervised Professional Experience
Submit application and application fee for Licensure to the Board	Submit an application and application fee for Licensure	Take and pass EPPP Part 2	Submit application to apply for the EPPP Part 2
Take and Pass EPPP Part 1	Take and pass EPPP Part 1	Submit additional 1500 of SPE	Take and Pass the EPPP Part 2
Take and Pass EPPP Part 2	Take and pass EPPP Part 2	Take and Pass CPLEE	Submit additional 1500 of SPE
Submit additional 1500 of SPE	Submit additional 1500 of SPE	Meet all licensure requirements and pay licensure fee of \$400	Take and Pass CPLEE
Take and Pass CPLEE	Take and Pass CPLEE		Meet all licensure requirements and pay licensure fee of \$400
Meet all licensure requirements and pay licensure fee of \$400	Meet all licensure requirements and pay licensure fee of \$400		

**Chart 2. Current California Examination Qualification for the EPPP**

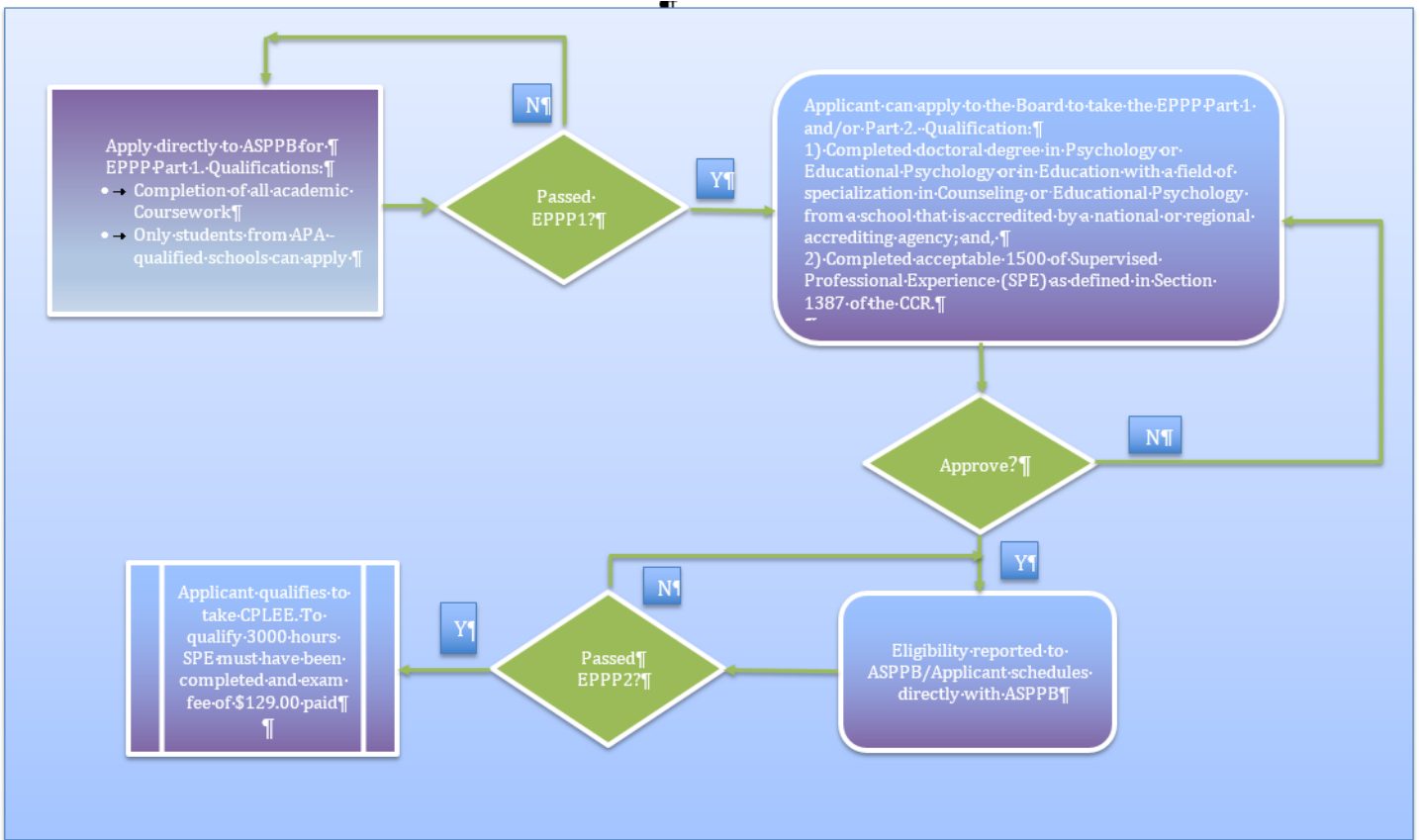


**Chart 3. EPPP Examination Process (1/1/2020) Without Changes to Regulations (Option 1)**

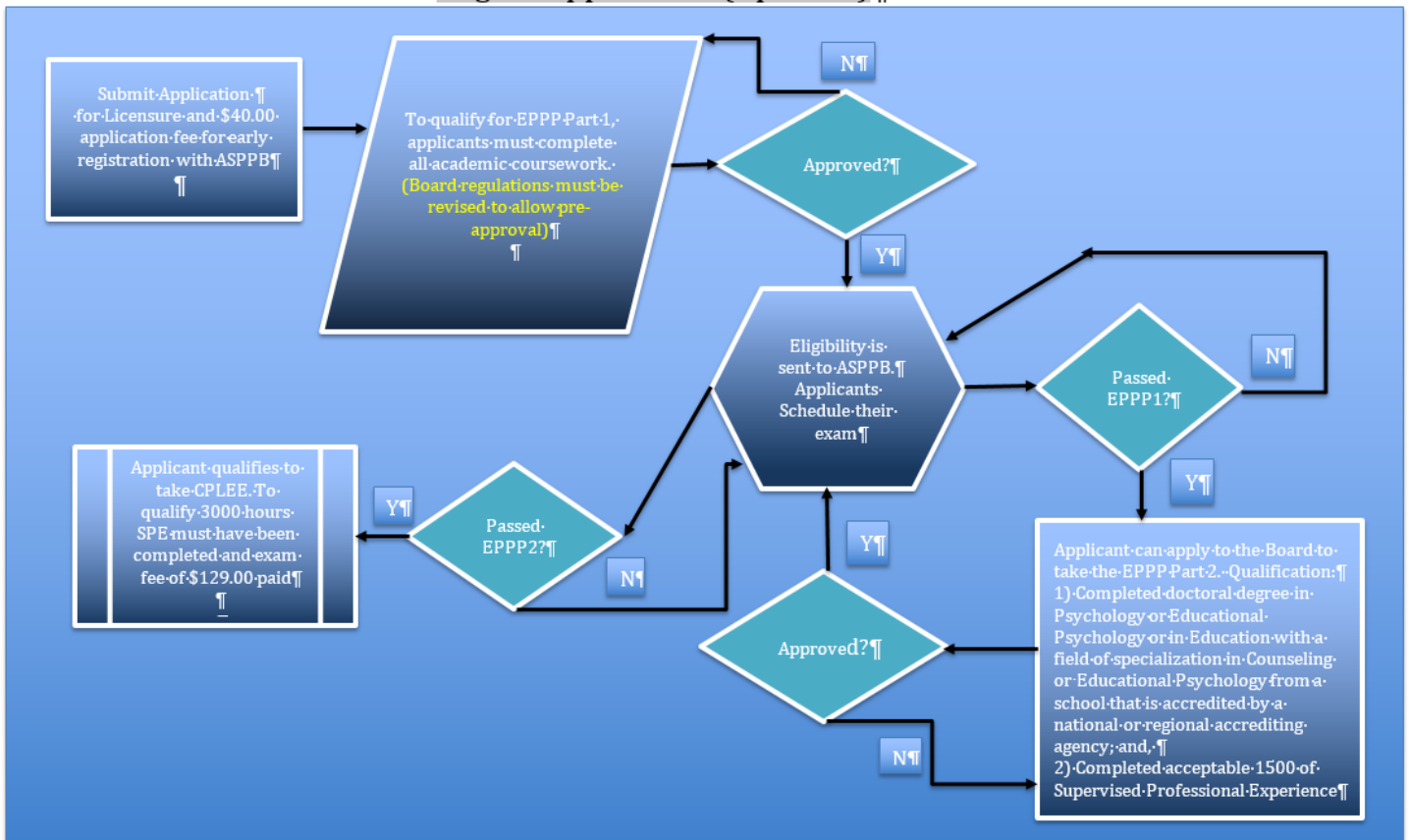




**Chart 4. EPPP Examination Process (1/1/2020) With ASPPB Pre-Degree Eligibility (Option 2)**



**Chart 5. EPPP Examination Process (1/1/2020) With Board Pre-Degree Eligibility (Option 3)**



## **Ensuring Exam Eligibility is Consistent and Equitable**

As seen in the Charts above, the options for implementation can have significant impacts on what body approves examination eligibility, the sequencing for examination eligibility, the length of the initial licensure process, and in some instances, giving differential advantages to different pools of prospective licensees in both the sequencing and length of the initial licensure process. At the Task Force meeting, Board staff highlighted the following concerns with the above options:

- Implementation Option 1 (no regulation changes) could result in an inconsistent application process where the examination results for applicants who have taken the EPPP Part 1 in another state could be invalidated if it was taken prior to degree completion, thus unfairly penalizing out of state applicants.
- Implementation Option 2 (pre-degree eligibility for APA students through ASPPB) was the most inconsistent and least equitable option as it creates a deliberate and unfair licensing process and market disadvantage for students who are in non-APA approved programs as it will extend the timeframe for completion of all licensure requirements for non-APA students and delays non-APA student's ability to start practicing professionally and earning professional wages, thus extending the time they will need to be paying for the associated student loans.
- Implementation Option 3 (pre-degree eligibility for all California applicants through the Board) was the most equitable solution for all applicants that also preserves the Board's ability to maintain a consistent licensure process and ensure that all applicants meet the same eligibility requirements without undue delay or denial.

During the Task Force's discussion of what entity should approve eligibility and determine the criteria for eligibility for California applicants, the Task Force members felt strongly that the Board should not cede authority to ASPPB for approval of eligibility and that any changes to eligibility should be equitable to all applicants. For this reason, the Task Force recommended that if the Board chooses to implement EPPP Part 2, that it use Implementation Option 3 to ensure a consistent and equitable process.

There were some concerns about the lack of specificity of the definition of "completion of all academic coursework" which would be used to certify eligibility to take the EPPP Part 1. After considerable discussion regarding whether the definition should be left to each program or be defined as excluding internship and dissertation, the Task Force members agreed that being more specific in the proposed regulations would be preferable in terms of defining what the Board means by the "completion of all academic coursework." Therefore, even if a program has a course and credits associated with internships and the dissertation, the certification by a program training director or school registrar is only certifying to the Board that the student has completed all coursework except those last two classes. Board staff added this definition into the proposed language provided to the Board for consideration.

## **The Need for More Information and Transparency from ASPPB**

If the Board determines that the EPPP2 Task Force needs to continue to meet and to consider additional items, the Task Force members would like the following information to be provided and discussed at a future meeting:

- Due to the way that the discussion of the items went, an official vote on whether the Task Force specifically recommends implementation of the EPPP Part 2 to the Board.
- Due to the verbal nature of the charge provided to members during the first two meetings, provide a written charge and scope of authority for the Task Force.
- The following information was also requested to be obtained from ASPPB:
  - More information from ASPPB on the items included in the test and how it will test for competency.
  - Asks ASPPB to provide information on how this exam will help protect CA consumers
  - Have ASPPB detail their decisions and alternatives they considered in developing EPPP2 and their current timelines for implementation of those considerations,
  - Provide more information on their timeline for rollout of the examination, including a true implementation plan with details, validating the test, and when materials will be available.
  - Provide clarification on the lack of PCSAS inclusion for early eligibility approval.
  - Provide clarification on when the beta testing will be happening and when would we get results on that beta testing.
  - Provide more information on their cost consideration decisions.

### **Summary of Task Force Recommendations**

The Task Force does not believe the EPPP Part 2 is in the best interest of California consumers for the following reasons:

- Lack of a proven necessity for the additional examination;
- Considerable concerns related to the examination designs ability to assess skills and thus potentially providing negligible consumer protections;
- The additional examination's additional costs and burden on prospective licensees, and especially on historically underrepresented and socioeconomically disadvantaged students; and
- The additional examination's creation of new barriers to licensure and potentially detrimental impact on access to psychological services to California consumers.

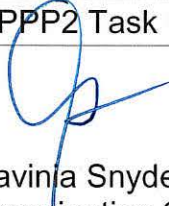
However, if ASPPB continues to make the implementation of the EPPP Part 2 mandatory and not optional, the Task Force had significant concerns with the loss of license portability if the Board does not implement the EPPP Part 2. Therefore, the Task Force recommends that the Board does not discontinue participation in EPPP altogether.

Last, if the Board decides to continue with EPPP (which will be both Part 1 and 2 effective 1/1/2020), then the Task Force recommends implementation Option 3, which would allow early Board eligibility approval of all applicants after completion of their academic coursework, as this option provides the most equitable and consistent process and the least delay in licensure for all prospective licensees.

**Examination for Professional Practice  
in Psychology Part 2 (EPPP2)  
Task Force Report**

**Appendix A**

## MEMORANDUM

<b>DATE</b>	April 5, 2018
<b>TO</b>	EPPP2 Task Force
<b>FROM</b>	 Lavinia Snyder Examination Coordinator
<b>SUBJECT</b>	Agenda Item #4: Review and Discussion of the Development and Implementation of ASPPB's Enhanced EPPP (Presented by Dr. Emil Rodolfa, Chair of the ASPPB EPPP2 Implementation Task Force and Dr. Matthew Turner, ASPPB Director of Examination Program)

Below are brief bios of Dr. Turner and Dr. Rodolfa. Copies of their presentation is attached.

**Dr. Matt Turner** is the Director of Examination Services at the Association of State and Provincial Psychology Boards (ASPPB). Dr. Turner oversees the operations and the development of the Examination for Professional Practices in Psychology (EPPP) Part 1 and Part 2 and the Psychopharmacology Exam for Psychologists (PEP). He is a graduate of the University of Kentucky and has 12 years' experience as a school psychologist. Most recently, he served as a lead psychologist and then a part-time psychologist with the Gwinnett County (GA) Public Schools. He has also operated a private practice in child psychology since 2010.

**Emil Rodolfa, Ph.D.** is a Distinguished Professor of Psychology at Alliant International University's California School of Professional Psychology in Sacramento. He is the Chair of the Association of State and Provincial Psychology Boards' Examination for Professional Practice in Psychology Part 2 Implementation Task Force. He is a Past-President of the State of California Board of Psychology, a Fellow of ASPPB and APA, and the founding editor of *Training and Education in Professional Psychology*. He has been active in many professional associations and has numerous publications exploring education, training, and competency. He has received numerous professional acknowledgments for his contributions to psychology education and training. In his spare time Dr. Rodolfa enjoys spending time with his family, playing horseshoes, and BBQing (some might call it grilling) at his cabin in the mountains.

**Attachment:** "The Enhanced EPPP: What Got Us Here and Where Are We Headed"  
Presentation Slides

## The Enhanced EPPP What Got Us Here and Where Are We Headed?

Emil Rodolfa, PhD, Chair, Implementation Task Force  
Matt Turner, Ph.D., Director of Examination Services



## What is the Enhanced EPPP?

- One Exam: Two Parts
  - Part 1 (EPPP) = tests knowledge
  - Part 2 = tests skills  
Needed for independent practice
- Most significant change in psychology licensing since EPPP launched in 1963.
- Enhanced EPPP ( Part 1 and 2) will provide a thorough assessment package of competency to be used by all jurisdictions when Part 2 is available.
- A standardized, objective assessment of professional skills complements the assessment of professional knowledge.



## Why the EPPP Part 2?

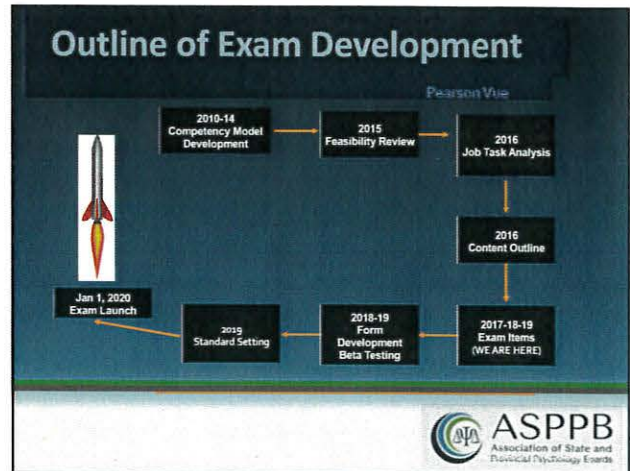
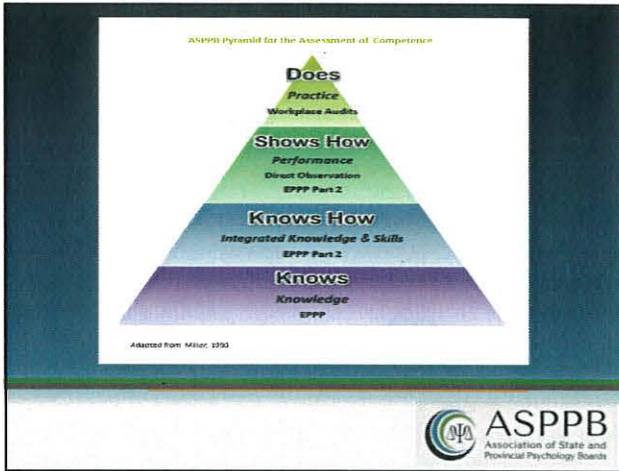
- Licensing boards charged with public protection
- Public protection includes ensuring competence to practice
- Knowledge is one part of competence
- Skills, attitudes, and values comprise the rest of competence
- Psychology and most regulated professions have embraced the move to assessment of competence
- Doctoral healthcare professions have implemented the assessment of competence in licensure examination procedures



## Why the EPPP Part 2?

- ASPPB members - supportive
- Lack of standardization in
  - A) Graduate education: 13% to 100% EPPP Pass rates
  - B) Practicum training: AAPI hours
- Accreditation is for **programs**, licensing boards approve **individuals**
- Supervisors' difficulty writing critical or constructive letters of evaluation
- Technology now available to assess competency
- In the eyes of others, equalizes Psychology with other healthcare professions
- Greater understanding of how to assess competency





### EPPP Part Job Task Analysis Results

- 2736 licensed psychologists responded from 61 of 64 jurisdictions (95%)
- 84% from the US; 16% from Canada

The Blueprint for the EPPP Part 2: Competency Domains and Weights

• Scientific Orientation	6%
• Assessment and Intervention	33%
• Relational Competence	16%
• Professionalism	11%
• Ethical Practice	17%
• Collaboration, Consultation, Supervision	17%

\*\*THIS BLUEPRINT IS THE FOUNDATION FOR THIS MEETING

ASPPB Association of State and Provincial Psychology Boards

### QUESTIONS About the EPPP Part 2

- Many questions are answered on the ASPPB Website:
- [www.asppb.net/page/EPPPpart2](http://www.asppb.net/page/EPPPpart2)

ASPPB Association of State and Provincial Psychology Boards

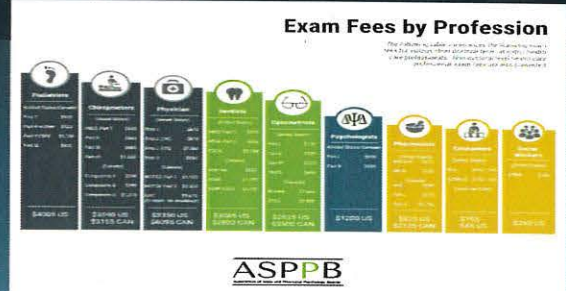
### Will the EPPP Part 2 be a valid exam?

Yes, the accepted standard of validity for credentialing and licensing exams is *content* validity, which is determined through a job task analysis.

According to the Standards for Educational and Psychological Testing "validation of credentialing tests depend mainly on content-related evidence, often in the form of judgments that the test adequately represents the content domain associated with the occupation or specialty being considered"



### What will the EPPP Part 2 cost?



### Will the EPPP Part 2 delay licensure?

- No, once the EPPP Part 2 is ready for use, the EPPP Part 1 may be taken pre degree, once all academic coursework has been completed (excluding internship and dissertation)



### Will the EPPP Part 2 affect the training sequence?

- ASPPB will conduct a research project comparing licensees who had post-docs vs. licensees who had no post-doc
- This study will be conducted during validation/beta testing of Part 2
- Results will inform discussion of need for post-doc





**ASPPB is well on the way to  
developing a standardized,  
reliable, valid assessment of the  
skills needed for independent  
practice:  
The EPPP Part 2**



**Contact Us:**

Please email me if I can provide you additional information:  
[erodolfa@alliant.edu](mailto:erodolfa@alliant.edu)

Or please feel free to email Carol Webb: [cwebb@asppb.org](mailto:cwebb@asppb.org)

More Information: [www.asppb.net/page/EPPPPart2](http://www.asppb.net/page/EPPPPart2)



**Examination for Professional Practice  
in Psychology Part 2 (EPPP2)  
Task Force Report**

**Appendix B**

# The EPPP Part 2

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## The Assessment of Skills needed for the Independent Practice of Psychology

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October 2017

# The EPPP Part 2: The Assessment of Skills needed for the Independent Practice of Psychology

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## Table of Contents

<b>An Overview of the Rationale for the EPPP Part 2 .....</b>	<b>2</b>
<b>Developing an Empirical Base for a Competency Model .....</b>	<b>4</b>
<b>Results of the Surveys and 2014 Competency Model: .....</b>	<b>5</b>
<b>2016 Job Task Analysis.....</b>	<b>6</b>
<b>ASPPB Competencies Expected of Psychologists at the Point of Licensure .....</b>	<b>7</b>
<b>Comparison of Competency Models .....</b>	<b>8</b>
<b>Assessment of Competence .....</b>	<b>8</b>
<b>ASPPB Pyramid for the Assessment of Competence.....</b>	<b>9</b>
<b>Reviewing Methodologies to Assess Competency .....</b>	<b>10</b>
<b>Computer-Based Testing Procedures .....</b>	<b>10</b>
<b>Review of Competency Assessment Procedures Used by Other Professions .....</b>	<b>10</b>
<b>The Timeline for Skills Assessment in Psychology.....</b>	<b>11</b>
<b>EPPP Part 2 Exam Development Outline .....</b>	<b>12</b>
<b>APPENDIX A:</b>	
<b>ASPPB Competencies Expected of Psychologists at the Point of Licensure .....</b>	<b>15</b>
<b>APPENDIX B: Comparison of Competency Models.....</b>	<b>21</b>

## An Overview of the Rationale for the EPPP Part 2

Assessing competence to practice independently is a critical function of psychology licensing boards and colleges throughout the United States and Canada. Competence is the integrated and habitual use of knowledge, skills, attitudes, and values in psychology. The evaluation and establishment of competence is necessary to ensure the protection of the public.

Establishing competence is the key to ensuring that a professional is capable of practicing as part of the profession safely and effectively (Rodolfa et al., 2005).

A current component of the profession's assessment of readiness for independent practice is a test of knowledge, the Examination for Professional Practice in Psychology (EPPP). The EPPP has served the profession well for over 50 years, but as the profession has moved toward embracing a culture of competence it has become clear that a standardized method to assess the skills needed to practice independently is also required. Other professions that embrace a culture of competence utilize knowledge-based and skills-based exams to determine readiness to practice independently.

Currently there are a number of educational models used to train students in the field of psychology, many of which are accredited by the American Psychological Association (APA) and the Canadian Psychological Association (CPA). The APA and CPA accreditation systems do not require a prescribed course of education and training. Rather the focus of both accreditation systems is on ensuring that the core competencies for the profession are covered as opposed to prescribing the means by which they are covered. Thus, there is diversity in how students are trained, resulting in sometimes vastly different levels of knowledge and skills in students. ASPPB values these accreditation systems, and in fact has endorsed the position that "... graduation from an APA or CPA accredited program should be a minimum requirement for doctoral level licensure for health service providers".

It should be noted that accreditation systems accredit training programs, *not* individuals. As licensing boards license individuals, it is their duty to assure the public that each individual who is licensed is competent to practice independently.

Evidence of a lack of standardization in training can be seen in the range of EPPP pass rates for APA/CPA-accredited programs, which ranges from 13% to 100% (ASPPB, 2016). Additionally, as can be seen from summary data on the APPIC Application for Psychology Internship, there is great variability in the type and quantity of practicum experiences that are required by accredited programs (APPIC, 2015, 2016). This variability in training models and experiences results in students accruing anywhere from a few hundred hours, to several thousand hours of practicum experience.

Not all academic programs, internships or post-doctoral residencies are APA/CPA accredited; thus, some individuals who become licensed have received training from programs that have not been reviewed by an external agency. Students from these academic programs

consistently underperform on the EPPP when compared to the average student from an accredited doctoral program (Lightfoot, Rodolfa & Webb, 2016). This raises questions about the effectiveness of the training provided by these programs, and suggests the importance of programs being reviewed by an external agency.

Concern regarding the reliability and validity of supervisor written assessments of trainees has been raised for years, and it has been demonstrated that supervisors tend to overestimate their supervisees' competence (e.g., Gonsalvez, 2007; Miller, Rodney, Van Rybrock & Gregory, 1988). This tendency is perhaps the result of the inherent conflict of being in gatekeeper and mentor roles simultaneously. The problem of supervisors overvaluing the competence of their supervisees led APPIC to change its format for intern letters of evaluation to encourage a more accurate evaluation of competence. APPIC requires supervisor letters to address the strengths and weaknesses of their trainees as opposed to a general statement of their performance. The issues of variability in ratings, a lack of standardization in the evaluative process, and the questionable validity of supervisor ratings make it difficult for licensing boards to attest to the competence of the psychologists they license. The EPPP Part 2 will provide an independent, standardized, reliable, and valid assessment of the skills necessary for independent practice.

Critically, the profession of psychology's move towards a "culture of competence" has resulted in essential agreement among key stakeholder groups (e.g., APA's CoA, CPA's AP, ACPRO and ASPPB) regarding the necessary competencies for independent practice. This essential agreement was a necessary precondition to developing a skills examination. Lastly, the technology is now available to assess skills via a computer based examination, rather than the costlier and time-consuming examination using either real or standardized patients. Thus, ASPPB concluded that it is the optimal time to develop a **standardized** examination to assess the functional skills necessary for independent practice.

In January 2016, the Board of Directors (BOD) of the Association of State and Provincial Psychology Boards (ASPPB) approved the development of a skills-based exam. The skills exam will enhance the knowledge-based examination that is currently administered as part of the licensure process. The first part of the new and enhanced EPPP will be the knowledge-based exam, the current EPPP, and the second part will be the skills-based (functional skills) exam, the EPPP Part 2. With a test to assess skills in addition to the current test to assess knowledge, licensing boards will have available to them an *enhanced EPPP* that will offer a standardized, reliable and valid method of assessing competence.

This document provides an overview of the development of the EPPP Part 2.

## Developing an Empirical Base for a Competency Model

The historical efforts of the competency movement propelled the profession of psychology forward in its development of a conceptual basis for a competencies framework. ASPPB's initial attempt to use empirical evidence to inform the development of a competency model occurred in 2009 with the work of the ASPPB Practice Analysis Task Force (PATF). In addition to the task of revalidating the knowledge domains of the EPPP, the PATF was charged with: 1) identifying and validating underlying professional competencies in psychology, and 2) identifying assessment methods that would best measure these competencies. The goal of the EPPP practice analysis is to ensure that the exam reflects the knowledge necessary for competent practice, and in doing so the public interest is protected.

A competency model was proposed by the PATF based on the data obtained from the practice analysis. The PATF then developed a survey regarding the practice competencies identified in the model, and randomly sampled 4732 licensed psychologists from across Canada and the United States. Psychologists were asked to rate and comment on the relevance to the practice of psychology, of 37 competency statements and 276 behavioral exemplars in the following clusters:

- Scientific Knowledge
- Foundational competencies
  - Evidence-based decision making/critical reasoning cluster
  - Interpersonal and cultural competence cluster
  - Professionalism/ethics cluster
- Functional competencies
  - Assessment cluster
  - Intervention/supervision/consultation cluster

Survey respondents were asked to indicate the frequency with which they performed each competency in their practice during the previous year, the degree to which each competency was critical for optimizing outcomes for clients, and the importance of each competency to their psychology practice during the previous year. Respondents were also asked to comment on the point in their development at which a psychologist should be able to demonstrate each behavioral exemplar.

The ASPPB Competency Model and results of the survey were described in the Practice Analysis Report (ASPPB, 2010) and in an article written by members of the PATF (Rodolfa et al., 2013). The full report of the Practice Analysis is available on the ASPPB web site.

In 2010, the ASPPB Board of Directors appointed a task force to investigate the possibility of developing a method to assess functional skills. The Competency Assessment Task Force (CATF) used the PATF competency model as the basis of its continued development of an ASPPB Competency Model for Licensure. It reviewed the competency model, carefully exploring the data generated in the PAFT survey and comparing the model with other competency models, including the competency model utilized in Canada that is part of the Mutual Recognition Agreement (MRA).

The CATF developed criteria to focus the model to include only those competencies and behavioral exemplars that are the most relevant and needed at the point of initial licensure. The criteria chosen were based on empirical results from the PATF study. The CATF then conducted an in-depth examination of each competency and its related behavioral exemplars, eliminating redundancies and rewording for clarity when necessary. This process resulted in a model with 6 competency clusters, 32 competencies and 97 behavioral exemplars.

Once this was completed, the CATF sought the opinions stakeholders, conducting two surveys of the revised model of competency:

**CATF Regulator Survey:** The CATF surveyed the ASPPB membership to determine regulators' opinions regarding whether entry-level licensees/registrants should be able to demonstrate the 97 behaviors that defined in the model, and whether these behaviors are critical to public protection.

**CATF Training Director Survey:** The CATF subsequently surveyed the Association of Psychology Postdoctoral and Internship Centers (APPIC) membership (internship and postdoctoral residency training directors) and APPIC subscribers (academic program directors) regarding the competency model. Helpful ratings were received about which behavioral exemplars they felt trainees were expected to demonstrate at three different developmental levels (end of internship, end of postdoctoral residency, and post-licensure).

## Results of the Surveys and 2014 Competency Model

Seventy regulators from 42 jurisdictions in the United States (81%) and 6 jurisdictions in Canadian (60%) provided empirical support for the majority of the model. The data from the training director survey (N=216) substantially mirrored the results of the regulator survey, and also provided empirical support for the model. As a result of the survey feedback, the CATF made further modifications to the proposed ASPPB Competency Model and eliminated the Supervision competency. The model, *ASPPB Competencies Expected at the Point of Licensure*, was approved by the ASPPB BOD in 2014.



## 2016 Job Task Analysis

Another job task analysis (also known as a practice analysis) was initiated in 2016 to revalidate the knowledge base for the EPPP Part 1 and to validate the current form of the competencies model to be used to provide the blueprint for the new exam, the EPPP Part 2. The Job Task Analysis Advisory Committee with the assistance of the exam vendor (Pearson Vue) analyzed the results of survey responses received from 2736 licensed psychologists from across Canada and the USA. The responses were used to formulate the *2017 version of the ASPPB Competencies Expected at the Point of Licensure*. The respondents, all of whom were practicing psychologists rated the competencies in the model according to whether or not they are needed at the point of licensure, as well as on the criticality and utility of each. The results validate the original competency model, with the addition of a Supervision competency. Changes were made to the structure of the original competency domains based on the data received and the feedback of the expert panel advising the job task analysis. Thus, there are different names for some of the domains in this latest iteration of the model (e.g., Professional Practice is focused on two major areas of practice - Assessment and Intervention; Systems Thinking has been broadened to include Collaboration, Consultation and Supervision). While most of the language of the competencies and behavioral exemplars was retained, some of the actual competencies and behavioral exemplars were refined, moved, clarified and updated, or deleted based on the data received. The comments below provide an overview, and Appendix A contains the updated ASPPB competency model which was empirically based on the input from these various sources. This model was approved by the ASPPB BOD in February, 2017. A full report of the 2016 Job Task Analysis is available on the ASPPB website.

## 2017 ASPPB Competencies Expected of Psychologists at the Point of Licensure

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The 2017 version of the competency model contains the following competency domains:

1. **Scientific orientation:** This competency domain involves an orientation to the knowledge developed through the science of psychology, including evidence-based practice, as well as a scientific method of looking at and responding to psychological problems. This general competency also involves the knowledge of the core areas of psychology, which will not be assessed by the new competency part of the EPPP as they are currently well assessed by the Part 1 of the Examination for Professional Practice in Psychology.
2. **Assessment and Intervention:** This competency domain involves the provision of psychological assessment and intervention services to the public.
3. **Relational competence:** This competency domain includes the ability to engage in meaningful and helpful professional relationships, as well as to understand and interact appropriately in a variety of diverse cultural and social contexts. It includes the two sub-categories of diversity and relationships.
4. **Professionalism:** This competency domain includes personal competence, the ability to identify and observe the boundaries of competence and reflective practice, the ability to be self-reflective and to receive feedback from others in relationship to one's psychological activities.
5. **Ethical practice:** This competency domain involves the ability to apply both the ethical codes of the profession and the laws and regulations that govern the practice of psychology.
6. **Collaboration, Consultation, and Supervision:** This competency domain involves the ability to understand and work with individuals within broader systems and includes the skills to operate effectively and ethically within organizational structures, to collaborate with others in a cooperative, multidisciplinary manner and to effectively and ethically provide supervision to students, trainees and other professionals.

Appendix A contains a complete list of competencies and the behavioral exemplars that were identified within each competency cluster.

## Comparison of Competency Models

A comparison of the competency clusters articulated in the current ASPPB Competency Model (2017), the competencies articulated in the Canadian Mutual Recognition Agreement (MRA, 2004), and the competency model contained in the APA Commission on Accreditation's (CoA) *Standards of Accreditation* (2015) is presented in Appendix B. In comparing these three models, it is clear that there is substantial overlap at the domain or cluster level of the models, as well as at the competency level. The comparison suggests that there is agreement among educators, practitioners, and regulators regarding the competencies required for the independent practice of psychology.

## Assessment of Competence

Miller's Pyramid (1990) is an assessment framework that was designed for use in the assessment of practitioner clinical skills, and was developed for use by the profession of medicine. This framework was adapted by the CATF to describe the developmental process that psychologists go through as they establish the competence necessary for independent practice. The CATF's adaptation of the Pyramid provides a simple representation of the manner in which the practice competencies develop, and provides a useful rubric for their assessment. As displayed in Figure 1, the first and foundational stage in the pyramid is "KNOWS", the second is "KNOWS HOW", the third is "SHOWS HOW", and the fourth and final level is "DOES".

The EPPP Part 1 is a test of core knowledge in the profession, and in essence forms the base of the pyramid – "KNOWS." In this stage of competency development, the candidate knows information (e.g., the tenets that are part of a well-known theory of personality development), and can demonstrate this knowledge on the test. The next stage of competency development reveals that the candidate "KNOWS HOW" to do something (e.g., can state the basic procedure for administering common intelligence tests and "apply" such information to an assessment situation). The EPPP Part 2 will be able to assess many of the competencies related to the "KNOWS HOW" stage of competency development and a number of the competencies in the third stage, "SHOWS HOW", (e.g., correctly using a standard score table). Other competencies in the "SHOWS HOW" stage will need to be assessed through direct observation, either with an Objective Structured Clinical Examination (OSCE) or similar type of assessment tool, or by enhanced supervisor assessments.

It is important to stress that no single method can measure all of the competencies needed to practice psychology. Thus, the CATF discussed a number of other methods to assess a candidate's skills at each of the levels of the Pyramid. The CATF encouraged the development of enhanced competency-based supervisory evaluation forms and processes to be included in the information provided to psychology licensing boards/colleges that demonstrates the candidate's competency in terms of the "SHOWS HOW" stage.

The “DOES” stage reflects the actual practice of psychology that may be assessed in an ongoing way through practice or workplace audits. Epstein and Hundert’s (2002) often quoted definition of competency sums up ‘DOES” as the “habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served (p. 226). ... Competence depends on habits of mind including attentiveness, critical curiosity, self-awareness, and presence (p.228).” In the world of psychology licensing, however, assessment of the “DOES” stage remains a future endeavor.

The CATF’s adapted version of Miller’s Pyramid for assessing competency for licensure in psychology is shown below.

ASPPB Pyramid for the Assessment of Competence



## Reviewing Methodologies to Assess Competency

Based on a review of the literature and consideration of testing methods in other professions, the two general methodologies that appeared to be the most appropriate for a skills examination were computer-based testing and in-person testing. The CATF reviewed each of the ASPPB competencies to determine how a skill might best be tested and determined that the majority of competencies could be sufficiently assessed by a computer-based, written examination. When the ASPPB Competency Model changed as a result of the 2016 Job Task Analysis, the members of the EPPP Part-2 Implementation Task Force and the ASPPB Job Task Analysis Advisory Committee reviewed each of the competencies of the revised model. Based on this review, it was again determined that the majority of the competencies could be sufficiently assessed through computer-based testing.

## Computer-Based Testing Procedures

There is extensive information available in the literature about the use of innovative item types that can be administered to candidates via computer to assess competence (Parshall & Harmes, 2007, Parshall & Harmes, 2008). These innovative item types can be used to pose the “KNOWS HOW” questions and basic “SHOWS HOW” items as identified within the proposed assessment framework.

The current EPPP (now known as the EPPP Part 1) uses a multiple-choice examination format, but there are many other item type options for computer-based examinations. Such innovative item types include expanding the multiple-choice format to include a larger number of distractors or multiple correct responses, including sequencing questions (e.g., the best next steps to be taken in a series of actions). Other possibilities include fill-in-the-blank, short answer completion, or questions requiring the candidate to circle or highlight the most important information presented in a table, figure, or paragraph. Graphics and images (audio or video) and stimuli including short video vignettes with multiple serial questions can also be used. Although most commonly used as a summative evaluation of examinee’s mastery of the knowledge base (as the current EPPP does), carefully developed examinations can also evaluate a number of foundational and functional competencies.

## Review of Competency Assessment Procedures Used by Other Professions

A review of how other human service professions evaluate the competency of applicants for licensure revealed that typically skills examinations are utilized. Most other professions require both a test of knowledge and a test of skills in their assessment of candidate competence to practice independently. The number of examinations utilized in assessing competence varies between professions, and can be two or three separate examinations.

The first examination is most commonly a test of what the candidate “KNOWS”; the second is a “KNOWS HOW” skills test; and when there is a third examination, it is a “SHOWS HOW” examination that requires the application of “KNOWS HOW” skills when interacting with another human being, typically a standardized patient. The intent is that the EPPP Part 2 will allow for assessment at both the “KNOWS HOW” and the “SHOWS HOW” stages of competency development.

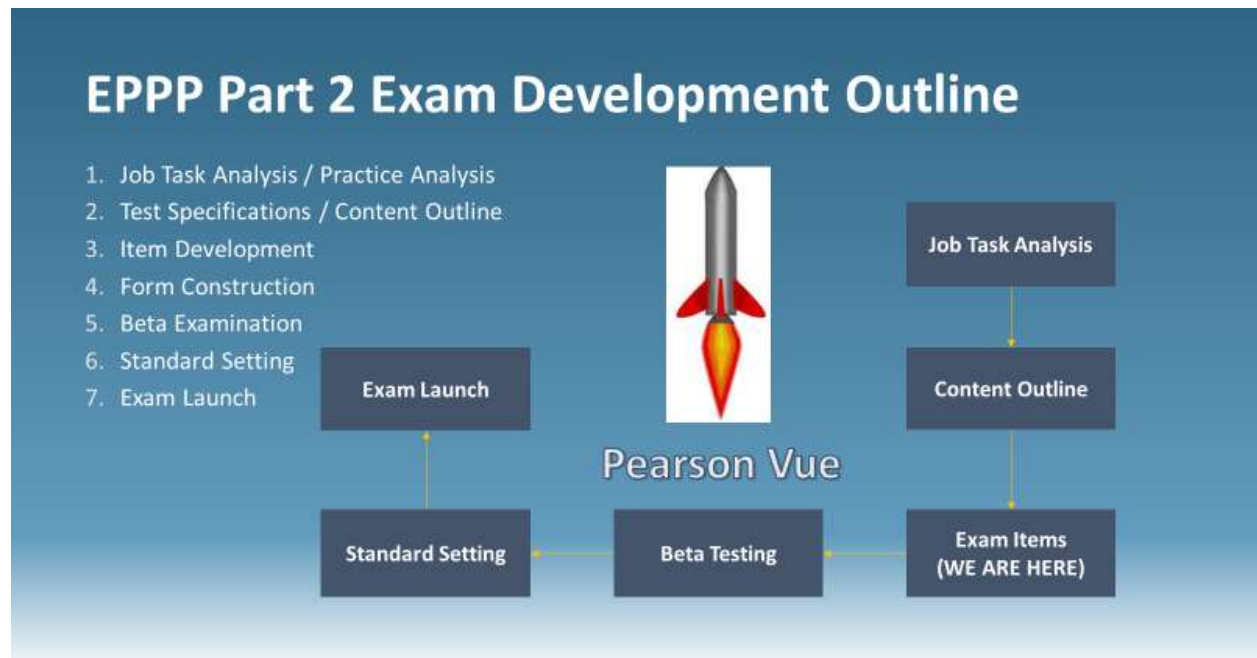
Other professions’ competency examinations are consistently based on their competency models. These competency models used to assess practice readiness typically include assessment, intervention, ethics, professional behavior and interpersonal behavior, and interprofessional consultations.

There were many different models for item development described by the professions. The CATF found that the most relevant model with the most utility for the development of a Knows How/Shows How Examination is used by the Medical Council of Canada. Their documents can be obtained at [http://meds.queensu.ca/assets/CDM\\_Guidelines\\_e.pdf](http://meds.queensu.ca/assets/CDM_Guidelines_e.pdf).

## **The Timeline for Skills Assessment in Psychology**

As one might imagine, there are many tasks involved with the development of a skills examination. The time line below outlines the exam development tasks accomplished to this point, what remains to be done, and when it will be done. From 2010-2014, ASPPB developed a competency model with significant input from psychology member boards. In 2015 ASPPB determined that developing the EPPP Part 2 was feasible, both conceptually and financially. In 2016, the competency model was tested and validated through the 2016 job task analysis project that resulted in the blueprint that will form the basis for the structure of the EPPP Part 2. Over the next several years ASPPB will be training licensed psychologists to write items for the new exam. Both traditional item types like multiple choice questions, and innovative item types such as the use of avatars to demonstrate a targeted skill, presentation of a section of a test manual or a test protocol to use in answering questions, written vignettes with cascading questions, or questions that require ordering of information will be utilized in the new exam. During the coming years, ASPPB will develop a robust item bank, will create exam policies and procedures, and will develop multiple exam forms. ASPPB will then conduct beta testing for the new exam, and use the results of that testing to help create the final forms of the EPPP Part 2. The target date for launching the exam is January 2020.

## EPPP Part 2 Exam Development Outline



## References and Resources

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Rodolfa, E., Greenberg, S., Hunsley, J., Smith-Zoeller, M., Cox, D., Sammons, M., Caro, C. (2013)  
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## APPENDIX A: 2017 ASPPB Competencies Expected of Psychologists at the Point of Licensure

For ease of reading and understanding the model, the competencies are identified by the letter “C” and a number and the behavioral exemplars are identified by the letter “B” and a number.

### Domain 1: Scientific Orientation

- C1. Select relevant research literature and critically review its assumptions, conceptualization, methodology, interpretation, and generalizability
  - B1. Critically evaluate and apply research findings to practice, with attention to its applicability and generalizability
  - B2. Interpret and communicate empirical research results in a manner that is easily understood by non-scientific audiences
- C2. Acquire and disseminate knowledge in accord with scientific and ethical principles
  - B3. Critically evaluate the literature relevant to professional practice
  - B4. Share psychological knowledge with diverse groups (e.g., students, colleagues, clients, other professionals, the public) within professional settings in an unbiased manner

### Domain 2: Assessment and Intervention

- C3. Apply knowledge of individual and diversity characteristics in assessment and diagnosis
  - B5. Integrate knowledge of client characteristics in formulating assessment questions and understanding the reason for assessment
  - B6. Select assessment methods and instruments based on psychometric properties, available normed data and/or criterion-referenced standards, and address any limitations in that selection
- B7. Ensure that professional opinions, recommendations, and case formulations adequately reflect consideration of client characteristics
- C4. Demonstrate effective interviewing skills
  - B8. Adapt interview questions and behaviors in light of the characteristics of the interviewer and interviewee

- B9. Demonstrate flexible, empathic, and appropriate use of a broad range of interview techniques
- B10. Consider contextual information (e.g., reason for assessment, possible legal or forensic considerations) in conducting an interview
- C5. Administer and score instruments following current guidelines and research
  - B11. Administer, score, and interpret a range of commonly used standardized assessment instruments
  - B12. Adapt relevant guidelines in situations requiring non-standard administration, scoring, interpretation, or communication of assessment results
- C6. Interpret and synthesize results from multiple sources (e.g., multiple methods of assessment, written documentation, interviewees, collateral sources of information) following current guidelines and research
  - B13. Interpret and integrate results from standardized tests and interviews following established guidelines and, as appropriate, multiple applicable norm sets
  - B14. Identify the strengths and limitations of various types of assessment data
  - B15. Reconcile or explain discrepancies between various sources of data and suggest alternative interpretations or explanations in light of any limitations of assessment instruments
  - B16. Synthesize client-specific and scientific data with contextual factors to refine working hypotheses and develop conclusions and recommendations across a range of problems
- C7. Formulate and communicate diagnoses, recommendations, and/or professional opinions using relevant criteria and considering all assessment data
  - B17. Formulate diagnoses using current taxonomies
  - B18. Provide recommendations that incorporate client and contextual factors, including diagnoses
  - B19. Communicate assessment results to clients, referral sources, and other professionals in an integrative manner
- C8. Select interventions for clients based on ongoing assessment and research evidence as well as contextual and diversity factors
  - B20. Conceptualize intervention or treatment on the basis of evidenced-based literature

- B21. Integrate client or stakeholder opinions, preferences, readiness for change, and potential for improvement into intervention plan
- C9. Apply and modify interventions based on ongoing assessment, research, contextual factors, client characteristics, and situational and environmental variables
  - B22. Articulate evidence-based rationale for decisions, recommendations, and opinions to clients and others as indicated
  - B23. Continually evaluate, modify, and assess the effectiveness of interventions, considering all relevant variables including biases and heuristics
  - B24. Consult with qualified peers when facing the need to modify interventions in unfamiliar situations

### Domain 3: Relational Competence

- C10. Integrate and apply theory, research, professional guidelines, and personal understanding about social contexts to work effectively with diverse clients
  - B25. Recognize, understand, and monitor the impact of one's own identities in professional situations
  - B26. Engage in respectful interactions with an awareness of individual, community, and organizational differences
  - B27. Modify one's own behavior based on self-reflection and an understanding of the impact of social, cultural, and organizational contexts
  - B28. Follow professional guidelines and the scientific literature, when available, for providing professional services to diverse populations
  - B29. Apply culturally appropriate skills, techniques, and behaviors with an appreciation of individual differences
- C11. Work effectively with individuals, families, groups, communities, and/or organizations
  - B30. Use relational skills to engage, establish, and maintain working relationships with arrange of clients
  - B31. Communicate respectfully, showing empathy for others
  - B32. Collaborate effectively in professional interactions
- C12. Demonstrate respect for others in all areas of professional practice

- B33. Consider differing viewpoints held by clients and others
- B34. Respond to differing viewpoints by seeking clarification to increase understanding before taking action
- C13. Identify and manage interpersonal conflict between self and others
  - B35. Manage difficult and complex interpersonal relationships between self and other
  - B36. Consult with peers to examine and address one's own reactions and behavior when managing interpersonal conflict

#### **Domain 4: Professionalism**

- C14. Identify and observe boundaries of competence in all areas of professional practice
  - B37. Identify limits of professional competence
  - B38. Use knowledge of professional competence to guide scope of practice
  - B39. Seek appropriate consultation when unsure about one's competence and additional needs for training and professional development
  - B40. Seek additional knowledge, training, and supervision when expanding scope of practice
  - B41. Update knowledge and skills relevant to psychological practice on an ongoing basis
- C15. Critically evaluate one's own professional practice through self-reflection and feedback from others
  - B42. Engage in systematic and ongoing self-assessment and skill development
  - B43. Accept responsibility for one's own professional work and take appropriate corrective action if needed
  - B44. Maintain awareness of personal factors that may impact professional functioning

#### **Domain 5: Ethical Practice**

- C16. Demonstrate and promote values and behaviors commensurate with standards of practice, including ethics codes, laws, and regulations
  - B45. Demonstrate integration and application of ethics codes and laws in all professional interactions

- B46. Communicate ethical and legal standards in professional interactions as necessary
- B47. Seek professional consultation on ethical or legal issues when needed
- B48. Discuss with peers or collaborators any ethical concerns with their behavior
- B49. Take appropriate Parts to resolve conflicts between laws or rules and codes of ethics in one's professional practice
- C17. Accurately represent and document work performed in professional practice and scholarship
  - B50. Maintain complete and accurate records
  - B51. Report research results accurately, avoiding personal biases
  - B52. Ensure adequate and appropriate credit is given to trainees and collaborators in scholarship
- C18. Implement ethical practice management
  - B53. Practice in a manner commensurate with laws, ethical standards, practice guidelines, and organizational constraints
  - B54. Manage billing practices in an ethical manner
- C19. Establish and maintain a process that promotes ethical decision-making
  - B55. Systematically identify the ethical and legal issues and conflicts that occur in professional practice
  - B56. Consult with peers to aid in ethical decision-making when needed
  - B57. Proactively address identified ethical issue

## **Domain 6: Collaboration, Consultation, and Supervision**

- C20. Work effectively within organizations and systems
  - B58. Recognize the organizational and systemic factors that affect delivery of psychological services
  - B59. Utilize knowledge of organizations and systems to optimize delivery of psychological services
- C21. Demonstrate interdisciplinary collaborations
  - B60. Collaborate with various professionals to meet client goals
- C22. Consult and collaborate within and across professions

- B61. Tailor consultation requests and provision of information based on knowledge of others' professional needs and viewpoints
- B62. Use evidence-based psychological theories, decision-making strategies, and interventions when consulting
- B63. Continually evaluate, modify, and assess the effectiveness of consultation, considering all relevant variables
- C23. Evaluate service or program effectiveness across a variety of contexts
  - B64. Develop plans for evaluating service or program effectiveness
  - B65. Assess outcome effectiveness in an ongoing way
- C24. Ensure supervisee compliance with policies and procedures of the setting, the profession, and the jurisdiction
  - B66. Provide a supervision plan that details the supervisory relationship and the policies and procedures of supervision, including procedures to manage high-risk situations
  - B67. Identify responsibilities of supervisees towards clients, including informed consent and supervisory status
- C25. Monitor, evaluate, and accurately and sensitively communicate supervisee performance to the supervisee, the organization, and the jurisdiction as needed
  - B68. Regularly provide behaviorally anchored feedback about supervisee strengths and areas that need further development
  - B69. Assure that supervisees who are trainees practice within the scope of supervisor's competence and license
- C26. Create and maintain a supportive environment in which effective supervision occurs for trainees and other professionals being supervised
  - B70. Attend to the interpersonal process between supervisor and supervisee
  - B71. Monitor possible multiple roles or conflicts of interest, and work toward resolution, if needed

## 2017 Comparison of Competency Models


ASPPB	MRA (Canadian)	CoA (US)
<b>Scientific Orientation</b> <ul style="list-style-type: none"> <li>• Core Knowledge Domains</li> </ul>	<b>Research</b> <ul style="list-style-type: none"> <li>• Core Content Areas</li> </ul>	<b>Research</b> <ul style="list-style-type: none"> <li>• Discipline- Specific Knowledge (DSK)</li> </ul>
<b>Assessment and Intervention</b>	<b>Assessment and Evaluation Intervention</b>	<b>Assessment Intervention</b>
<b>Relational Competence</b>	<b>Interpersonal Relationships</b> <ul style="list-style-type: none"> <li>• Knowledge of Others</li> </ul>	<b>Individual &amp; Cultural Diversity Communications &amp; Interpersonal Skills</b>
<b>Professionalism</b>	<b>Interpersonal Relationships</b> <ul style="list-style-type: none"> <li>• Knowledge of Self</li> </ul>	<b>Professional Values, Attitudes &amp; Behaviors</b>
<b>Ethical Practice</b>	<b>Ethics and Standards</b>	<b>Ethical and Legal Standards</b>
<b>Collaboration, Consultation and Supervision</b>	<b>Supervision Consultation Interpersonal Relationships</b> <ul style="list-style-type: none"> <li>• Macro-environment</li> </ul>	<b>Consultation &amp; Interprofessional/Interdisciplinary Skills Supervision</b>



**Examination for Professional Practice  
in Psychology Part 2 (EPPP2)  
Task Force Report**

**Appendix C**

## MEMORANDUM

<b>DATE</b>	June 29, 2018
<b>TO</b>	EPPP2 Task Force
<b>FROM</b>	 Lavinia Snyder Examination Coordinator
<b>SUBJECT</b>	Agenda Item #5: Review and Discussion of ASPPB's Response to the EPPP2 Task Force Letter Regarding Questions and Concerns Raised at the April 5, 2018, Task Force Meeting

### **Background:**

The Board's first Examination for Professional Practice in Psychology Part 2 (EPPP2) Task Force meeting was held on April 5, 2018. The meeting was conducted by Dr. Sheryl Casuga (Chair) and Mr. Seyron Foo (Board member) to discuss issues related to the potential implementation of the EPPP2 and to assist the Board in promulgating regulations. At the meeting, the following issues were discussed:

- a) Is Implementation of a New National Licensing Examination in the Best Interests of California Consumers of Psychological Services and Prospective Licensees?
- b) Should the Board Allow ASPPB to Determine Eligibility for Taking the National Examination for California Applicants? Should There Be Different Eligibility Criteria?
- c) How Would California Licensing Requirements Be Impacted if ASPPB Allows Candidates to Directly Register for and Take the EPPP (Part 1) Prior to Graduation and Completion of 1,500 Hours of SPE?

After a lengthy discussion on these issues, Task Force members decided to send a letter to the Association for State and Provincial Psychology Boards (ASPPB) Board of Directors to address their questions and concerns. A copy of the letter is attached (Attachment A). ASPPB's response to the letter is also attached (Attachment B).

### **Action Requested:**

Discuss ASPPB's response to the Task Force's questions. This item is for informational purposes only, no further action is required.

**Attachment A:** EPPP2 Task Force Letter to ASPPB Board of Directors

**Attachment B:** ASPPB's EPPP2 Task Force Response

**Attachment A**  
EPPP2 Task Force Letter to ASPPB Board of Directors

April 9, 2018

Association of State and Provincial Psychology Boards (ASPPB)  
Board of Directors  
P.O. Box 849  
Tyrone, GA 30290

Dear Board Members:

The California Board of Psychology established the Examination for Professional Practice in Psychology Part 2 (EPPP2) Task Force (Task Force) at its February 2018 Board meeting to discuss issues and concerns surrounding the implementation of the EPPP2 and to provide feedback and recommendations to the full Board. The Task Force met on April 5, 2018. At this meeting, Matt Turner, PhD, ASPPB's Director of Examination Services, and Emil Roldolfa, PhD, Chair of ASPPB's EPPP2 Implementation Task Force, made a presentation on the EPPP2 and answered questions posed by the Task Force members.

After the meeting, a list of questions/concerns were developed, and the Task Force is respectfully requesting that the ASPPB Board of Directors address the following issues at its next Board of Directors' meeting:

- What were the factors that led to the decision to create two separate examinations instead of one combined examination that assesses both knowledge and skills?

The concern was raised that having two examinations comes with additional cost to prospective licensees.

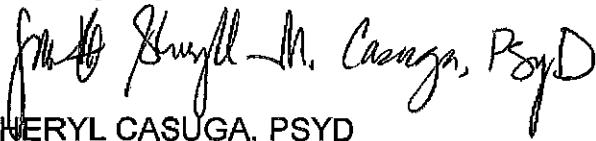
- Would ASPPB consider a mechanism to make the cost of the examination more affordable for low-income applicants or for those serving impoverished communities, underserved populations, or performing services in public agencies? For instance, would there be consideration to lower the cost of the EPPP Part 1 to off-set the cost of the whole examination?
- Would ASPPB reconsider its requirement of American Psychological Association (APA) or Canadian Psychological Association (CPA) accreditation for eligibility to take the EPPP Part 1 for pre-degree graduate students?

The concern was raised that having APA/CPA accreditation as a requirement impedes upon the regulatory function of state boards, given that many states including California do not require APA accreditation. Additionally, some doctoral programs without APA/CPA accreditation, but with regional accreditations, serve as accessible institutions from underrepresented communities, including communities of color, socioeconomically disadvantaged areas, and immigrant communities.

- Would ASPPB consider delaying the implementation of the EPPP2 to allow jurisdictions more time to develop processes, procedures, legislation and/or regulations for implementation?
- What was the formal process ASPPB used to solicit feedback from member boards and would the Task Force be able to review the feedback received?

The Task Force will be conducting another meeting on June 29, 2018 and would be grateful to receive feedback from the Board of Directors in advance for consideration by the Task Force.

Sincerely,

A handwritten signature in black ink that reads "Sheryl M. Casuga, PsyD". The signature is written in a cursive style with a large initial "S" and "C".

SHERYL CASUGA, PSYD  
Chairperson, EPPP2 Task Force  
California Board of Psychology

**Attachment B**  
ASPPB's EPPP2 Task Force Response



# ASPPB

Association of State and  
Provincial Psychology Boards

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Supporting member jurisdictions in fulfilling their responsibility of public protection.

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Dear California EPPP Task Force,

Thank you for the opportunity to discuss the enhanced EPPP. We appreciate your engagement and feedback in this important endeavor. The ASPPB Board of Directors has asked us to respond to your letter. We understand you have questions regarding the development, rationale and implementation of the EPPP. We hope that this letter will be responsive to your concerns.

Specifically, you raised questions about 1) the rationale for two separate examinations; 2) the cost of the EPPP; 3) the early admission requirements; 4) the implementation date of the EPPP Part 2; and 5) the membership feedback regarding the development of the skills examination. Each issue will be addressed below.

***What were the factors that led to the decision to create two separate examinations instead of one combined examination that assesses both knowledge and skills?***

***The concern is that having two examinations comes with additional costs to prospective licensees.***

*The EPPP continues to be one exam. The exam will be a more comprehensive assessment of competency that is delivered in two parts. The Job Task Analysis drove the decision to lengthen the exam instead of incorporating the knowledge and skills into a single sitting of the examination. The results of the job task analysis revealed that an enormous amount of material will need to be assessed to incorporate a comprehensive assessment of skills. After completion of the Job Task Analysis, the following Blueprint was indicated:*

Scientific Orientation to Practice  
Relational Competence  
Assessment and Intervention  
Ethical Practice  
Collaboration  
Consultation  
Supervision  
Professionalism

*Within this blueprint, 71 skill statements were included. Conversely, 70 Knowledge statements were included in the EPPP part one. Collectively, this will require that 141 statements be thoroughly assessed in order to determine if a candidate meets a minimum, entry level of competence for the profession of psychology. A decision was made to include the addition of the skills assessment as a second part of the examination for several reasons. First, the EPPP as it is constructed now is a 175-item multiple choice examination. It would not be possible to adequately assess the additional skills statements within a reasonable amount of time. The length of the current EPPP is 4 hours and 15 minutes. Increasing this to a single session would lead to a very lengthy examination for the test takers. In addition, any test taker requiring an accommodated administration of extended time would have an extremely lengthy administration. This structure would be too taxing on candidates in general and specifically problematic for those with disabilities.*

*Second, by offering the exam in two parts, the knowledge portion of the examination could be moved earlier as an option for those that would prefer to take the exam prior to graduation from their academic program. This model is logical, in line with other professions that have competency assessment examinations and will allow candidates more flexibility in taking the exam.*

---

President, Board of Directors – Sharon Lightfoot, PhD

Chief Executive Officer – Stephen T. DeMers, EdD

*The proposed increase in examination fees is not related to whether or not the exam is administered in one or two sittings. The increase in fees is related to the significant startup and maintenance costs in the development of a new area of assessment. It is not possible to add this assessment without additional costs.*

*As ASPPB representatives mentioned in the meeting with the Task Force, the Early Admittance Option will have some benefits, including the following:*

- 1. increasing the overall number of candidates that pass the knowledge portion of the examination on their first attempt as our current data indicates that candidates pass at higher rates when the exam is taken closer to completion of academic coursework. This would result in financial savings as fewer individuals would need to retake the exam.*
- 2. decreasing dependence on and associated cost of third party test prep study programs because the knowledge portion of the examination will be taken closer to the foundational coursework and,*
- 3. allowing exam costs to be incorporated into educational loans.*

***Would ASPPB consider a mechanism to make the cost of the examination more affordable to low income applicants or those serving impoverished communities, underserved populations, or performing service in public agencies? For instance, would there be consideration of a lower cost for the EPPP Part 1 to offset the cost of the whole examination.***

*ASPPB is considering options to decrease the hardship associated with increased fees to candidates. No decisions have been made at this time.*

***Would ASPPB reconsider its requirement of APA or CPA accreditation for eligibility to take the EPPP Part 1 for pre-degree graduate students?***

*The early entry option will be limited to students that are enrolled in APA or CPA accredited programs. This decision was based on the ASPPB Model Act which recommends that licensure applicants are trained in accredited training programs. In addition, this standard for an early entry option allowed for greatest acceptance by most jurisdictions.*

*For Jurisdictions that wish to allow an early admittance option for applicants from non-accredited training programs, ASPPB suggests that a rule change be made in those jurisdictions to allow those candidates to be able to take the Part 1 prior to degree. This will enable states and provinces to use criteria relevant in their particular jurisdiction. Jurisdictions would continue to register candidates as they do now but the timing would be prior to degree.*

***Would ASPPB consider delaying the implementation of the EPPP Part 2 to allow jurisdictions more time to implement processes, procedures, legislation, and or regulations for implementation?***

*The ASPPB Board of Directors continues to monitor the needs of member jurisdictions and the organization has been actively engaged in communication with jurisdictions about their concerns. In most jurisdictions, there does not appear to be a need to change regulations. At this time, the launch date is planned for January 2020. ASPPB encourages communication from jurisdictions that may be facing hurdles in implementation.*

***What was the formal process of soliciting feedback from member boards and would the task force be able to review the feedback.***

*Beginning in 2009 ASPPB has been in discussion with member jurisdictions about assessment of competencies through discussions at membership meetings, review of feedback at such meetings and various surveys of interest. As can be seen from the following data from ASPPB's most recent strategic plan, there was broad support from our member jurisdictions for developing an assessment of skills prior to becoming licensed.*

*70% of the respondents to the Strategic Plan rated that maintaining ASPPB's Examination Program and expanding it to measure skills was a top priority. This priority ranked as the second highest priority for ASPPB right behind pursuing more consistency in licensing standards to facilitate professional mobility. The skills exam was rated*



*second, but close to the knowledge exam in order of importance of priority for the next 3-5 years for the examination program.*

*The Board of Directors remains actively engaged in the process of member feedback and has recently sent out a letter alerting member jurisdictions that they will spend considerable time this summer reviewing all information received. The California EPPP Task Force's letter and any further communications will be included in the board's review.*

Thank you for the opportunity to answer your questions. We hope our comments address your concerns. Please feel free to contact us if the Task Force has additional questions or comments.

Matt Turner  
ASPPB, Director of Examination Services  
[mturner@asppb.org](mailto:mturner@asppb.org)

Emil Rodolfa  
ASPPB, Implementation Task Force Chair  
[erodolfa@alliant.edu](mailto:erodolfa@alliant.edu)

**Examination for Professional Practice  
in Psychology Part 2 (EPPP2)  
Task Force Report**

**Appendix D**

## EPPP2 TASK FORCE MEETING MINUTES

Department of Consumer Affairs  
1747 N. Market Blvd., HQ2 Hearing Room #186  
Sacramento, CA 95834  
(916) 574-7720

1 THURSDAY, APRIL 5, 2018

2

3 **Agenda Item #1: Call to Order/Roll Call/Establishment of a Quorum**

4 Sheryll Casuga, PsyD, Chairperson, called the EPPP 2 Task Force meeting to order at  
5 9:36am. A quorum was present and due notice had been sent to all interested parties.

6

7 **Members Present:**

8

9 Sheryll Casuga, PsyD, Chairperson  
10 Seyron Foo, Board Member  
11 Amy Welch-Gandy, Office of Professional Examination Services (OPES)  
12 Crystal Faith Cajilog, Student Representative of California Psychological Association of  
13 Graduate Students  
14 Anushree Belur, Student Representative of California Psychological Association of  
15 Graduate Students for The Chicago School of Professional Psychology  
16 William Bloxham, Student Representative of JFK University 5<sup>th</sup> Year Student  
17 Sherry Johnson, Director of Clinical Training, Representative of University of California  
18 Rene Puliatti, Esq, Representative of California Psychology Internship Council (CAPIC)  
19 Andrew Harlem, PhD, Representative of California Institute of Integral Studies  
20 Gilbert Newman, PhD, Representative of The Wright Institute  
21 Alejandra Ojeda-Beck, Student Representative of California Psychological Association  
22 of Graduate Students, UC Berkeley  
23 Sherri Sedler, Student Representative of California Psychological Association of  
24 Graduate Students, California Southern University  
25 Olga Belik, PhD, Representative of California Psychological Association (CPA), Division  
26 II

27

28 **Others Present:**

29

30 Antonette Sorrick, Executive Officer  
31 Jeffrey Thomas, Assistant Executive Officer  
32 Stephanie Cheung, Licensing Manager  
33 Cherise Burns, Central Services Manager  
34 Lavinia Snyder, Examination Coordinator  
35 Jason Glasspiegel, Central Services Coordinator  
36 Norine Marks, Legal Counsel, Department of Consumer Affairs

37

38 **Agenda Item #2: Chairperson Welcome**

39

40 Dr. Casuga welcomed the Task Force members and those in attendance. Ms. Snyder  
41 provided an overview of the contents of the packet provided to the attendees of the  
42 Task Force meeting.

43  
44 **Agenda Item #3: Public Comment(s) for Items not on the Agenda.**

45  
46 There were no public comments.

47  
48 **Agenda Item #4: Review and Discussion of the Development and Implementation**  
49 **of ASPPB's Enhanced EPPP (Presented by Dr. Emil Rodolfa, Chair of the ASPPB**  
50 **EPPP2 Implementation Task Force and Dr. Matthew Turner, ASPPB Director of**  
51 **Examination Program)**

52  
53 Dr. Casuga introduced Dr. Rodolfa and Dr. Turner and advised of the presentation they  
54 will be providing for the Task Force.

55  
56 Dr. Turner and Dr. Rodolfa began the presentation on behalf of the Association of State  
57 and Provincial Psychology Boards (ASPPB).

58  
59 Task Force members asked a variety of questions of the presenters during the  
60 presentation. Discussion ensued regarding the following topics: ASPPB's perceived  
61 deficiency that the EPPP 2 is trying to correct, questions relating to the content validity  
62 of the new part of the examination, concerns related to the structure of the examination,  
63 increased cost of the examination, the additional time needed for students to pass the  
64 new part of the examination before licensure, and implementation timeline for the new  
65 part of the examination, and ASPPB's lack of communication with member Board's  
66 throughout the development process. Additional concerns were raised about when  
67 students would or should be able to take the two parts of the examination and if this  
68 would cause delays in licensure and the inequity of allowing students from graduate  
69 programs accredited by the American Psychological Association (APA) to take the  
70 exam before degree completion versus students from regionally accredited programs.

71  
72 Ms. Sorrick assured that the Task Force was aware of the importance of license  
73 portability and not creating additional barriers to licensure while discussing this  
74 question. Additionally, she provided the Task Force with a spectrum of options  
75 regarding answers to the question. She advised that should the Task Force recommend  
76 to the Board not to adopt the EPPP 2, which would encompass both the knowledge and  
77 competency based examinations, that the Board would need to create their own general  
78 knowledge exam. She indicated that doing so may reduce licensure portability, as  
79 states other than California will not administer the same examination, and therefore  
80 licensees within California would not be expected to meet the criteria for licensure set  
81 by other states, thus hindering licensees from California becoming licensed elsewhere.

82  
83 **Agenda Item #5: Task Force Discussion of the following issues:**

- 84 a. **Is Implementation of a New National Licensing Examination in the**  
85 **Best Interests of California Consumers of Psychological Services**  
86 **and Prospective Licensees?**

87

88 Dr. Casuga introduced this question. After which she asked the Task Force members to  
89 provide their thoughts on the issue.

90  
91 Task Force members provided input on the question and expressed concerns over the  
92 following issues: ensuring that the portability of California psychologist license is not  
93 diminished, disbelief that the value added of the new part of the examination will  
94 outweigh the additional costs and burdens it places on students and that the  
95 examination would actually assess skills, the new part of the examination creating  
96 additional barriers to entering the profession for socio-economically disadvantaged  
97 students, and uncertainty that the new part of the exam will actually ensure competency  
98 and enhance public protection.

99  
100 Given the aforementioned comments by the Task Force members and Ms. Sorrick, Mr.  
101 Foo stated that the new part of the examination will need to be considered for  
102 implementation, but that there were significant concerns regarding ASPPB's anticipated  
103 2020 start date as well as other items.

104  
105 Discussion ensued and a sentiment was reached that introducing a secondary portion  
106 to the examination was not in the best interest of California consumers of psychological  
107 services and prospective licensees, but that the alternative of the Board abandoning the  
108 EPPP and creating its own general knowledge exam was not feasible or desirable due  
109 to potential issues with license portability.

110  
111 It was M(Harlem)/S (Newman)/C to move to agenda item 5(b)

112  
113 Vote: 17 Aye, No-0

114  
115 **b. Should the Board Allow ASPPB to Determine Eligibility for Taking**  
116 **the National Examination for California Applicants? Should There Be**  
117 **Different Eligibility Criteria?**

118  
119 Dr Casuga introduced this agenda item. She advised that based on the information  
120 provided by ASPPB, ASPPB plans to approve candidates to take the first part of the  
121 EPPP prior to the conferring of their degree, as long as they have completed their  
122 course requirements, and are attending an APA approved graduate program. Dr.  
123 Casuga asked Ms. Snyder to provide the Board's current process regarding providing  
124 ASPPB with the list of eligible applicants.

125  
126 Ms. Snyder provided the Task Force with the Board's current process of review and  
127 approval for eligibility to take the EPPP, including the requirements that the applicant be  
128 awarded their degree and have accrued 1500 hours of supervised professional  
129 experience.

130  
131 After this overview, discussion ensued regarding whether or not the Task Force should  
132 recommend the Board accept EPPP scores if Part 1 is taken prior to the confirmation of  
133 the degree and accrual of 1500 hours of supervised professional experience, or whether  
134 the Board would make the applicant take Part 1 of the EPPP again after approval by the  
135 Board.

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183

After a discussion, the Task Force concluded that it did not approve of ASPPB approving applicants to take Part 1 of the EPPP prior to candidates meeting the Board's specified approval requirements. They also concluded that if ASPPB was going to provide early approvals for students of APA accredited programs, that they believed it would be necessary that the Board approve all applicants for licensure to take part 1 of the exam after completing their coursework but prior to degree conferment and accrual of all 1500 hours.

Additional discussion ensued regarding the Task Force's role and its ability to make an effective decision regarding the EPPP Part 2 with the information provided. The sentiment of the Task Force was that more information was needed to make an informed decision.

Dr. Casuga recommended to the Task Force that they ask staff to draft a letter of concern to ASPPB.

The Task Force agreed with Dr. Casuga and discussed what questions should be asked and agreed on the following questions to be sent to ASPPB:

What were the factors that led to the decision to create two separate examinations instead of one combined examination that assesses both knowledge and skills?

Would ASPPB consider a mechanism to make the cost of the examination more affordable for low-income applicants or for those serving impoverished communities, underserved populations, or performing services in public agencies? For instance, would there be consideration to lower the cost of the EPPP Part 1 to off-set the cost of the whole examination?

Would ASPPB reconsider its requirement of American Psychological Association (APA) or Canadian Psychological Association (CPA) accreditation for eligibility to take the EPPP Part 1 for pre-degree graduate students?

Would ASPPB consider delaying the implementation of the EPPP2 to allow jurisdictions more time to develop processes, procedures, legislation and/or regulations for implementation?

What was the formal process ASPPB used to solicit feedback from member boards and would the Task Force be able to review the feedback received?

The Task Force advised they wanted a response by their next meeting which will allow the responses to be included for discussion.

Dr. Casuga advised due to time constraints the Task Force will need to table the remaining agenda items for a future meeting.

**Agenda Item #7:** Recommendations for Agenda Items for Future Task Force Meetings.

184  
185 Task Force members requested to see a flow chart to help visualize all of the possible  
186 ways that this new examination can be implemented. Additionally, they wanted to see  
187 how the Board's regulations might need to be updated.

188  
189 **The Task Force adjourned at 5:10pm**

190  
191 *John B. Casara, PsyD*  
192

7/3/18

193 **Chair**

**Date**

**Examination for Professional Practice  
in Psychology Part 2 (EPPP2)  
Task Force Report**

**Appendix E**



1 **EPPP2 TASK FORCE MEETING MINUTES**

2  
3 **Department of Consumer Affairs**  
4 **1625 N. Market Blvd., HQ1 Hearing Room #117**  
5 **Sacramento, CA 95834**  
6 **(916) 574-7720**  
7

8 **Friday, June 29, 2018**  
9

10 **Agenda Item #1: Call to Order/Roll Call/Establishment of a Quorum**

11 Sheryll Casuga, PsyD, Chairperson, called the EPPP 2 Task Force meeting to order at  
12 9:44 a.m. A quorum was present and due notice had been sent to all interested parties.  
13

14 **Members Present:**

15  
16 Sheryll Casuga, PsyD, Chairperson  
17 Seyron Foo, Board Member  
18 Amy Welch-Gandy, Office of Professional Examination Services (OPES)  
19 Paul Marcille, PhD, Representative of California Psychological Association (CPA)  
20 Representative  
21 Anushree Belur, Student Representative of California Psychological Association of  
22 Graduate Students for The Chicago School of Professional Psychology  
23 William Bloxham, Student Representative of JFK University 5<sup>th</sup> Year Student  
24 Cindy Yee-Bradbury, Director of Clinical Training, Representative of UCLA  
25 Rene Puliatti, Esq, Representative of California Psychology Internship Council (CAPIC)  
26 Lani Chow, PhD, Representative of California Institute of Integral Studies  
27 Allison Briscoe-Smith, Representative of The Wright Institute  
28 Jay Finkelman, PhD, Representative of The Chicago School of Professional Psychology  
29 Alejandra Ojeda-Beck, Student Representative of California Psychological Association  
30 of Graduate Students, UC Berkeley  
31 Sherri Sedler, Student Representative of California Psychological Association of  
32 Graduate Students, California Southern University  
33 Olga Belik, PhD, Representative of California Psychological Association (CPA), Division  
34 II  
35

36 **Others Present:**

37  
38 Antonette Sorricks, Executive Officer  
39 Stephanie Cheung, Licensing Manager  
40 Cherise Burns, Central Services Manager  
41 Lavinia Snyder, Examination Coordinator  
42 Jason Glasspiegel, Central Services Coordinator  
43 Norine Marks, Legal Counsel, Department of Consumer Affairs  
44 Jo Linder-Crow PhD, California Psychological Association  
45  
46

47 **Agenda Item #2: Chairperson Welcome**

48

49 Dr. Casuga welcomed the Task Force members and those in attendance.

50

51 **Agenda Item #3: Public Comment(s) for Items not on the Agenda**

52

53 There were no public comments

54

55 **Agenda Item #4: Approval of EPPP2 Task Force Minutes: April 5, 2018, meeting**

56

57 It was M(Foo)/S(Puliati)/C to accept the minutes as written.

58

59 Dr. Casuga opened the discussion for public comment.

60

61 Mr. Foo asked for lines 100 and 101 to be amended to state: "Mr. Foo stated that the  
62 new part of the exam will need to be considered for implementation."

63

64 The motion was amended as follows: it was M(Foo)/S(Puliati) to accept the minutes as  
65 amended.

66

67 Vote: 14 Aye, No-0.

68

69 **Agenda Item #5: Review and Discussion of ASPPB's Response to the EPPP2**  
70 **Task Force Letter Regarding Questions and Concerns Raised at the April 5, 2018,**  
71 **Task Force Meeting**

72

73 Dr. Casuga provided an overview of the item and the response letter.

74

75 Mr. Foo thanked Dr. Matthew Turner, from ASPPB, for attending and asked for an  
76 update on the cost of the examination.

77

78 Dr. Turner stated the suggestion to review the different cost per examination options  
79 and/or scholarship opportunities was well received by ASPPB, and it is currently under  
80 review. No decision has been made, but the Board of Directors will meet again in  
81 August.

82

83 Discussion ensued regarding the overall financial impact to students with the addition of  
84 the second part of the EPPP and the number of students that take a test prep course,  
85 and how this should be considered when discussing the total financial impact.

86

87 Ms. Briscoe-Smith advised that cost is not the only issue. She is concerned about  
88 students incorporating the first part of the EPPP into when they would normally be  
89 working on their dissertation and applying for internships.

90

91 Discussion ensued regarding how the change to when students can take the first part of  
92 the EPPP will affect students' completion of their dissertation and when they begin their  
93 internship.

94

95 Mr. Puliatti asked Dr. Turner why students at institutions accredited by Psychological  
96 Clinical Science Accreditation System (PCSAS) are not being allowed to apply to  
97 ASPPB to take the first part of the EPPP early.

98  
99 Discussion ensued regarding concerns over ASPPB's proposal to approve of students  
100 at APA accredited institutions to take the first part of the EPPP, and not also approving  
101 students at universities that are accredited by PCSAS.

102  
103 Mr. Foo clarified that although ASPPB does not plan to approve students at institutions  
104 not accredited by APA, each jurisdiction can establish eligibility for applicants.

105  
106 Mr. Foo asked Dr. Turner about the response from ASPPB to the Task Force regarding  
107 the need for delayed implementation. Mr. Foo advised that the largest states that use  
108 the EPPP are California, Texas, and New York, and all three have stated that they will  
109 need to delay implementation due to their states respective statutory and regulatory  
110 processes.

111  
112 Dr. Turner advised that ASPPB is currently reaching out to member boards regarding  
113 their specific process and how long it will take to make the changes, and how it will  
114 affect the current timeline.

115  
116 Dr. Chow referenced a survey sent to the Board Administrators/Registrars Committee  
117 (BARC) by the California Board which was provided to the Task Force in the meeting  
118 materials. This survey asks which states will require legislative/regulatory change to  
119 allow the first part of the EPPP to be taken once coursework has been completed.

120  
121 Discussion ensued regarding the responses to this survey, which led into a discussion  
122 of the ramifications of California not utilizing the EPPP and how that would affect  
123 licensure portability.

124  
125 This discussion led into a question from Mr. Foo to Dr. Tracy Montez of the Office of  
126 Professional Examination Services, about the examination audit process California uses  
127 to verify that examinations meet the standards and suitability for California, and any  
128 known history of an examination failing an audit conducted by OPES. Dr. Montez  
129 provided information regarding a failed audit for one of the Board of Behavioral  
130 Sciences (BBS) license types and how that process worked. Dr. Montez did make the  
131 Task Force aware that since that time, the national examination provider has made  
132 changes that now allow the examination to be used by BBS as it meets all state  
133 standards.

134  
135 **Agenda Item #6: Review and Discussion of Examination Sequencing and Timeline**  
136 **Scenarios That May Affect Applicants and the Board's Business Processes**  
137 **Relating to EPPP2 Implementation**

138  
139 Ms. Snyder provided an overview of the different examination sequencing scenarios  
140 and staff's recommendation that Option 3 is the most equitable choice.

141  
142 It was M(Foo)/S(Belur)/C to adopt option 3 if the Board decides to adopt EPPP step 2.

143  
144 Dr. Casuga asked for discussion.

145  
146 Dr. Chow asked who would be verifying the completion of academic coursework for the  
147 students, which based on the flowchart provided in option 3, would be necessary to take  
148 the first part of the EPPP.

149  
150 Discussion ensued regarding whether the registrar or training director would be best  
151 suited to sign off on completion of academic coursework, and if it is appropriate to ask  
152 them to certify such information. Additional discussion ensued regarding how taking the  
153 first part of the EPPP early can unintentionally become a requirement to receive an  
154 internship.

155  
156 Vote: 14 Aye, No-0.

157  
158 **Agenda Item #7: Recommendation to the Board in Light of Discussion – Review**  
159 **and Determine Possible Statutory Changes to Business and Professions Code**  
160 **Sections 2940-2944, and Regulatory Changes to Title 16 of the California Code of**  
161 **Regulations, Sections 1388 -1389.1 – Examinations**

162  
163 Ms. Snyder provided an overview of the materials. Ms. Sorrick highlighted the starting  
164 point for the statutory and regulatory revisions was the work of the Licensing Committee  
165 during their review of the pathways to licensure, and clarified that the statutory  
166 provisions are not required for EPPP2 adoption. Ms. Snyder read the changes to each  
167 section for the Task Force.

168  
169 Discussion ensued during the review of section 1388(b) regarding the need for specific  
170 failsafe regulatory language that replicates Business and Professions Code sections  
171 139 and 2942, which would describe the Board's process should an examination not  
172 meet the standards set forth by OPES upon the completion of an occupational analysis.

173  
174 Discussion ensued during the review of section 1388(c) regarding the need to specify  
175 that completion of academic coursework does not include completion of a dissertation  
176 and internship, as these courses generally have a course number through the institution  
177 and can therefore be viewed as academic courses.

178  
179 It was M(Foo)/S(Belur)/C to accept the language as amended which includes changes  
180 to Article 4 of Title 16 of the California Code of Regulations section 1388 to include  
181 failsafe regulatory option in section (b) and clarification to the reference of academic  
182 coursework in section (c) and refer this language for the Board to consider if the Board  
183 decides to continue with the EPPP.

184  
185 Vote: 14 Aye, No-0

186  
187 **Bus. & Prof. Code sections 2940-2944**

188  
189 **§ 2940. Application and fee**

190

191 ~~Each person desiring to obtain a license from the board shall make application to the~~  
192 ~~board. The application shall be made upon a form and shall be made in a manner as~~  
193 ~~the board prescribes in regulations duly adopted under this chapter.~~

194  
195 ~~The application shall be accompanied by the application fee prescribed by Section~~  
196 ~~2949. This fee shall not be refunded by the board.~~

197  
198 To obtain a license from the board, an applicant shall submit any applications and pay  
199 any applicable fees as required by the board.

200  
201 *(Amended by Stats. 1997, Ch. 758, Sec. 38. Effective January 1, 1998.)*

### 202 203 **§ 2941. Examination and fee**

204  
205 ~~Each applicant for a psychology license shall be examined by the board, and shall pay~~  
206 ~~to the board, at least 30 days prior to the date of examination, the examination fee~~  
207 ~~prescribed by Section 2987, which fee shall not be refunded by the board.~~

208  
209 Each applicant for licensure as a psychologist shall take and pass any examination  
210 required by the board. An applicant may be examined for knowledge in any theoretical  
211 or applied fields of psychology, as well as professional skills and judgment in the  
212 utilization of psychological techniques and methods, and the ethical practice of  
213 psychology, as the board deems appropriate.

214  
215 Each applicant shall pay any applicable examination fees.

216  
217 *(Amended by Stats. 1997, Ch. 758, Sec. 39. Effective January 1, 1998.)*

### 218 219 220 **§ 2942. Time for examinations; Passing grades**

221  
222 The board may examine by written or computer-assisted examination or by both. All  
223 aspects of the examination shall be in compliance with Section 139. The examination  
224 shall be available for administration at least twice a year at the time and place and  
225 under supervision as the board may determine. The passing grades for the  
226 examinations shall be established by the board in regulations and shall be based on  
227 psychometrically sound principles of establishing minimum qualifications and levels of  
228 competency.

229  
230 Examinations for a psychologist's license may be ~~conducted~~ utilized by the board under  
231 a uniform examination system, and for that purpose the board may make arrangements  
232 with organizations to supply and administer ~~furnishing examination materials~~ material ~~as~~  
233 ~~may in its discretion be desirable.~~

234  
235 *(Amended by Stats. 2005, Ch. 658, Sec. 9. Effective January 1, 2006.)*

### 236 237 **§ 2943. Examination subjects**

238

239 The board may examine for knowledge in whatever theoretical or applied fields in  
240 psychology as it deems appropriate. It may examine the candidate with regard to his or  
241 her professional skills and his or her judgment in the utilization of psychological  
242 techniques and methods.

243  
244 *(Amended by Stats. 1989, Ch. 888, Sec. 24.)*

245  
246 **§ 2944. Written examinations**

247  
248 The board shall grade the written examination and keep the written examination papers  
249 for at least one year, unless a uniform examination is conducted pursuant to Section  
250 2942.

251  
252 *(Amended by Stats. 1989, Ch. 888, Sec. 25.)*

253  
254 **Article 4. of Title 16 of the California Code of Regulations,**  
255 **sections 1388-1389.1 – Examination**

256  
257 **§ 1388. Examinations.**

258  
259 (a) The Board recognizes the expertise of the Department of Consumer Affairs' (DCA)  
260 Office of Professional Examination Services (OPES). The Board shall utilize the  
261 services of the OPES in licensing examination development and validation through an  
262 interagency agreement.

263  
264 (b) An applicant for examination shall successfully take and pass the licensing  
265 examinations prior to being licensed shall submit to the Board for its approval the  
266 required application (exam rev 6/18) and the applicable fee. The licensing examinations  
267 shall consist of the Association of State and Provincial Psychology Boards' (ASPPB)  
268 Examination for Professional Practice in Psychology (EPPP), which consists of two  
269 parts, and the California Psychology Laws and Ethics Examination (CPLEE), except  
270 that the EPPP shall be waived for those applicants who meet the criteria in section  
271 1388.6 of this chapter. Such applicants shall be required to take and pass the CPLEE.

272  
273 (c) An applicant is eligible to take the first part of the EPPP upon completion of all  
274 academic coursework of a qualifying doctorate degree. To satisfy this requirement, the  
275 applicant shall submit to the Board a written certification from the registrar or training  
276 director of the educational institution or program stating that the applicant has  
277 completed all required academic coursework (exclusive of internship and dissertation)  
278 of a qualifying doctorate degree.

279  
280 (ed) An applicant is eligible to take the second part of the EPPP upon passing the first  
281 part of the EPPP, completion of a qualifying doctorate degree, and accrual of 1500  
282 hours of qualifying supervised professional experience.

283  
284 (e) An applicant is eligible to take the CPLEE upon passing shall pass both parts of the  
285 EPPP and completion of 3000 hours of qualifying supervised professional

286 experience prior to being eligible for the CPLEE, whichever is applicable, pursuant to  
287 section 1388.6.

288  
289 ~~(df) Upon application, the~~ The Bboard will notify applicants of their eligibility to take each  
290 examination ~~the EPPP~~. Applicants are responsible for completing any administrative  
291 requirements for taking the EPPP established by ASPPB or its agent, including paying  
292 any fees. This subsection applies to those re-taking the EPPP as well as to those taking  
293 it for the first time.

294  
295 ~~(eg) For forms of the EPPP taken prior to September 1, 2001, the passing score is the~~  
296 ~~score that was recognized by the B~~board at that time. For computer administered forms  
297 of the EPPP, the Bboard shall accept the passing score recommended by ~~apply a scaled~~  
298 ~~score as recommended by~~ ASPPB.

299  
300 ~~(fh) Qualified applicants desiring to take the CPLEE shall submit to the B~~board the fee  
301 set forth in section 1392 of this chapter. Applicants shall comply with all instructions  
302 established by the DCA examination vendor for taking the CPLEE.

303  
304 ~~(gi) The passing score on the CPLEE shall be determined for each form of the~~  
305 ~~examination by a criterion referenced procedure performed by OPES.~~

306  
307 ~~(hj) An applicant for whom English is his or her second language may be eligible for~~  
308 ~~additional time when taking the EPPP and/or the CPLEE. The applicant must complete~~  
309 ~~and submit a request for additional time that states under penalty of perjury that English~~  
310 ~~is his or her second language. The Test of English as a Foreign Language (TOEFL)~~  
311 ~~certification score of 85 or below must be sent by Educational Testing Service directly to~~  
312 ~~the B~~board. The TOEFL must have been taken within the previous two years prior to  
313 application. The Board will only consider the highest score of any TOEFL taken within  
314 the previous two years. If approved, the applicant will be allotted time-and-a-half (1.5x)  
315 when taking the examination.

316  
317 Note: Authority cited: Sections 2930 and 2942, Business and Professions Code.

318 Reference:

319 Sections 123, 496, 2941, 2942, 2943 and 2960, Business and Professions Code.

320  
321 **§ 1388.6. License Requirements and Waiver of Examination**  
322 **Satisfaction of**  
323 **Licensure Requirements.**

324 ~~(a) When a California licensed psychologist has been licensed for at least five years~~  
325 ~~and has allowed his/her license to cancel by not renewing the license for at least three~~  
326 ~~years, the psychologist shall not be required to take the EPPP.~~

327  
328 ~~(ab) If an applicant for licensure as a psychologist has been~~ currently licensed at the  
329 doctoral level and has been so for at least two (2) years in another state, Canadian  
330 province, or U.S. territory, ~~for at least five years~~ the applicant shall not be required to  
331 ~~take the EPPP~~ submit documentation of a passing score on the EPPP.

332

333 (be) An applicant for licensure as a psychologist who holds a Certificate of Professional  
334 Qualification (CPQ) issued by the Association of State and Provincial Psychology  
335 Boards (ASPPB), shall ~~not be required to take the EPPP~~ submit documentation of a  
336 passing score on the EPPP. Such an applicant shall be deemed to have met the  
337 educational and experience requirements of subdivisions (b), (c) and (ed) of Code  
338 section 2914.

339  
340 (cd) An applicant for licensure as a psychologist who is credentialed as a Health Service  
341 Provider in Psychology by the National Register of Health Service Providers in  
342 Psychology (NRHSPP) and ~~has been who is currently licensed based on a doctoral~~  
343 ~~degree at the doctoral level~~ in another state, Canadian province, or U.S. territory for a  
344 minimum of five years shall not be required to take the EPPP submit documentation of a  
345 passing score on the EPPP. Such an applicant shall be deemed to have met the  
346 educational and experience requirements of subdivisions (b), (c) and (ed) of Code  
347 section 2914.

348  
349 (de) An applicant for licensure as a psychologist who is certified by the American Board  
350 of Professional Psychology (ABPP) and ~~has been who is currently licensed based on a~~  
351 ~~doctoral degree at the doctoral level~~ in another state, Canadian province, or U.S.  
352 territory for a minimum of five years shall not be required to take the EPPP submit  
353 documentation of a passing score on the EPPP. Such an applicant shall be deemed to  
354 have met the educational and experience requirements of subdivisions (b), (c) and (ed)  
355 of Code section 2914.

356  
357 (ef) Although ~~the EPPP~~ issome requirements are deemed to have been met-waived  
358 under this section, an applicant must file a complete application and meet all current  
359 licensinglicensure requirements not addressed above, including payment of any fees,  
360 take and pass the California Psychology Law and Ethics Examination (CPLEE), and not  
361 been subject to discipline.

362  
363 Note: Authority cited: Sections 2930 and 2946, Business and Professions Code.  
364 Reference: Section 2946, Business and Professions Code.

### 365 366 **§ 1389. Reconsideration of Examinations.**

367  
368 (a) ~~There shall be no reconsideration of the gradescore received on the EPPP or on the~~  
369 ~~CPLEE.~~

370  
371 (b) ~~Nothing in this section shall be construed to deprive an applicant of his or her rights~~  
372 ~~of appeal as afforded by other provisions of law.~~

373  
374 Note: Authority cited: Section 2930, Business and Professions Code. Reference:  
375 Sections 2942 and 2944, Business and Professions Code.

### 376 377 **§ 1389.1. Inspection of Examinations.**

378



379 ~~(a) All examination materials, except those owned by an examination service, shall be~~  
380 ~~retained by the board at the board's office in Sacramento for a period of two (2) years~~  
381 ~~after the date of the examination.~~

382  
383 ~~(b) No inspection is allowed of the written examination administered by the board~~  
384

385 ~~Note: Authority cited: Section 2930, Business and Professions Code. Reference:~~  
386 ~~Sections 2942 and 2944, Business and Professions Code; and Section 12944,~~  
387 ~~Government Code~~

388  
389 **Agenda Item #8: Recommendations for Agenda Items for Future Task Force**  
390 **Meetings.**

391  
392 The following recommendations for future task force meetings were received from task  
393 force members:

- 394  
395 • Ms. Briscoe-Smith – Requested a vote on whether the Task Force recommends  
396 implementation of the EPPP2  
397  
398 • Dr. Marcille – Requested that staff collect more information from ASPPB on the items  
399 included in the test and how it will test for competency.  
400  
401 • Mr. Puliatti – Requested that an item is included which asks ASPPB to provide  
402 information on how this examination will help protect California consumers.  
403  
404 • Dr. Belik - Different ASPPB decisions and alternatives and their timelines for  
405 implementation of those considerations, including ASPPB's timeline for rollout of the  
406 examination.  
407  
408 • Mr. Bloxham - Requested a true implementation plan with details, validating the test,  
409 and when materials will be available.  
410  
411 • A request to ASPPB for clarification on the lack of PCSAS inclusion.  
412  
413 • A request to ASPPB for clarification on when the beta testing will be happening and  
414 when would results of that beta testing be available.  
415  
416 • A request to ASPPB for their cost considerations decision.  
417  
418 • A request for the written charge of Task Force.

419  
420 **ADJOURNMENT**

421  
422 **The Task force adjourned at 4:12 pm.**  
423  
424  
425

426 

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**Chair**

**Date**



# ASPPB

Association of State and  
Provincial Psychology Boards

Supporting member jurisdictions in training their responsibility of public protection.

Dear Members of the California Board of Psychology:

Thank you for your inquiry regarding the Enhanced EPPP. We appreciate the ongoing dialogue on this important issue. We hope that our responses will provide some clarity to the concerns raised in your letter.

- *The Board of Psychology supports a competency-based examination but feels that certainty is required as to its mandatory implementation, and that a date certain for all member jurisdictions is necessary. Uncertainty as to implementation results in a current inability to move forward with the required statutory and regulatory changes.*

Thank you for your support of a competency-based examination. We also appreciate the clarity of your explanation regarding California's position on the Enhanced EPPP. Although the ASPPB Board of Directors (BOD) believes that adding a valid, reliable, and legally defensible assessment of skills will prove valuable to jurisdictions, the BOD determined that jurisdictional use of the Enhanced EPPP will not be required during the initial implementation period. Near the end of the early adoption period, the BOD plans to revisit the implementation process of the examination and will determine whether or not to continue delivering the EPPP 1 as a stand-alone option or only to deliver the Enhanced EPPP. Given that California has specific processes and regulatory changes that must occur, we will continue to keep you apprised of the development and status of the implementation of the Enhanced EPPP. ASPPB also recognizes that these regulatory changes may take time and we will work with California to ensure reasonable notice of any changes in requirements for the EPPP.

- *ASPPB would aid its member jurisdictions if it were to identify all statutory and regulatory changes needed to implement the new examination (drafting and supporting statutory and regulatory changes through advocacy, etc.) over a set period of time calibrated to the expected implementation date and the time necessary to effect needed changes.*

In preparation for the development of the Enhanced EPPP, ASPPB staff reviewed the regulations and legislation of the ASPPB member jurisdictions. As a result of that review, we found that most jurisdictions will need little or no statutory changes; however, we understand that is not the case for all jurisdictions. While each jurisdiction will have the specific knowledge about what changes may be needed in its own rules, ASPPB Staff have developed draft language, are available to consult on possible statutory and regulation language changes, and will provide samples of draft language and language that has been used in other jurisdictions.

President, Board of Directors – Gerald O'Brien, PhD | Chief Executive Officer – Mariann Burnetti-Atwell, PsyD

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- *ASPPB should continue to evaluate the total cost of both examinations and establish a uniform lower total cost as to all jurisdictions, as of the mandatory effective date of the Enhanced EPPP.*

The ASPPB BOD heard members' concerns regarding the cost of the EPPP Part 2 and re-evaluated the cost plan. Beginning January 1, 2022, the cost of the EPPP Part 2 will be \$450 for all jurisdictions, rather than \$600 as initially proposed. In addition, jurisdictions that adopt the EPPP part 2 between January 1, 2020 and December 31, 2021 will have a reduced fee (between \$100 and \$300) during this early adoption period.

- *In addition, the Board also requests that ASPPB make available to the Board and the Department of Consumer Affairs' Office of Professional Examination Services the following information as it becomes available:  
Data from Beta testing from participating jurisdictions to evaluate the validity of the Enhanced EPPP.  
Evidence of external validity that substantiates the need for the Enhanced EPPP.*

Beta testing data from participating jurisdictions will be provided to all member jurisdictions. This information will include data from the Standard Setting process that evaluates the pass point, pass rates, and item level psychometric data. The steps to develop these data will follow the standard procedures used to develop a licensing examination as recommended by the American Educational Research Association, The American Psychological Association, and the National Council on Measurement in Education.

With regard to external validity measures, ASPPB is not conducting these evaluations. External validity is not the standard for development of any licensure exam of any profession, and to the best of our knowledge, very few studies exist that even attempt to assess external validity of a licensing examination. As we mentioned to your Task Force on the EPPP, the primary difficulty with demonstrating external (criterion-related) validity is that establishing an appropriate reliable criterion for which to measure the test is extremely difficult (Raymond & Leucht, 2013). For example, supervisor ratings are known to be unreliable, and direct observations likely lack the psychometric rigor of the exam itself. Therefore, attempts to provide validity data by comparing to such measures are problematic. Because of this, researchers (e.g., Kane 1982, Stocker and Impara 1995, Raymond & Leucht, 2013) have reported for decades that evaluation of licensure exams as a predictive measure is not appropriate or warranted. In fact, Stoker and Impara (p. 184) evaluated the support for criterion related measures and concluded that "at present we would concur with most of our colleagues that licensure boards should not be concerned with criterion related validity." Instead the Enhanced EPPP is constructed based on a rigorous and thorough content validity methodology that follows industry standards. The empirical basis for the use of the Enhanced EPPP is the Job Task Analysis. The 2016 job task analysis surveyed approximately 2700 practicing psychologists in Canada and the United States to determine the knowledge and skills needed for entry level practice as a psychologist. Analysis of the data resulted in the final test specifications that comprise the Enhanced EPPP

(Part 1 and Part 2). Thus, the test specifications are produced through analysis of what practicing psychologists report is required for entry-level practice. Additionally, ASPPB incorporates Subject Matter Experts (licensed psychologists) at every step of the development process to ensure that the examination accurately represents the knowledge and skills required for entry-level practice.

Thank you again for the opportunity to respond to your concerns. As always, please feel free to contact us if we can provide you additional information about the Enhanced EPPP.

Sincerely,

Matt Turner, PhD  
ASPPB, Senior Director of Examination Services  
[mturner@asppb.org](mailto:mturner@asppb.org)

Emil Rodolfa, PhD  
ASPPB, Implementation Task Force Chair  
[erodolfa@alliant.edu](mailto:erodolfa@alliant.edu)

#### References

American Educational Research Association, American Psychological Association & National Council on Measurement in Education (2014). *Standards for educational and psychological testing: 2014 Edition*, Washington, DC: American Psychological Association

Kane, Michael T. (1982) . The Validity of Licensure Examinations, *American Psychologist*, 37(8), 911-918.

Raymond, M. R., & Luecht, R. M. (2013). Licensure and certification testing. In K. F. Geisinger (Ed.), *APA handbook of testing and assessment in psychology* (Vol. 3, pp. 391–414). Washington, DC: American Psychological Association.

Stocker, H. W., & Impara, J. C. (1995). Basic psychometric issues in licensure testing. In J.C. Impara (Ed.), *Licensure testing: Purposes, procedures, and practices*. (p.165-186). Lincoln, Nebraska: Buros Institute of Mental Measurements.

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## MEMORANDUM

<b>DATE</b>	October 22, 2021
<b>TO</b>	EPPP Part 2 Committee Members
<b>FROM</b>	Lavinia Snyder Examination Coordinator
<b>SUBJECT</b>	Agenda Item 5 (b) Correspondence between the Board of Psychology and the Association of State and Provincial Psychology Boards (ASPPB)

For reference, attached are correspondences between the Board and ASPPB.

- **Attachment A:** A Message from the Board of Directors to Member Jurisdictions of the ASPPB, August 17, 2018
- **Attachment B:** Board of Psychology Letter to ASPPB, October 2, 2018
- **Attachment C:** ASPPB Jurisdiction Update on the Enhanced EPPP, October 24, 2018
- **Attachment D:** Board of Psychology Letter to ASPPB, December 10, 2018
- **Attachment E:** ASPPB's Response, January 29, 2019

**Action Requested:**

No action required. This is for informational purposes only.



**ASPPB**  
Association of State and  
Provincial Psychology Boards

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Supporting member jurisdictions in fulfilling their responsibility of public protection.

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August 17, 2018

**A Message from the Board of Directors to Member Jurisdictions of the  
Association of State and Provincial Psychology Boards**

Earlier this summer, I reached out to all of you to let you know that we were commencing a listening campaign to more fully understand the conversation relating to implementation details announced last October for the Enhanced EPPP. Thank you for taking the time to explore implementation implications within your jurisdictions and share your ideas, concerns, and thoughts with us.

We heard strong support for competency testing as part of the EPPP – and we still believe in it – but we also heard many unresolved concerns about our implementation plan. Be assured, our priority is not in enforcing the plan; our priority is in developing and working toward adoption of the best possible resource for you to evaluate the preparedness of new practitioners in our field.

Our unique position as an association is in the strong, trusting relationships we have built with you over the decades and our role as facilitator for you to learn, bond, and share across jurisdictions. We are here to support you in your responsibility of public protection, respecting your training and evaluative methods and your jurisdictional requirements. The adoption of the EPPP was a choice you each made over time and its universal use now allows for maximum mobility among practitioners. We are extremely proud of our role and these achievements and we will do everything we can to protect them while we improve our methods and find new ways to support you.

Based on your input this summer and our own priority-setting, the ASPPB Board of Directors on Sunday August 12, passed a motion to rescind our decision of August 2017 and announced to you in October that made the Enhanced EPPP (including both knowledge and skills portions) as the single licensure exam offered by the ASPPB. We will continue toward launch of the Enhanced EPPP in 2020 and make it available to states and provinces interested in serving as early adopters. We are lifting the requirement for use of the Enhanced EPPP and are lifting the deadline for implementation.

We have heard the concerns you have raised about the cost of the examination and the early admittance option to take the knowledge portion of the test at the completion of academic coursework (excluding research, practicum or internship). We are looking forward to continued discussion with you about these aspects of the implementation of the Enhanced EPPP.

We are in a culture of competency and accreditation standards have changed already. We know that your jurisdictions have processes in place to assess competency and we are confident that unqualified people are not being awarded unearned credentials. As stated earlier, our goal is to provide the best possible resource to you to evaluate your candidates. All jurisdictions will continue to receive detailed information about the nature, content, validity, and utility of the Enhanced EPPP as that information becomes available during 2020 and beyond.

We thank you for your candid and constructive responses this summer and we remain open to your ideas and concerns as we move forward to improve our testing resources. We welcome your feedback now, and we hope you will join us and continue this discussion in October when we gather in Salt Lake City at our Annual Meeting.

Sincerely,

Sharon Lightfoot, PhD  
President, ASPPB Board of Directors  
[lightfootphd@sbcglobal.net](mailto:lightfootphd@sbcglobal.net)  
314-289-9981

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President, Board of Directors – Sharon Lightfoot, PhD | Chief Executive Officer – Stephen T. DeMers, EdD

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October 2, 2018

Association of State and Provincial Psychology Boards (ASPPB)  
Board of Directors  
PO Box 849  
Tyrone, GA 30290

Dear Board of Directors:

Thank you for the continued engagement concerning the implementation of the Enhanced Examination for Professional Practice in Psychology. At the Board of Psychology's (Board's) August 17, 2018 meeting, the Board requested a response from ASPPB regarding the 2020 deadline for implementation of the Enhanced EPPP and concerns about its affordability. ASPPB released a message on that same day concerning the implementation of the Enhanced EPPP. Specifically, ASPPB:

- Rescinded the requirement that made the Enhanced EPPP examination a mandatory component of a single licensure exam and the mandatory implementation date of January 2020, and
- Expressed its intention to launch the Enhanced EPPP in 2020 and make it available to states and provinces interested in serving as early adopters.

We deeply appreciate ASPPB hearing the concerns of the Board and delaying implementation of the Enhanced EPPP. The above points appear to clarify ASPPB's intentions as follows: 1) that the implementation of the Enhanced EPPP is no longer mandatory, but now an optional examination for those states interested in implementing the Enhanced EPPP, and 2) that the January 1, 2020 implementation is no longer mandatory.

First, while well-received, this announcement created confusion as to the duration of the delayed implementation. Specifically, we seek clarification on whether the optional Enhanced EPPP is an indefinite alternative or ASPPB is simply postponing the deadline for mandatory adoption. If the implementation date is merely being delayed, the Board would appreciate clarification on the anticipated date for mandatory implementation.

Second, the Board remains concerned about the costs of the exam to prospective licensees. Your announcement in August did not directly address this issue. This continues to be a key area of concern raised by the Board's EPPP Part 2 Task Force, a point which was reiterated at the Board's August 2018 meeting. This concern stems from the impact the 100 percent increase in examination fees would have on consumer access to psychological services, particularly in areas serving vulnerable populations, and the impact on prospective licensees who may already be feeling the pressure of substantial financial burdens for their graduate education and training. The last letter received from Dr. Matt Turner, writing on behalf of ASPPB, stated:

*"ASPPB is considering options to decrease hardship associated with increased fees to candidates but no decisions have been made."*

The Board would appreciate greater clarity on this issue. Does ASPPB have plans to lower the cost of the Enhanced EPPP, or provide scholarship opportunities? The Board is interested in the anticipated cost and the available options to decrease hardship.

Our next Board meeting is scheduled for November 15 and 16, 2018 in San Diego, CA. We respectfully request a response to these two concerns prior to that date if possible in order to illuminate the Board's discussions about the possible adoption of the Enhanced EPPP and to inform the regulatory process

If you have any questions, please do not hesitate to contact Antonette Sorrick, Executive Officer, at [Antonette.Sorrick@dca.ca.gov](mailto:Antonette.Sorrick@dca.ca.gov).

Sincerely,

A handwritten signature in blue ink, appearing to read 'S.P.', with a stylized flourish at the end.

Stephen Phillips, JD, PsyD  
President, Board of Psychology

A handwritten signature in blue ink, appearing to read 'Seyron Foo', with a long horizontal line extending to the right.

Seyron Foo  
Public Member, Board of Psychology





**ASPPB**  
Association of State and  
Provincial Psychology Boards

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Supporting member jurisdictions in fulfilling their responsibility of public protection.

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### Jurisdictional Update on the Enhanced EPPP

October 24, 2018

Dear Membership,

It was wonderful to see many of you in Salt Lake City at the Annual Meeting. We hope you enjoyed smooth sailing on your way back home, and we wish all of our membership a happy and healthy autumn.

As we move forward together, we would like to provide you a summary of recent Board of Directors decisions regarding the Enhanced EPPP. This information is a review of what we discussed at the Annual Meeting.

- 1) We have rescinded the August 2017 decision which made the Enhanced EPPP (including both knowledge and skills portions) the single licensure exam offered by the ASPPB. There are now two exam options.
- 2) **Option One** is for jurisdictions to continue to use the current EPPP, a standardized assessment of the knowledge needed for independent practice, with jurisdictions determining their own method of assessing the skills needed for independent practice.
- 3) **Option Two** is to use the Enhanced EPPP, which will be available in January, 2020. The Enhanced EPPP will be one exam with two parts: the current EPPP, the standardized assessment of knowledge and the Part 2 of the EPPP, the standardized assessment of skills.
- 4) An applicant must pass the knowledge portion of the exam (the current EPPP) prior to taking the skills portion of the exam (the Part 2 of the EPPP). The skills exam will not be offered as a stand-alone exam
- 5) Only applicants who are registered through a jurisdiction that has adopted the Enhanced Exam, and who have passed the knowledge portion of the exam, will be allowed to take the skills portion of the exam.
- 6) January 1, 2020 through December 31, 2021 is designated as an **early adoption period**. All jurisdictions who decide to adopt the Enhanced EPPP *at any point during this time frame* will be offered reduced fees for their applicants.
- 7) **Fees for the skills portion of the exam**, not including test center and jurisdictional fees will be:
  - a. \$300 for early adopters – from exam launch through December 31, 2021
  - b. \$450 as of January 1, 2022
- 8) **ASPPB Exam Fees for Beta Testers**, not including test center and jurisdictional fees will be:
  - a. \$100.00

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President, Board of Directors – Sharon Lightfoot, PhD | Chief Executive Officer – Mariann Burnett-Atwell, PsyD

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- 9) Beta testing is commonly used for professional licensing exams and ASPPB has conducted Beta Testing in the past for both the EPPP and the PEP. One of the goals of beta testing is to assess how each item performs. Typically, many items are found to be psychometrically sound and are included in the applicant's score, while some items do not perform well and are discarded. Because of the need to assess items, longer examinations are given during the beta testing time frame. Items that do not perform well are not used to determine a candidate's score.
- 10) Beta testers: Approximately 150 initial test-takers will be "beta testers." Beta Testing will occur for approximately two months starting at exam launch. Beta testers **do** receive an exam score; however, they may need to wait a bit longer than is now typical to receive their score.
- 11) One of ASPPB's commitments is to strive towards best practices and consistency in regulation. Towards that end we anticipate that as jurisdictions adopt and gain experience with the Enhanced EPPP, they will come to see its value, such that at some point, as was the case with the EPPP, all jurisdictions will adopt it as the licensure exam for psychology. You can expect continued support from ASPPB in your efforts to implement the Enhanced EPPP. After several years of experience of jurisdictions using the Enhanced EPPP (2022), the ASPPB Board of Directors will evaluate that experience and decide on future directions for the national licensing exam. That decision will not be made in isolation and without the ongoing input of our member jurisdictions.
- 12) ASPPB strongly supports an early admittance option which would allow students to take the knowledge portion of the EPPP (Part 1) pre-degree -- after completion of all academic coursework excluding internship and research. The early admittance option will only be allowed for candidates who are registered through an Enhanced EPPP jurisdiction and is not limited to those coming from accredited programs, rather it is the jurisdictions that will make the determination of eligibility.
- 13) Enhanced EPPP jurisdictions will decide whether they will allow for this option. Students will need to check with jurisdictions to see if they will allow for an early option and if they will accept EPPP scores if taken early.
- 14) More information about the Enhanced EPPP can soon be found on the ASPPB web site at <https://www.asppb.net/page/EPPPPart2>.

Sincerely,

Sharon Lightfoot, PhD  
President, ASPPB Board of Directors  
[lightfoot@sbcglobal.net](mailto:lightfoot@sbcglobal.net)



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December 10, 2018

Association of State and Provincial Psychology Boards (ASPPB)  
215 Market Road  
PO Box 849  
Tyrone, Georgia, 30290

Dear ASPPB Board of Directors:

Thank you for your response to the California Board of Psychology's inquiries on October 24, 2018. Your response was presented at the Board's quarterly meeting on November 16, 2018. Based on the resulting discussion, the Board has continuing concerns that would benefit from further clarification from ASPPB. They are as follows:

- The Board of Psychology supports a competency-based examination but feels that certainty is required as to its mandatory implementation, and that a date certain for all member jurisdictions is necessary. Uncertainty as to implementation results in a current inability to move forward with the required statutory and regulatory changes.
- ASPPB would aid its member jurisdictions if it were to identify all statutory and regulatory changes needed to implement the new examination (drafting and supporting statutory and regulatory changes through advocacy, etc.) over a set period of time calibrated to the expected implementation date and the time necessary to effect needed changes.
- ASPPB should continue to evaluate the total cost of both examinations and establish a uniform lower total cost as to all jurisdictions, as of the mandatory effective date of the Enhanced EPPP.

In addition, the Board also requests that ASPPB make available to the Board and the Department of Consumer Affairs' Office of Professional Examination Services the following information as it becomes available:

- Data from Beta testing from participating jurisdictions to evaluate the validity of the Enhanced EPPP.
- Evidence of external validity that substantiates the need for the Enhanced EPPP.

This information would help further clarify the need for and validity of the Enhanced EPPP and inform the Board's discussion regarding the prospect for adoption of the Enhanced EPPP.

Your responses will be provided at the Board meeting following receipt of your response. The 2019 Board meeting dates are February 7-8, April 24-26, August 15-16, and October 3-4.

If you have any questions, please do not hesitate to contact our Executive Officer,  
Antonette Sorrick at [Antonette.Sorrick@dca.ca.gov](mailto:Antonette.Sorrick@dca.ca.gov).

Sincerely,

A handwritten signature in black ink, appearing to read 'SCPH', with a stylized flourish extending to the right.

STEPHEN C. PHILLIPS, JD, PsyD  
President  
California Board of Psychology



# ASPPB

Association of State and  
Provincial Psychology Boards

Supporting member jurisdictions in training their responsibility of public protection.

Dear Members of the California Board of Psychology:

Thank you for your inquiry regarding the Enhanced EPPP. We appreciate the ongoing dialogue on this important issue. We hope that our responses will provide some clarity to the concerns raised in your letter.

- *The Board of Psychology supports a competency-based examination but feels that certainty is required as to its mandatory implementation, and that a date certain for all member jurisdictions is necessary. Uncertainty as to implementation results in a current inability to move forward with the required statutory and regulatory changes.*

Thank you for your support of a competency-based examination. We also appreciate the clarity of your explanation regarding California's position on the Enhanced EPPP. Although the ASPPB Board of Directors (BOD) believes that adding a valid, reliable, and legally defensible assessment of skills will prove valuable to jurisdictions, the BOD determined that jurisdictional use of the Enhanced EPPP will not be required during the initial implementation period. Near the end of the early adoption period, the BOD plans to revisit the implementation process of the examination and will determine whether or not to continue delivering the EPPP 1 as a stand-alone option or only to deliver the Enhanced EPPP. Given that California has specific processes and regulatory changes that must occur, we will continue to keep you apprised of the development and status of the implementation of the Enhanced EPPP. ASPPB also recognizes that these regulatory changes may take time and we will work with California to ensure reasonable notice of any changes in requirements for the EPPP.

- *ASPPB would aid its member jurisdictions if it were to identify all statutory and regulatory changes needed to implement the new examination (drafting and supporting statutory and regulatory changes through advocacy, etc.) over a set period of time calibrated to the expected implementation date and the time necessary to effect needed changes.*

In preparation for the development of the Enhanced EPPP, ASPPB staff reviewed the regulations and legislation of the ASPPB member jurisdictions. As a result of that review, we found that most jurisdictions will need little or no statutory changes; however, we understand that is not the case for all jurisdictions. While each jurisdiction will have the specific knowledge about what changes may be needed in its own rules, ASPPB Staff have developed draft language, are available to consult on possible statutory and regulation language changes, and will provide samples of draft language and language that has been used in other jurisdictions.

President, Board of Directors – Gerald O'Brien, PhD | Chief Executive Officer – Mariann Burnett-Atwell, PsyD

- *ASPPB should continue to evaluate the total cost of both examinations and establish a uniform lower total cost as to all jurisdictions, as of the mandatory effective date of the Enhanced EPPP.*

The ASPPB BOD heard members' concerns regarding the cost of the EPPP Part 2 and re-evaluated the cost plan. Beginning January 1, 2022, the cost of the EPPP Part 2 will be \$450 for all jurisdictions, rather than \$600 as initially proposed. In addition, jurisdictions that adopt the EPPP part 2 between January 1, 2020 and December 31, 2021 will have a reduced fee (between \$100 and \$300) during this early adoption period.

- *In addition, the Board also requests that ASPPB make available to the Board and the Department of Consumer Affairs' Office of Professional Examination Services the following information as it becomes available:  
Data from Beta testing from participating jurisdictions to evaluate the validity of the Enhanced EPPP.  
Evidence of external validity that substantiates the need for the Enhanced EPPP.*

Beta testing data from participating jurisdictions will be provided to all member jurisdictions. This information will include data from the Standard Setting process that evaluates the pass point, pass rates, and item level psychometric data. The steps to develop these data will follow the standard procedures used to develop a licensing examination as recommended by the American Educational Research Association, The American Psychological Association, and the National Council on Measurement in Education.

With regard to external validity measures, ASPPB is not conducting these evaluations. External validity is not the standard for development of any licensure exam of any profession, and to the best of our knowledge, very few studies exist that even attempt to assess external validity of a licensing examination. As we mentioned to your Task Force on the EPPP, the primary difficulty with demonstrating external (criterion-related) validity is that establishing an appropriate reliable criterion for which to measure the test is extremely difficult (Raymond & Leucht, 2013). For example, supervisor ratings are known to be unreliable, and direct observations likely lack the psychometric rigor of the exam itself. Therefore, attempts to provide validity data by comparing to such measures are problematic. Because of this, researchers (e.g., Kane 1982, Stocker and Impara 1995, Raymond & Leucht, 2013) have reported for decades that evaluation of licensure exams as a predictive measure is not appropriate or warranted. In fact, Stoker and Impara (p. 184) evaluated the support for criterion related measures and concluded that "at present we would concur with most of our colleagues that licensure boards should not be concerned with criterion related validity." Instead the Enhanced EPPP is constructed based on a rigorous and thorough content validity methodology that follows industry standards. The empirical basis for the use of the Enhanced EPPP is the Job Task Analysis. The 2016 job task analysis surveyed approximately 2700 practicing psychologists in Canada and the United States to determine the knowledge and skills needed for entry level practice as a psychologist. Analysis of the data resulted in the final test specifications that comprise the Enhanced EPPP

(Part 1 and Part 2). Thus, the test specifications are produced through analysis of what practicing psychologists report is required for entry-level practice. Additionally, ASPPB incorporates Subject Matter Experts (licensed psychologists) at every step of the development process to ensure that the examination accurately represents the knowledge and skills required for entry-level practice.

Thank you again for the opportunity to respond to your concerns. As always, please feel free to contact us if we can provide you additional information about the Enhanced EPPP.

Sincerely,

Matt Turner, PhD  
ASPPB, Senior Director of Examination Services  
[mturner@asppb.org](mailto:mturner@asppb.org)

Emil Rodolfa, PhD  
ASPPB, Implementation Task Force Chair  
[erodolfa@alliant.edu](mailto:erodolfa@alliant.edu)

#### References

American Educational Research Association, American Psychological Association & National Council on Measurement in Education (2014). *Standards for educational and psychological testing: 2014 Edition*, Washington, DC: American Psychological Association

Kane, Michael T. (1982) . The Validity of Licensure Examinations, *American Psychologist*, 37(8), 911-918.

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Stocker, H. W., & Impara, J. C. (1995). Basic psychometric issues in licensure testing. In J.C. Impara (Ed.), *Licensure testing: Purposes, procedures, and practices*. (p.165-186). Lincoln, Nebraska: Buros Institute of Mental Measurements.

## MEMORANDUM

<b>DATE</b>	October 22, 2021
<b>TO</b>	EPPP Part 2 ADHOC Committee Members
<b>FROM</b>	Lavinia Snyder Examination Coordinator
<b>SUBJECT</b>	Agenda Item 5 (c) Identify Outstanding Issues

The following are the outstanding issues the EPPP 2 Task Force raised and presented to the Board in November 2018:

1. Lack of a proven necessity for the additional examination;
2. Considerable concerns related to the examinations ability to assess skills as designed, and thus potentially providing negligible consumer protections;
3. The additional examination costs and burden on prospective licensees, especially on historically underrepresented and socioeconomically disadvantaged students;
4. The additional examination's creation of new barriers to licensure and potentially detrimental impact on access to psychological services to California consumers; and
5. Clarification on whether the optional Enhanced EPPP is an indefinite alternative or ASPPB is simply postponing the deadline for mandatory adoption. If the implementation date is merely being delayed, the Board would appreciate clarification on the anticipated date for mandatory implementation.

Out of the concerns listed, the two major concerns raised by the Board are:

1. The lack of clarity on whether the optional Enhanced EPPP is an indefinite alternative or ASPPB is simply postponing the deadline for mandatory adoption.

ASPPB did mention in its letters to the Board their continued monitoring of the EPPP Part 2 and beta testing. The Board seeks clarification on the anticipated date for mandatory implementation to allow the Board ample time to make statutory and regulatory changes.

2. The costs of the exam to prospective licensees. Although fee adjustments were made for early adopters, such as;
  - a. Fees for the skills portion of the exam, not including test center and jurisdictional fees are:
    - i. \$300 for early adopters – from exam launch through December 31, 2021
    - ii. \$450 as of January 1, 2022



b. ASPPB Exam Fees for Beta Testers, not including test center and jurisdictional fees will be \$100.00.

These costs are not permanent but are set to expire at specific timeframes. This continues to be a key area of concern raised by the Board's EPPP 2 Task Force, a point which was reiterated at the Board's August and November 2018 meetings. This concern stems from the impact the 100 percent increase in examination fees would have on consumer access to psychological services, particularly in areas serving vulnerable populations, and the impact on prospective licensees who may already be feeling the pressure of substantial financial burdens for their graduate education and training.

**Action Requested:**

No action required. This is for informational purposes only.

---

## MEMORANDUM

<b>DATE</b>	October 22, 2021
<b>TO</b>	EPPP Part 2 Committee Members
<b>FROM</b>	Lavinia Snyder Examination Coordinator
<b>SUBJECT</b>	Agenda Item #6 ASPPB Report on the EPPP (Part 2-Skills)

On March 8, 2021, the Board sent an invitation to present at the Board's EPPP Part 2 Ad hoc Committee meeting, and request for information to ASPPB. Attached is a copy of the invitation and request for information, and ASPPB's response from Mariann Burnetti-Atwell, PsyD, ASPPB's Chief Executive Officer.

**Action Requested:**

No action required. This is for informational purposes only.

March 8, 2021

Mariann Burnetti-Atwell, PsyD  
ASPPB Chief Executive Officer  
215 Market Road  
Tyrone, GA 30290

Dear Dr. Burnetti-Atwell:

The California Board of Psychology (Board) would like to invite the Association of State Provincial Psychology Boards (ASPPB) to provide a presentation regarding the EPPP Part 2 (Skills Exam). The meeting is scheduled on October 15, 2021 from 9:30 a.m.- 5:00 p.m.

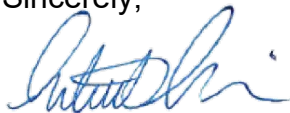
Since we have new Board members, the Board is interested in the following information:

1. Briefly explain the EPPP2
2. The purpose of the EPPP2
3. The advantages of this exam as it relates to the unique needs of the State of California (providing a distinction between knowledge-based exam, law and ethics exam, EPPP2).
4. Demonstrate how this exam accounted for the diversity of potential test takers and potential biases in the test questions.
5. The cost justification for the EPPP2 exam fee.
6. Current list of early adopters, passing rates of those states, and any other statistically significant data.

Please feel free to include any other pertinent information that is vital to the discussion. This meeting will be conducted on WebEx, as such, please provide any presentation materials to the Board by September 1, 2021 for inclusion in the meeting materials.

If you have any questions, please do not hesitate to email Lavinia Snyder at [Lavinia.snyder@dca.ca.gov](mailto:Lavinia.snyder@dca.ca.gov).

Sincerely,



ANTONETTE SORRICK, Executive Officer



# ASPPB

Association of State and  
Provincial Psychology Boards

Supporting member jurisdictions in fulfilling their responsibility of public protection

**President**

Tomás R. Granados, PsyD

**Chief Executive Officer**

Mariann Burnett-Atwell, PsyD

**Past President**

Sheila G. Young, PhD

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**Member Services**

Janet P. Orwig, MBA, CAE

**Senior Director of Examinations**

**Services**

Matt Turner, PhD

**Director of Educational Affairs**

Jacqueline B. Horn, PhD

**Director of Professional Affairs**

Alex Siegel, JD, PhD

September 17, 2021

Antonette Sorrick

California Board of Psychology

Executive Officer

1625 North Market Boulevard

Suite N-215

Sacramento, CA 95834

Thank you for reaching out to Association of State and Provincial Psychology Boards (ASPPB) regarding the Examination for Professional Practice in Psychology (EPPP). To assist with preparation for the meeting, we are providing written responses to the questions posed by the Board.

**1. Briefly explain the EPPP (Part 2-Skills).**

The EPPP (Part 2-Skills) is the part of a comprehensive assessment of competency for candidates for licensure as psychologists. The EPPP (Part 1-Knowledge) measures foundational knowledge required for licensure while the EPPP (Part 2-Skills) assesses candidates' ability to demonstrate skills. Skills are assessed through a variety of item types centered around the application of skills in real world situations. Situational vignettes, exhibits containing real world materials encountered in practice (test protocols, supervision contracts, letters etc.), and items requiring application of entry-level practice skills are incorporated into the assessment. Entry-level practice skills are not currently universally assessed in a standardized manner across all jurisdictions.

**2. The Purpose of the EPPP (Part 2-Skills).**

The evolution of the EPPP coincides with the movement towards assessment of competency that has taken place over the last couple decades. Historically, the EPPP, now the EPPP (Part 1-Knowledge), has been solely a foundational knowledge exam. Competence, however, requires both knowledge and skills. Until now, jurisdictions did not have a universal, standardized measure to assess the skills of their candidates. Therefore, the methods of skills assessment were variable and have included various options including oral exams, state specific skills exams, letters of recommendation, and requiring a certain number of practice hours. All of these methods have known reliability problems and may not adequately inform the decision to license. The EPPP (Part 2-Skills) solves this issue by providing a valid,

reliable, and defensible tool for regulators to assess the skills of the candidates applying for licensure. Collectively, the two parts of the EPPP more thoroughly assess competency, which in turn provides a valuable tool for regulators to better ensure protection of the public.

**3. The advantages of this exam as it relates to the unique needs of the State of California (providing a distinction between a knowledge-based exam, law, and ethics exam, EPPP2).**

Simply stated, the EPPP (Part 2-Skills) fills a known gap in the assessment of competency. The EPPP (Part 1-Knowledge) and the California Psychology Laws and Ethics Exam (CPLEE) provide the Board information on foundational knowledge and state specific laws. Neither provides a demonstration of candidate practice skills, an essential aspect of competency. It is our understanding that California, like many jurisdictions, abandoned an oral examination that was used to gather data on candidate competency. Other jurisdictions have cited issues of reliability which has invited potential legal challenges. The redesigned EPPP (including both parts) is a standardized assessment of competency that is reliable, valid, and legally defensible. At the present time, California does not have a standardized assessment of skills of their candidates for licensure. Adding the skills component of the EPPP allows the Board to fulfill the mission of public protection by ensuring that all potential licensees have demonstrated an expected level of knowledge and skills to practice safely.

**4. Demonstrate how this exam accounted for the diversity of potential test takers and potential biases in the test questions.**

ASPPB holds as a critical value and priority maintaining a valid and fair examination for all test takers. There are many processes in place to create inclusivity in the development process and to ensure that that bias is reduced to the greatest extent possible. Here are some brief points that illustrate key development processes that are designed to eliminate biased test items:

Hundreds of subject matter experts who are practicing psychologists have volunteered time to collaborate on the ongoing development of the EPPP. These individuals intentionally represent a diversity of racial, ethnic, geographic, gender, and practice characteristics.

The training for writing items for the EPPP involves, among other things, consideration of cultural and linguistic issues.

All item writers have been provided with in-person implicit bias training.

Each draft item is reviewed by multiple committees with members that have expertise in the various areas assessed on the exam. Each potential exam item is reviewed for accuracy, clarity of language, potential bias, and relevance for entry-level practice.

All items that meet review criteria and are accepted for use on the EPPP are statistically evaluated through “pretesting” before they are used as (scored) items on an exam.

An item is approved for use as a scored item *only* if its statistical performance is acceptable based on Item Response Theory (IRT) criteria and it is shown to be a consistent, valid, and fair measure of the test taker’s knowledge (or applied skills) in a particular domain.

Even after items have met initial statistical standards to become scored items, they must be reviewed again by a panel of subject matter experts to ensure continued clarity, correctness, and potential for bias.

All items are reviewed through Differential Item Functioning (DIF) Analysis. This is a statistical procedure that evaluates each item for potential performance differences across groups such as ethnicity or gender. Items that are flagged by the DIF process are reviewed by a panel of experts on cultural competence. If the item is deemed to be biased or unfair to a particular group, it is eliminated from the exam. To date, *no items have been found to be biased* using this process.

**5. The cost justification for the EPPP2 exam fee.**

The costs of the examination are based on a thorough review of the development costs. This involves, among many things, employing administrative and professional staff as well as contracting with vendors for technical support, specialized expertise and development/maintenance of databases and systems. ASPPB strives to keep exam fees reasonable and the ASPPB Board of Directors continually monitors the budget while ensuring enough revenue to support the development costs. The fee for the EPPP (Part 2-Skills) is \$300 until August 2022 when the fee will move to \$450.

**6. Current list of early adopters, passing rates of those states, and any other statistically significant data.**

Arizona, Georgia, Washington DC, Manitoba, Prince Edward Island, Newfoundland and Labrador were the initial early adopters. Texas and Minnesota have approved the EPPP (Part 2- Skills) and we expect several other jurisdictions to adopt the exam in the upcoming year. Pass rates will be published when we have reached a sufficient number of candidates to ensure accurate reporting. We anticipate based on initial beta testing that a pass rate between 80-85% might be expected.

Thank you allowing ASPPB the opportunity to respond to your questions on the EPPP (Part-2 Skills). As stated above, the EPPP has evolved in a manner to better support jurisdictional boards fulfill their mission of public protection by ensuring that all potential licensees have been assessed to have the necessary knowledge and skills to practice safely and competently. Ultimately, this will assist boards by providing clear, meaningful data, on a candidate's foundational knowledge and skills, making the decision to license more objective, sound, and safe for your citizens.

Respectfully,

Matt Turner, PhD  
Senior Director of Examination Services, ASPPB

Mariann Burnetti-Atwell, PsyD  
Chief Executive Officer, ASPPB

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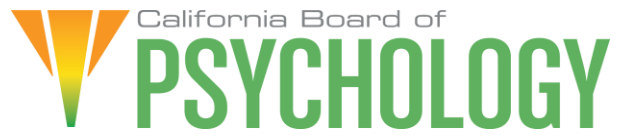
## MEMORANDUM

<b>DATE</b>	October 22, 2021
<b>TO</b>	EPPP Part 2 ADHOC Committee Members
<b>FROM</b>	Lavinia Snyder Examination Coordinator
<b>SUBJECT</b>	Agenda Item # 8 Office of Professional Examination Services (OPES) Status Report of the EPPP Audit

Attached is a copy of the Office of Professional Examination Services (OPES) Executive Summary and the full report of the EPPP Audit.

**Action Requested:**

No action required. This is for informational purposes only.



REVIEW OF THE EXAMINATION FOR  
PROFESSIONAL PRACTICE IN PSYCHOLOGY





BOARD OF PSYCHOLOGY

# REVIEW OF THE EXAMINATION FOR PROFESSIONAL PRACTICE IN PSYCHOLOGY



April 2021

Heidi Lincer, Ph.D., Chief  
Amy Welch Gandy, M.A., Research Data Supervisor II



## EXECUTIVE SUMMARY

Licensing boards and bureaus within the California Department of Consumer Affairs (DCA) must ensure that examination programs used in the California licensure process comply with psychometric and legal standards. The California Board of Psychology (Board) requested that DCA's Office of Professional Examination Services (OPES) complete a comprehensive review of the Association of State and Provincial Psychology Boards (ASPPB) Examination for Professional Practice in Psychology (EPPP). The purpose of the OPES review was to evaluate the suitability of the EPPP (Part 1-Knowledge) for continued use in California licensure for psychologists and to evaluate the suitability of the EPPP (Part 2-Skills) for future use in California licensure for psychologists.

The EPPP consists of two parts, Part 1-Knowledge and Part 2-Skills. The Board requires that candidates pass the EPPP Part 1 for licensure in California. The EPPP Part 2 is a new component of the examination that is in the beta testing stage and is used only by states that have already adopted this component for licensure.

OPES, in collaboration with the Board, received and reviewed the ASPPB 2016 EPPP Job Task Analysis Report (2016 Job Task Analysis Report) and other documents provided by ASPPB. Follow-up emails (ASPPB, February–March 2021) were exchanged to clarify the procedures and practices used to validate and develop the EPPP Part 1 and Part 2. OPES performed a comprehensive evaluation of the documents to determine whether the following examination program components met professional guidelines and technical standards: (a) occupational analysis, (b) examination development, (c) passing scores and passing rates, (d) test administration, (e) examination scoring and performance, (f) information available to candidates, and (g) test security procedures.

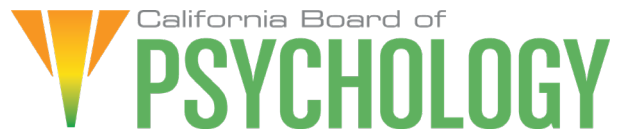
OPES found that the procedures used to establish and support the validity and defensibility of the above examination program components of the EPPP Part 1 and Part 2 appear to meet professional guidelines and technical standards outlined in the *Standards for Educational and Psychological Testing* (2014) (*Standards*) and in California Business and Professions (B&P) Code § 139.

In October 2020, OPES convened a panel of California psychologists to serve as subject matter experts (SMEs) to review the content of the EPPP Part 1 and Part 2. The SMEs were selected by the Board based on their geographic location, years of experience, and practice specialty. The purpose of the review was to compare the content of the EPPP Part 1 and Part 2 with the California psychologist description of practice resulting from the 2019 California *Occupational Analysis of the Psychologist Profession* (2019 California Psychologist OA) performed by OPES.

Specifically, the SMEs performed a comparison by linking the task and knowledge statements of the 2019 California psychologist description of practice to the examination blueprint of the EPPP Part 1 and the examination blueprint of the EPPP Part 2. The linkage studies were performed to identify whether there were areas of California psychology practice not measured by the EPPP examinations.

Overall, the SMEs concluded that the content of the EPPP Part 1 assesses general knowledge required for entry level psychologist practice in California, with the exception of California law and ethics. This general knowledge should continue to be tested on the California Psychology Law and Ethics Examination.

The SMEs were impressed by the EPPP Part 2, both by the concept of measuring skills and by the design of the scenario-based items. Additionally, the SMEs favored the EPPP Part 2 over the EPPP Part 1 as a single-examination option. However, the SMEs concluded that while the EPPP Part 2 assesses a deeper measure of skills than those measured by the EPPP Part 1, that alone may not support adoption of the EPPP Part 2. The SMEs further concluded that the skills measured by the EPPP Part 2 may be adequately assessed during supervised clinical experience, and that the EPPP Part 2 could possibly be an unnecessary barrier to licensure. OPES recommends that the Board continue to monitor the beta testing results of the EPPP Part 2 as part of their decision-making process for adopting the EPPP Part 2 as a requirement for licensure in California in the future.



REVIEW OF THE EXAMINATION FOR  
PROFESSIONAL PRACTICE IN PSYCHOLOGY



BOARD OF PSYCHOLOGY

# REVIEW OF THE EXAMINATION FOR PROFESSIONAL PRACTICE IN PSYCHOLOGY



April 2021

Heidi Lincer, Ph.D., Chief  
Amy Welch Gandy, M.A., Research Data Supervisor II



## EXECUTIVE SUMMARY

Licensing boards and bureaus within the California Department of Consumer Affairs (DCA) must ensure that examination programs used in the California licensure process comply with psychometric and legal standards. The California Board of Psychology (Board) requested that DCA's Office of Professional Examination Services (OPES) complete a comprehensive review of the Association of State and Provincial Psychology Boards (ASPPB) Examination for Professional Practice in Psychology (EPPP). The purpose of the OPES review was to evaluate the suitability of the EPPP (Part 1-Knowledge) for continued use in California licensure for psychologists and to evaluate the suitability of the EPPP (Part 2-Skills) for future use in California licensure for psychologists.

The EPPP consists of two parts, Part 1-Knowledge and Part 2-Skills. The Board requires that candidates pass the EPPP Part 1 for licensure in California. The EPPP Part 2 is a new component of the examination that is in the beta testing stage and is used only by states that have already adopted this component for licensure.

OPES, in collaboration with the Board, received and reviewed the ASPPB 2016 EPPP Job Task Analysis Report (2016 Job Task Analysis Report) and other documents provided by ASPPB. Follow-up emails (ASPPB, February–March 2021) were exchanged to clarify the procedures and practices used to validate and develop the EPPP Part 1 and Part 2. OPES performed a comprehensive evaluation of the documents to determine whether the following examination program components met professional guidelines and technical standards: (a) occupational analysis, (b) examination development, (c) passing scores and passing rates, (d) test administration, (e) examination scoring and performance, (f) information available to candidates, and (g) test security procedures.

OPES found that the procedures used to establish and support the validity and defensibility of the above examination program components of the EPPP Part 1 and Part 2 appear to meet professional guidelines and technical standards outlined in the *Standards for Educational and Psychological Testing* (2014) (*Standards*) and in California Business and Professions (B&P) Code § 139.

In October 2020, OPES convened a panel of California psychologists to serve as subject matter experts (SMEs) to review the content of the EPPP Part 1 and Part 2. The SMEs were selected by the Board based on their geographic location, years of experience, and practice specialty. The purpose of the review was to compare the content of the EPPP Part 1 and Part 2 with the California psychologist description of practice resulting from the 2019 California *Occupational Analysis of the Psychologist Profession* (2019 California Psychologist OA) performed by OPES.

Specifically, the SMEs performed a comparison by linking the task and knowledge statements of the 2019 California psychologist description of practice to the examination blueprint of the EPPP Part 1 and the examination blueprint of the EPPP Part 2. The linkage studies were performed to identify whether there were areas of California psychology practice not measured by the EPPP examinations.

Overall, the SMEs concluded that the content of the EPPP Part 1 assesses general knowledge required for entry level psychologist practice in California, with the exception of California law and ethics. This general knowledge should continue to be tested on the California Psychology Law and Ethics Examination.

The SMEs were impressed by the EPPP Part 2, both by the concept of measuring skills and by the design of the scenario-based items. Additionally, the SMEs favored the EPPP Part 2 over the EPPP Part 1 as a single-examination option. However, the SMEs concluded that while the EPPP Part 2 assesses a deeper measure of skills than those measured by the EPPP Part 1, that alone may not support adoption of the EPPP Part 2. The SMEs further concluded that the skills measured by the EPPP Part 2 may be adequately assessed during supervised clinical experience, and that the EPPP Part 2 could possibly be an unnecessary barrier to licensure. OPES recommends that the Board continue to monitor the beta testing results of the EPPP Part 2 as part of their decision-making process for adopting the EPPP Part 2 as a requirement for licensure in California in the future.

## TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	iii
<b>CHAPTER 1   INTRODUCTION</b> .....	1
<b>CHAPTER 2   OCCUPATIONAL ANALYSIS</b> .....	5
<b>CHAPTER 3   EXAMINATION DEVELOPMENT</b> .....	9
<b>CHAPTER 4   PASSING SCORES AND PASSING RATES</b> .....	13
<b>CHAPTER 5   TEST ADMINISTRATION</b> .....	17
<b>CHAPTER 6   EXAMINATION SCORING AND PERFORMANCE STANDARDS</b> .....	21
<b>CHAPTER 7   TEST SECURITY</b> .....	23
<b>CHAPTER 8   COMPARISON OF THE 2019 CALIFORNIA PSYCHOLOGIST DESCRIPTION OF PRACTICE TO THE EPPP PART 1 AND PART 2 EXAMINATION BLUEPRINTS AND EXAMINATION CONTENTS</b> .....	25
<b>CHAPTER 9   CONCLUSIONS</b> .....	33
<b>CHAPTER 10   REFERENCES</b> .....	35



## LIST OF TABLES

TABLE 1 – EPPP PART 1 EXAMINATION BLUEPRINT DOMAIN SECTIONS.....	27
TABLE 2 – EPPP PART 2 EXAMINATION BLUEPRINT DOMAIN SECTIONS.....	28
TABLE 3 – CONTENT AREAS OF THE CALIFORNIA PSYCHOLOGIST DESCRIPTION OF PRACTICE FROM 2019 CALIFORNIA OA .....	29
TABLE 4 – CONTENT AREAS OF THE CALIFORNIA PSYCHOLOGIST DESCRIPTION OF PRACTICE.....	30

## CHAPTER 1 | INTRODUCTION

### PURPOSE OF THE COMPREHENSIVE REVIEW

Licensing boards and bureaus within the California Department of Consumer Affairs (DCA) must ensure that examination programs used in the California licensure process comply with psychometric and legal standards. The public must be reasonably confident that an individual passing a licensure examination has the requisite knowledge and skills to competently and safely practice in the profession.

The California Board of Psychology (Board) requested that DCA's Office of Professional Examination Services (OPES) complete a comprehensive review of the Association of State and Provincial Psychology Boards (ASPPB) Examination for Professional Practice in Psychology (EPPP). The EPPP consists of two parts, Part 1-Knowledge and Part 2-Skills. The Board requires that candidates pass the EPPP Part 1-Knowledge for licensure in California. The EPPP Part 2-Skills is a new component of the EPPP examination that is in the beta testing stage and is used only by states that have already adopted this part for licensure. Both the EPPP Part 1 and Part 2 are computer-based examinations administered by Pearson VUE.

The EPPP Part 1 and Part 2 are designed to assess foundational knowledge of psychology and applied skills that are essential for entry level psychology practice (ASPPP, *The EPPP One Exam, Two Parts: EPPP (Part 1-Knowledge) and EPPP (Part 2-Skills)*, 2020). Part 1 tests the foundational knowledge learned in graduate school and includes questions from eight content areas. (See Table 1.) The Part 1 examination consists of a total of 225 items, 175 of which are scorable items and 50 of which are pretest items. Part 1 is a prerequisite for candidates in states that require Part 2 for licensure.

Part 2 tests skills through applied real-world situations faced by psychologists in practice within six content areas. (See Table 2.) The Part 2 examination consists of a total of 170 items, 130 of which are scorable items and 40 of which are pretest items.

The OPES review had four purposes:

1. To evaluate the suitability of the EPPP Part 1 for continued use in California.
2. To evaluate the suitability of the EPPP Part 2 for future use in California.
3. To determine whether the EPPP Part 1 and Part 2 meet the professional guidelines and technical standards outlined in the *Standards* and B&P Code § 139.
4. To identify any areas of psychologist practice in California that the EPPP Part 1 or Part 2 do not assess.

In relation to the *Standards*, evaluating the acceptability of an examination does not involve determining whether the examination satisfies each individual standard interpreted literally. The

importance of each standard varies according to circumstances. As commented in the *Standards*:

...Individual standards should not be considered in isolation. Therefore, evaluating acceptability depends on (a) professional judgment that is based on a knowledge of behavioral science, psychometrics, and the relevant standards in the professional field to which the test applies; (b) the degree to which the intent of the standard has been satisfied by the test developer and user; (c) the alternative measurement devices that are readily available; (d) research and experiential evidence regarding the feasibility of meeting the standard; and (e) applicable laws and regulations (p. 7).

OPES, in collaboration with the Board, requested documentation from ASPPB to determine whether the EPPP Part 1 and Part 2 meet professional guidelines and technical standards outlined in the *Standards* and in B&P Code § 139: (a) occupational analysis (OA),<sup>1</sup> (b) examination development, (c) passing scores and passing rates,<sup>2</sup> (d) test administration, (e) examination scoring and performance, (f) information available to candidates, and (g) test security protocols.

ASPPB provided documentation related to validation of the two examinations. Pearson VUE conducted the most recent OA for the psychology profession to update the examination blueprint<sup>3</sup> for the EPPP Part 1 and to create the examination blueprint for the new EPPP Part 2. The OA results are documented in the ASPPB *EPPP Job Task Analysis Report November 2016* (2016 Job Task Analysis Report), which was used for this review.

Follow-up emails (ASPPB, February–March 2021) were exchanged with ASPPB to clarify the procedures and practices used to validate and develop the EPPP Part 1 and Part 2.

To be licensed in California, psychologists are required to pass the EPPP Part 1. Candidates must also pass the California Psychology Law and Ethics Examination developed by OPES. The EPPP Part 2 is not currently required for licensure in California.

## CALIFORNIA LAW AND POLICY

California B&P Code § 139 states:

The Legislature finds and declares that occupational analyses and examination validation studies are fundamental components of licensure programs.

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<sup>1</sup> An occupational analysis is also known as a job analysis, practice analysis, or task analysis.

<sup>2</sup> A passing score is also known as a pass point or cut score.

<sup>3</sup> An examination blueprint is also known as a content outline, examination outline, test content, or test specification.

B&P Code § 139 further requires that DCA develop a policy to address the minimum requirements for psychometrically sound examination validation, examination development, and occupational analyses, including standards for the review of state and national examinations.

*DCA Licensure Examination Validation Policy OPES 18-02* specifies the *Standards* as the most relevant technical and professional standards to be followed to ensure that examinations used for licensure in California are psychometrically sound, job-related, and legally defensible (OPES 18-02).

*DCA Participation in Examination Development Workshops Policy OPES 20-01*, as mandated by B&P Code § 139, specifies that board members, committee members, and instructors should not serve as expert consultants in the licensure examination development process (OPES 20-01). This is due to potential conflict of interest, undue influence, and security considerations.

### FORMAT OF THE REPORT

The chapters of this report provide the relevant standards related to psychometric aspects of the EPPP Part 1 and Part 2 and describe the findings and recommendations that OPES identified during its review.

## CHAPTER 2 | OCCUPATIONAL ANALYSIS

### STANDARDS

The following standard is most relevant to conducting OAs for licensure examinations, as referenced in the *Standards*.

#### **Standard 11.13**

The content domain to be covered by a credentialing test should be defined clearly and justified in terms of the importance of the content for credential-worthy performance in an occupation or profession. A rationale and evidence should be provided to support the claim that the knowledge or skills being assessed are required for credential-worthy performance in that occupation and are consistent with the purpose for which the credentialing program was instituted (pp. 181–182).

The comment following Standard 11.13 emphasizes its relevance:

Comment: Typically, some form of job or practice analysis provides the primary basis for defining the content domain. If the same examination is used in the credentialing of people employed in a variety of settings and specialties, a number of different job settings may need to be analyzed. Although the job analysis techniques may be similar to those used in employment testing, the emphasis for credentialing is limited appropriately to knowledge and skills necessary for effective practice.

In tests used for licensure, knowledge and skills that may be important to success but are not directly related to the purpose of licensure (e.g., protecting the public) should not be included (p. 182).

California B&P Code § 139 requires that each California licensing board, bureau, commission, and program report annually on the frequency of its occupational analysis and on the validation and development of its examinations. OPES 18-02 states:

Generally, an occupational analysis and examination outline should be updated every five years to be considered current; however, many factors are taken into consideration when determining the need for a different interval. For instance, an occupational analysis and examination outline must be updated whenever there are significant changes in a profession's job tasks and/or demands, scope of practice, equipment, technology, required knowledge, skills and abilities, or laws and regulations governing the profession (p. 4).

## FINDINGS

ASPPB contracted with Pearson VUE to conduct an OA for the EPPP in 2016. The results of the study are documented in the 2016 Job Task Analysis Report.

### Occupational Analysis – Methodology and Time Frame

The purpose of the OA was to update the EPPP Part 1-Knowledge and to develop the new EPPP Part 2-Skills (2016 Job Task Analysis Report, p. 2). The OA occurred in four stages.

1. In the first stage, the six-member Job Task Analysis Advisory Committee (JTAAC) established the Job Task Analysis Task Force (JTATF), which was approved by ASPPB. The JTATF consisted of 16 licensed psychologists from Canada and the United States and included the six JTAAC members. The JTATF, along with ASPPB staff and two psychometricians from Pearson VUE, met to conduct the three remaining stages of the OA.
2. During the second stage, the JTATF was charged with reviewing and updating knowledge statements, competency statements, and behavioral exemplars. The JTATF also reviewed and refined the OA survey and demographics.
3. During the third stage, ASPPB pilot tested the OA survey with the JTATF and then sent the final survey to psychologists throughout Canada and the United States.
4. During the fourth stage, the JTATF finalized the blueprint for both the EPPP Part 1 and Part 2 based on the results of the OA survey.

Finding 1: The OA was conducted within a time frame considered to be current and legally defensible. The study began in 2015 and was completed in 2016.

### Occupational Analysis – Development of Survey Instrument

In May 2016, a survey development meeting was held between the JTATF, ASPPB staff, and Pearson VUE psychometricians to review and refine the OA survey and demographics. Based on the results of the meeting, Pearson VUE designed the OA survey for piloting with the JTATF. The purpose of piloting the survey was to ensure clarity, ensure that there were no typographical errors, ensure clarity in the rating scales, determine how long the survey would take to complete, and make additional changes to the survey tasks and demographic questions (2016 Job Task Analysis Report, p. 6).

The final OA survey was administered between July 11, 2016 and August 31, 2016. First, survey participants were asked a qualifying question and two required demographic questions to ensure representativeness of the survey. Next, the participants were randomly assigned into two groups. The first group was asked to rate the frequency, criticality, and importance of each knowledge statement from the EPPP Part 1. The second group was asked to rate the frequency, criticality, importance, and acquisition of the competencies and behavioral exemplars from the EPPP Part 2. Both groups were then asked to rank order the major areas of the knowledge, competencies, or behavioral exemplars they had been asked to rate. Finally, participants were asked a series of optional demographic questions and were solicited for their

contact information to be entered into a drawing for a \$100 gift card (2016 Job Task Analysis Report, p. 6). See the next section for a comprehensive description of the sampling plan.

Finding 2: The procedure used by ASPPB and Pearson VUE to develop the survey instrument meets professional guidelines and technical standards.

### Occupational Analysis – Sampling Plan

The sampling plan for the OA consisted of ASPPB sending the OA survey to licensing boards asking them to distribute the survey to their licensees. They also sent the survey to the following professional psychology organizations to gather additional responses from licensed psychologists: Association of Psychology Postdoctoral and Internship Centers (APPIC), Canadian Psychological Association (CPA), and American Psychological Association Practice Organization (APAPO).

ASPPB received 9,599 responses to the initial qualifying question, which asked the respondents if they were licensed or registered for independent practice as a psychologist. Of the 9,599 respondents, 8,499 responded to the second qualifying question asking in what country they were licensed or registered. Of the 8,499 respondents, 3,274 respondents provided at least one rating to the knowledge scales for the Part 1 and 2,736 provided at least one rating to the competency and behavioral exemplar scales for the Part 2. Of that total (6,010), 1,899 respondents provided ratings to all knowledge scales and 1,030 respondents provided ratings to all competency and behavioral exemplar scales. The JTATF agreed to use all responses in the final ratings for analysis (2016 Job Task Analysis Report, p. 7).

Of the 8,499 respondents who provided jurisdiction information, 22.3% (1,881) were from California. Of the 3,274 respondents for the Part 1, 21.6% (708) were from California; of the 2,736 respondents for the Part 2, 21.2% (580) were from California.

Finding 3: The intent of the sampling plan was reasonable and meets professional guidelines and technical standards.

### Occupational Analysis – Survey Results

After administering the survey, Pearson VUE collected the data and analyzed the survey results.

Finding 4: The respondents consisted of licensed psychologists from all 50 states and Canada. The JTATF considered weighting respondents' ratings according to the number of psychologists in each jurisdiction. Ultimately, they decided to weight all responses equally (2016 Job Task Analysis Report, p. 7).

## Occupational Analysis – Decision Rules and Final Examination Blueprint

In September 2016, a test specifications meeting was held with the JTATF, ASPPB staff, and Pearson VUE psychometricians to review the OA survey results and to finalize the blueprint specifications for the EPPP Part 1 and Part 2.

A hierarchical scale ordering method was used to aggregate the ratings for review and consideration. A mapping table was created, and the criticality ratings were determined to be the most essential and the top of the hierarchy. Next, the importance ratings were nested into criticality, and, finally, the frequency ratings were nested into importance. The JTATF decided to retain all knowledge statements for the Part 1 blueprint and to retain the same domain titles as used in the previous blueprint. For the Part 2 blueprint, 26 of the 31 competencies were retained and 71 of the 84 behavioral exemplars were retained. The competencies and behavioral exemplars that were dropped were dropped because they either had low ratings or were deemed not critical to entry level practice.

Finding 5: The linkage between the major content areas of the EPPP blueprints and the knowledge statements and the competencies and the behavioral exemplars required for entry level psychologists demonstrates a sufficient level of validity, thereby meeting professional guidelines and technical standards.

## CONCLUSIONS

The OA conducted by Pearson VUE and ASPPB appears to meet professional guidelines and technical standards. Additionally, the development of the blueprints for the EPPP Part 1 and Part 2 are based on the results of the OA and appear to meet professional guidelines and technical standards.



## CHAPTER 3 | EXAMINATION DEVELOPMENT

### STANDARDS AND REGULATIONS

Examination development includes many steps, from the development of a description of practice to scoring and analyzing items after the administration of an examination. Several activities involved in the examination development process are evaluated in this section. The activities include item writing, linking items to the description of practice, developing the scoring criteria, and developing examination forms.

The following standards are most relevant to examination development for licensure examinations, as referenced in the *Standards*.

#### **Standard 4.7**

The procedures used to develop, review, and try out items and to select items from the item pool should be documented (p. 87).

#### **Standard 4.12**

Test developers should document the extent to which the content domain of a test represents the domain defined in the test specifications (p. 89).

The following regulations are relevant to the integrity of the examination development process:

California B&P Code § 139 requires the Department of Consumer Affairs to develop a policy on examination validation which includes minimum requirements for psychometrically sound examination development.

OPES 20-01, as mandated by B&P Code § 139, specifies that board members, committee members, and instructors should not serve as expert consultants in the licensure examination development process. This is due to potential conflict of interest, undue influence, and security considerations.

### FINDINGS

#### Examination Development – Subject Matter Experts (SMEs)

Item development for the EPPP Part 1 and Part 2 is performed by SMEs selected by ASPPB's Item Development Committee (IDC). ASPPB solicits licensed psychologists through various psychology association listservs to participate as SMEs. SMEs are selected to represent the psychology profession in terms of gender, ethnicity, training background, professional expertise, work setting, and geographic location. SMEs are required to sign a confidentiality agreement. The IDC trains the SMEs on how to write items and how to use the item writing platform. SMEs are assigned to write items only in their areas of expertise as a psychologist. SMEs write items before an item writing workshop or throughout the year and submit them to the IDC. Submitted items are reviewed and validated by the IDC at item writing workshops or through the item

writing portal. “Items are evaluated for style, format, subject matter accuracy, relevance to practice, professional level of mastery, contribution to public protection, and freedom from bias” (ASPPB, *EPPP Candidate Handbook 2020* p. 22).

Finding 6: The criteria used to select SMEs for item and test development appear to be relatively consistent with professional guidelines and technical standards. ASPPB does not specifically recruit educators or board members as SMEs, but they do not have a policy in place to exclude them from serving as SMEs. The use of educators in examination development processes is not fully compliant with OPES 20-01, as mandated by B&P Code § 139.

#### Examination Development – Linkage to Examination Blueprint

Item development for the EPPP Part 1 and Part 2 examinations is performed by SMEs. The SMEs are responsible for developing areas of the examination, which consists of reviewing, editing, and selecting test items.

All items are linked to the examination blueprints by the SMEs and reviewed for relevance to entry level practice before they are used on an examination form.

Finding 7: The SMEs develop, review, and construct EPPP items in alignment with the Part 1 and Part 2 examination blueprints, which is consistent with professional guidelines and technical standards.

#### Examination Development – Item Pilot Testing

The EPPP Part 1 forms include 50 pretest items, and the EPPP Part 2 forms include 40 pretest items. After each test administration, ASPPB reviews classical item statistics to ensure items are psychometrically sound.

Finding 8: The procedures used to develop, review, pilot test, and select items from the item pool meet professional guidelines and technical standards.

Finding 9: Item statistics are calculated and evaluated for adequate performance for licensure examinations and meet professional guidelines and technical standards.

#### Examination Development – Examination Forms

ASPPB equates forms using item response theory (IRT). Examination forms are constructed based on the blueprints and reviewed by SMEs. The SMEs review each form to ensure there is no duplicate content and that it is appropriate for entry level practice. Additionally, a review is performed by SMEs to ensure that forms do not contain bias. ASPPB maintains a sufficiently large item bank to provide an adequate number of items for use on each form.

Finding 10: The criteria applied to create new examination forms for the EPPP Part 1 and Part 2, and the specific criteria within each domain of the examinations, meet professional guidelines and technical standards.

Finding 11: The procedure used to ensure that examination form contents are parallel meets professional guidelines and technical standards.

## CONCLUSIONS AND RECOMMENDATIONS

The examination development activities conducted by ASPPB generally meet professional guidelines and technical standards regarding the service of SMEs for item development and examination construction; the linkage of each item to the examination blueprints; the pilot testing of new items; and the development of new examination forms. However, to fully comply with OPES 20-01, as mandated by B&P Code § 139, OPES recommends that ASPPB phase out or limit the participation of educators and board members in the examination development process.

## CHAPTER 4 | PASSING SCORES AND PASSING RATES

### STANDARDS AND REGULATIONS

The passing score of an examination is the score that represents the level of performance that divides those candidates for licensure who are minimally competent from those who are not competent. The process of establishing passing scores for licensure examinations relies on the expertise and judgment of SMEs.

The following standards are most relevant to passing scores, cut points, or cut scores for licensure examinations, as referenced in the *Standards*.

#### **Standard 5.21**

When proposed score interpretations involve one or more cut scores, the rationale and procedures used for establishing cut scores should be documented clearly (p. 107).

#### **Standard 11.16**

The level of performance required for passing a credentialing test should depend on the knowledge and skills necessary for credential-worthy performance in the occupation or profession and should not be adjusted to control the number or proportion of persons passing the test (p. 182).

The supporting commentary on passing or cut scores in Chapter 5 of the *Standards*, “Scores, Scales, Norms, Score Linking, and Cut Scores,” states that the standard-setting process used should be clearly documented and defensible. The qualifications of the judges involved and the process of selecting them should be part of the documentation. A sufficiently large and representative group of judges should be involved, and care must be taken to ensure that judges understand the process and procedures they are to follow, and “that their judgments are as thoughtful and objective as possible” (p. 101).

In addition, the supporting commentary in Chapter 11 of the *Standards*, “Workplace Testing and Credentialing,” states that the focus of tests used in credentialing is on “the standards of competence needed for effective performance (e.g., in licensure this refers to safe and effective performance in practice)” (p. 175). Supporting commentary further states, “Standards must be high enough to ensure that the public, employers, and government agencies are well served, but not so high as to be unreasonably limiting” (p. 176).

OPES 20-01, as mandated by B&P Code § 139, specifies that board members, committee members, and instructors should not serve as expert consultants in the licensure examination development process. This is due to potential conflict of interest, undue influence, and security considerations.

## FINDINGS

### EPPP Part 1 and Part 2 Passing Scores – Process, Service of Subject Matter Experts, and Methodology

The process of establishing passing scores was facilitated by Pearson VUE and relied on the participation of SMEs. ASPPB selected 14 SMEs to participate in the most recent standard setting meeting. The SMEs consisted of licensed psychologists who had a wide range of practice settings. A majority were recently licensed.

Pearson VUE used the Bookmark method to set the passing score for both the EPPP Part 1 and Part 2 examinations. On the first day, the SMEs received an overview of the standard setting process and the Bookmark method. In a large group, the SMEs then discussed the minimally competent candidate and received training on the Bookmark procedure. The SMEs then worked individually to complete the ratings and Bookmark placement. After making their initial ratings, the group was given the preliminary results.

On the second day, a second round of ratings and Bookmark placements was completed, and the group was given the preliminary results. The group then discussed the impact of the results and the expected pass rates. The group then determined the recommended passing score. Finally, all participants were asked to evaluate the meeting process.

The passing scores for the EPPP Part 1 and Part 2 examination forms were presented to the ASPPB Board of Directors. The Board of Directors selected the final passing scores that were recommended from the results of the standards setting meeting.

After conducting the standard setting for one EPPP Part 1 and one Part 2 form, ASPPB used item response theory (IRT) to conduct an equating analysis and to determine the equivalent passing scores for the forms.

Finding 12: The service of SMEs to determine the EPPP Part 1 and Part 2 passing scores reasonably appears to meet professional guidelines and technical standards. ASPPB does not specifically recruit educators or board members as SMEs, but they do not have a policy in place to exclude them from serving as SMEs. The use of educators in examination development processes is not fully compliant with OPES 20-01, as mandated by B&P Code § 139.

Finding 13: The number of SMEs serving in the passing score studies is consistent with professional guidelines and technical standards.

Finding 14: The training of the SMEs and the application of the Bookmark method is consistent with professional guidelines and technical standards.

## Passing Rates

ASPPB tracks passing rates for the EPPP. This data is provided for first-time test takers who attended accredited and non-accredited doctoral programs. For 2019, the overall passing rates for first-time candidates in all states were:

- EPPP Part 1 Accredited Doctoral Programs: 81%
- EPPP Part 1 Non-Accredited Doctoral Programs: 54%
- EPPP Part 2 Accredited Doctoral Programs: unavailable – still in beta testing phase
- EPPP Part 2 Non-Accredited Doctoral Programs: unavailable – still in beta testing phase

Finding 15: The passing rates are reasonable for a licensure examination considering that these examinations are given before program graduation.

## CONCLUSIONS AND RECOMMENDATIONS

The passing score studies conducted by ASPPB demonstrate a sufficient degree of validity, thereby meeting professional guidelines and technical standards. However, to fully comply with OPES 20-01, as mandated by B&P Code § 139, OPES recommends that ASPPB phase out or limit the participation of educators and board members in the passing score process.

## CHAPTER 5 | TEST ADMINISTRATION

### STANDARDS

The following standards are most relevant to the test administration process for licensure examinations, as referenced in the *Standards*.

#### **Standard 3.4**

Test takers should receive comparable treatment during the test administration and scoring process (p. 65).

#### **Standard 4.15**

The directions for test administration should be presented with sufficient clarity so that it is possible for others to replicate the administration conditions under which the data on reliability, validity, and (where appropriate) norms were obtained. Allowable variations in administration procedures should be clearly described. The process for reviewing requests for additional testing variations should also be documented (p. 90).

#### **Standard 4.16**

The instructions presented to test takers should contain sufficient detail so that test takers can respond to a task in the manner that the test developer intended. When appropriate, sample materials, practice or sample questions, criteria for scoring, and a representative item identified with each item format or major area in the test's classification or domain should be provided to the test takers prior to the administration of the test, or should be included in the testing material as part of the standard administration instructions (p. 90).

#### **Standard 6.1**

Test administrators should follow carefully the standardized procedures for administration and scoring specified by the test developer and any instructions from the test user (p. 114).

#### **Standard 6.2**

When formal procedures have been established for requesting and receiving accommodations, test takers should be informed of these procedures in advance of testing (p. 115).

#### **Standard 6.3**

Changes or disruptions to standardized test administration procedures or scoring should be documented and reported to the test user (p. 115).

#### **Standard 6.4**

The testing environment should furnish reasonable comfort with minimal distractions to avoid construct-irrelevant variance (p. 116).

#### **Standard 6.5**

Test takers should be provided appropriate instructions, practice, and other support necessary to reduce construct-irrelevant variance (p. 116).

#### **Standard 8.1**

Information about test content and purposes that is available to any test taker prior to testing should be available to all test takers. Shared information should be available free of charge and in accessible formats (p. 133).

#### **Standard 8.2**

Test takers should be provided in advance with as much information about the test, the testing process, the intended test use, test scoring criteria, testing policy, availability of accommodations, and confidentiality protection as is consistent with obtaining valid responses and making appropriate interpretations of test scores (p. 134).

## **FINDINGS**

### Test Administration – Candidate Registration and Information

Candidates register to take the EPPP Part 1 and Part 2 through the ASPPB's online registration system. The ASPPB website, **asppb.net**, provides instructions for candidates to set up an online account. For the EPPP Part 1 and Part 2 examinations, Pearson VUE, the test vendor, sends an email notification to candidates to select a test center location and an examination day. Candidates can schedule online or by telephone.

The ASPPB website includes the following information for test candidates:

- Exam Descriptions
- Exam Blueprint and content breakdowns
- Sample Test Items
- State Requirements
- Eligibility
- Exam Fees
- Exam Cancellation

Finding 16: The registration process for the EPPP Part 1 and Part 2 appears straightforward. The information available to candidates is detailed and thorough. The candidate registration process meets professional guidelines and technical standards.



### Test Administration – Accommodation Requests

Candidates can request accommodations by marking a “Special Accommodations” box during the EPPP registration process. Supporting documentation from a qualified evaluator must be submitted directly to the Board for review and approval. Accommodations are reviewed and approved by the Board and submitted to ASPPB. Once approved, candidates must register by calling Pearson VUE’s toll-free number for accommodations.

Finding 17: The accommodation procedure for the EPPP appears to meet professional guidelines and technical standards.

### Test Administration – Test Centers

Candidates take the EPPP Part 1 and Part 2 at Pearson VUE test centers. Pearson VUE offers over 200 test centers located throughout the United States that are managed by trained proctors. The EPPP Part 1 is offered on a continuous basis. The EPPP Part 2 will be offered on a continuous basis once the beta testing phase is complete.

Finding 18: Candidates have access to over 200 Pearson VUE test center locations with trained proctors and controlled testing conditions.

### Test Administration – Standardized Procedures and Testing Environment

Pearson VUE provides a consistent standardized testing environment. The testing centers are organized and furnished similarly, and each candidate is tested at the same type of work station, using the same type of equipment.

Finding 19: The procedures established for the test administration process and testing environment appear to meet professional guidelines and technical standards.

## CONCLUSIONS

Given the findings, the test administration protocols put in place by ASPPB and Pearson VUE appear to meet professional guidelines and technical standards.

## CHAPTER 6 | EXAMINATION SCORING AND PERFORMANCE STANDARDS

### STANDARDS

The following standards are most relevant to scoring and performance for licensure examinations, as referenced in the *Standards*.

#### **Standard 2.3**

For each total score, subscore, or combination of scores that is to be interpreted, estimates of relevant indices of reliability/precision should be reported (p. 43).

#### **Standard 4.10**

When a test developer evaluates the psychometric properties of items, the model used for that purpose (e.g., classical test theory, item response theory, or another model) should be documented. The sample used for estimating item properties should be described and should be of adequate size and diversity for the procedure. The process by which items are screened and the data used for screening, such as item difficulty, item discrimination, or differential item functioning (DIF) for major examinee groups, should also be documented. When model-based methods (e.g., IRT) are used to estimate item parameters in test development, the item response model, estimation procedures, and evidence of model fit should be documented (pp. 88-89).

### FINDINGS

#### Examination Performance – Scoring of the EPPP Part 1 and Part 2

The EPPP Part 1 consists of 175 scored items and 50 non-scored pretest items administered by computer. Examination forms are constructed to align with the examination blueprint. All items are multiple choice. The items are scored as either correct or incorrect, and candidate performance is scored by computer. Candidates receive a score immediately after completing the examination. The score is sent to the Board within 10 days.

The EPPP Part 2 consists of a total of 130 scored items and 40 non-scored pretest items administered by computer. Examination forms are constructed to align with the examination blueprint. Each examination consists of three categories of items:

- 45% multiple choice items and multiple-choice multiple response items; multiple choice items include a question and three answer options; multiple-choice multiple response items include a question and a set of answer options from which a candidate can choose from two to five.
- 45% scenario-based items.
- 10% other item types.

The items are scored as either correct or incorrect, and candidate performance is scored by computer. If California chooses to adopt the Part 2 after the beta testing phase is complete, candidates will receive a score immediately after completing the examination and the score will be sent to the Board.

ASPPB's psychometricians perform classical item analysis to identify any problem items or irregularities within the examination. Items identified as problematic are put on hold and reviewed. Candidate comments are also taken into consideration in the review of problematic items as part of the comprehensive review of the examination's performance.

Finding 20: Scoring of the EPPP Part 1 and Part 2 appears to adhere to professional guidelines and technical standards.

## CONCLUSIONS

The steps taken by ASPPB to score the EPPP Part 1 and Part 2 provide a fair and objective evaluation of candidate performance. The steps taken by ASPPB to evaluate examination performance are valid and legally defensible and meet professional guidelines and technical standards.

## CHAPTER 7 | TEST SECURITY

### STANDARDS

The following standards are most relevant to test security for licensure examinations, as referenced in the *Standards*.

#### **Standard 6.6**

Reasonable efforts should be made to ensure the integrity of test scores by eliminating opportunities for test takers to attain scores by fraudulent or deceptive means (p. 116).

#### **Standard 6.7**

Test users have the responsibility of protecting the security of test materials at all times (p. 117).

#### **Standard 8.9**

Test takers should be made aware that having someone else take the test for them, disclosing confidential test material, or engaging in any other form of cheating is unacceptable and that such behavior may result in sanctions (p. 136).

#### **Standard 9.21**

Test users have the responsibility to protect the security of tests, including that of previous editions (p. 147).

### FINDINGS

#### Examination Security Agreements

All EPPP candidates are required to agree to the Candidate Acknowledgement Statement. The Candidate Acknowledgement Statement describes the candidate's ethical and legal duty to protect examination information, examination restrictions, candidate misconduct, and the consequences of violating test security.

#### Test Security

Candidates take the EPPP Part 1 and Part 2 at a Pearson VUE test center via computer in a secure testing room. They must bring two forms of personal identification with them to the test center (one with a photo, both with signature). Candidates are required to provide biometric data by a palm vein scan and have their photo taken at the test site. Candidates are prohibited from bringing any personal items into the test room. Candidates are monitored during testing by Pearson VUE proctors.

Pearson VUE test center proctors receive enhanced security training on test delivery, test center communications, check-in and check-out procedures, managing test questions and

issues, and of monitoring the testing room. Pearson VUE also takes other test safety measures, including a screening process in which candidates are asked to turn out their pockets, raise their hair for examination of ears, and roll up shirt sleeves to be inspected for notes or cameras. Additionally, accessories such as eyeglasses are inspected.

Finding 21: Pearson VUE, through its internal test administration and security protocols, provides a robust framework of test site and test security policies and procedures.

#### Test Security – Examination Development

All individuals involved in examination development sign a confidentiality agreement.

Finding 22: All SMEs participating in item and test development sign a confidentiality agreement, which is consistent with professional guidelines and technical standards.

Finding 23: The security procedures practiced by ASPPB with regard to item development, review, and maintenance are consistent with professional guidelines and technical standards.

#### Test Security – Preventing Examination Subversion

ASPPB conducts web searches for examination materials to identify possible security breaches. ASPPB investigates security issues and tips received from candidates about suspicious occurrences. ASPPB also reviews examination preparation courses to identify stolen examination content (ASPPB, March 2021).

### CONCLUSIONS

Given the findings, the test security policies, procedures, and protocols meet professional guidelines and technical standards.

## CHAPTER 8 | COMPARISON OF THE 2019 CALIFORNIA PSYCHOLOGIST DESCRIPTION OF PRACTICE TO THE EPPP PART 1 AND PART 2 EXAMINATION BLUEPRINTS AND EXAMINATION CONTENTS

### PARTICIPATION OF SUBJECT MATTER EXPERTS

OPES convened a meeting of 10 psychologists on October 21–22, 2020 to critically evaluate and compare the following items:

- The task and knowledge statements of the 2019 California psychologist description of practice resulting from the 2019 California Psychologist OA.
- The examination blueprints for the EPPP Part 1 and Part 2.

The Board, with direction from OPES, recruited the psychologists to participate in the meeting as SMEs. The SMEs represented the profession in both northern and southern California. Three of the SMEs had been licensed for 5 years, two had been licensed 6–10 years, two had been licensed 11–19 years, and three had been licensed for more than 20 years. All SMEs worked as psychologists in various settings.

### WORKSHOP PROCESS

First, the SMEs completed OPES' security agreement, self-certification, and personal data (demographic) forms. The OPES facilitator explained the importance of security during and outside the workshop and explained security guidelines. The SMEs were then asked to introduce themselves.

Next, the OPES facilitator gave a PowerPoint presentation about the purpose and importance of occupational analysis, validity, content validity, reliability, test administration standards, examination security, and the role of SMEs. The OPES facilitator also explained the purpose of the workshop.

The SMEs were then asked to review the parts of the B&P Code and the California Code of Regulations (CCR) relating to the scope of practice, qualifications, and examination requirements for psychologists. They were informed that the purpose of their review was to acquire an understanding of California's examination requirements, and they were asked to use this understanding when assessing the EPPP Part 1 and Part 2 examination blueprints and examination contents.

After reviewing the parts of the B&P Code and the CCR, the SMEs were instructed to evaluate and link each task and knowledge statement of the 2019 California psychologist description of practice to the task statements of the EPPP Part 1 and Part 2 examination blueprints. Once the SMEs understood the linkage process, the OPES facilitator had the SMEs independently evaluate and link the task statements of the 2019 California psychologist description of practice

to the EPPP Part 1 and Part 2 blueprints. The OPES facilitator then reconvened the group and discussed the linkages.

The content domains of the EPPP Part 1 and Part 2 examination blueprints are provided in Tables 1 and 2. Table 3 provides the content areas of the 2019 California psychologist description of practice. Table 4 shows the weights within the content areas of the 2019 California psychologist description of practice.

TABLE 1 – EPPP PART 1 EXAMINATION BLUEPRINT DOMAIN SECTIONS

Domain Sections	Weight
1. Biological Bases of Behavior	10%
2. Cognitive-Affective Bases of Behavior	13%
3. Social and Cultural Bases of Behavior	11%
4. Growth and Lifespan Development	12%
5. Assessment and Diagnosis	16%
6. Treatment, Intervention, and Prevention and Supervision	15%
7. Research Methods and Statistics	7%
8. Ethical, Legal, and Professional Issues	16%
Total	100%



TABLE 2 – EPPP PART 2 EXAMINATION BLUEPRINT DOMAIN SECTIONS

Domain Sections	Weight
1. Scientific Orientation to Practice	6%
2. Assessment and Intervention	33%
3. Relational Competence	16%
4. Professionalism	11%
5. Ethical Practice	17%
6. Collaboration, Consultation, and Supervision	17%
Total	100%

TABLE 3 – CONTENT AREAS OF THE CALIFORNIA PSYCHOLOGIST  
DESCRIPTION OF PRACTICE FROM 2019 CALIFORNIA OA

Content Area	Content Area Description	Weight
1. Intake, Assessment, and Diagnosis	This area assesses the candidate’s knowledge of establishing a professional relationship, conducting a comprehensive evaluation/assessment, formulating a diagnostic profile, and providing recommendations. This area includes fees, informed consent, limits of confidentiality, and psychological testing.	30%
2. Crisis	This area assesses the candidate’s ability to identify, evaluate, and manage the client’s immediate crisis or crises, including but not limited to danger to self or others, and grave disability.	15%
3. Treatment Planning and Intervention	This area assesses the candidate’s ability to develop a theoretically-derived treatment plan and prioritize treatment goals based on assessment and diagnoses. This area includes the ability to implement, evaluate, and modify interventions. Additionally, this area assesses forensics, industrial/organizational psychology, telehealth, and research.	30%
4. Law and Ethics	This area assesses the candidate’s ability to apply legal, ethical, and current professional standards in practice.	25%
Total		100%

TABLE 4 – CONTENT AREAS OF THE CALIFORNIA PSYCHOLOGIST  
DESCRIPTION OF PRACTICE

Content Area	Final Weights
1. Intake, Assessment, and Diagnosis	30%
1.1. Fees and Arrangements	2%
1.2. Bartering	1%
1.3. Informed Consent	4%
1.4. Confidentiality	1%
1.5. Initial Assessment	15%
1.6. Psychological Testing	5%
1.7. Diagnosis	2%
2. Crisis	15%
2.1 Crisis	2%
2.2 Self-harm	3%
2.3 Harm to Others	2%
2.4 Duty to Protect	2%
2.5 Grave Disability	2%
2.6 Involuntary Treatment	2%
2.7 Abuse and Neglect	2%
3. Treatment Planning and Intervention	30%
3.1. Treatment Planning	6%
3.2. Intervention	5%
3.3. Seeking Professional Consultation	2%
3.4. Competency Development	2%
3.5. Treatment of Minors	2%
3.6. Theory	2%
3.7. Group	1%
3.8. Telehealth	2%
3.9. Forensic Services	2%
3.10. Termination of Relationship	3%
3.11. Industrial/Organizational Services	1%
3.12. Scientific Research and Publication	2%

4. Law and Ethics	25%	
4.1. Confidentiality and Privilege		5%
4.2. Psychotherapeutic Relationships		3%
4.3. Professional Competence		4%
4.4. Records		5%
4.5. Professional Issues		6%
4.6. Teaching, Training, and Supervision		2%
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Total	100%	
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## FINDINGS

The SMEs compared the task and knowledge statements of the 2019 California psychologist description of practice with those of the examination blueprints of the EPPP Part 1 and Part 2. The SMEs concluded that all topic areas were congruent in assessing the general knowledge and skills required for entry level psychologist practice in California in the EPPP Part 1 and Part 2, with the exception of California law and ethics.

Finding 24: The SMEs concluded that the content of the EPPP Part 1 adequately assesses the knowledge required for entry level psychologist practice in California.

Finding 25: The SMEs concluded that the content of the EPPP Part 1 and Part 2 does not fully assess the knowledge of law and ethics required for California practice and that this knowledge should continue to be measured using the California Psychology Law and Ethics Examination.

Finding 26: The SMEs were impressed by the EPPP Part 2 and concluded that the content adequately assesses the skills required for entry level psychologist practice in California. However, they did not fully support the addition of another examination requirement. The SME consensus was that these skills may already be assessed during supervised clinical experience.

## CONCLUSIONS

Given the findings, the content of the EPPP Part 1 sufficiently assesses the knowledge required for entry level psychologists and should continue to be used for licensure. The EPPP Part 1 does not sufficiently assess California law and ethics and these areas should continue to be tested on the California Psychology Law and Ethics Examination.

The SMEs concluded that while the EPPP Part 2 assesses a deeper level of skills that are not measured on the EPPP Part 1, that alone may not support the adoption of a second examination. The SME consensus was that these skills may be adequately assessed during supervised clinical experience. OPES believes that further justification is necessary to demonstrate that the addition of EPPP Part 2 adds value and does not create an artificial barrier to licensure. The Board should continue to monitor the beta testing results of the EPPP Part 2 as part of their decision-making process for accepting EPPP Part 2 for licensure in California in the future.

## CHAPTER 9 | CONCLUSIONS

### COMPREHENSIVE REVIEW OF THE EPPP

OPES completed a comprehensive analysis and evaluation of the documents provided by ASPPB. The procedures used to establish and support the validity and defensibility of the EPPP Part 1 and Part 2 program components (i.e., OA, examination development, passing scores and passing rates, test administration, examination scoring and performance, information available to candidates, and test security) were found to meet professional guidelines and technical standards outlined in the *Standards* and in B&P Code § 139.

Based on SME evaluation, OPES believes that the EPPP Part 1 assesses relevant entry level California psychologist practice and that the Board should continue using the EPPP Part 1 along with the California Law and Ethics Examination for licensure in California.

Given the findings regarding the EPPP Part 2, OPES concurs with the SMEs' conclusion that while the EPPP Part 2 assesses a deeper measure of skills that are not measured on the EPPP Part 1, that alone may not support the additional burden of a second examination requirement for candidates. The EPPP Part 2 requires further justification to ensure that it does not create an artificial barrier to licensure. The Board should continue to monitor the beta testing results of the EPPP Part 2 as part of their decision-making process for acceptance of the examination for licensure in California.

## CHAPTER 10 | REFERENCES

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