

OCCUPATIONAL ANALYSIS OF THE
PSYCHOLOGIST PROFESSION



OFFICE OF PROFESSIONAL EXAMINATION SERVICES

BOARD OF PSYCHOLOGY

OCCUPATIONAL ANALYSIS OF THE PSYCHOLOGIST PROFESSION



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EXECUTIVE SUMMARY

The Board of Psychology (Board) requested that the Department of Consumer Affairs' Office of Professional Examination Services (OPES) conduct an occupational analysis (OA) of psychology practice in California. The purpose of the OA is to define practice for psychologists in terms of the actual tasks that newly licensed psychologists must be able to perform safely and competently at the time of licensure. The results of this OA provide a description of practice for the psychologist profession that can then be used to review the Examination for Professional Practice in Psychology (EPPP) developed by the Association of State and Provincial Psychology Boards (ASPPB) and to develop the California Psychology Law and Ethics Examination (CPLÉE).

OPES test specialists began by researching the profession and conducting telephone interviews with licensed psychologists working in locations throughout California. The purpose of these interviews was to identify the tasks performed by psychologists and to specify the knowledge required to perform those tasks in a safe and competent manner. Using the information gathered from the research and the interviews, OPES test specialists developed a preliminary list of tasks performed in psychology practice along with statements representing the knowledge needed to perform those tasks.

In September and November 2018, OPES convened two workshops to review and refine the preliminary lists of task and knowledge statements derived from the telephone interviews. The workshops were comprised of licensed psychologists, or subject matter experts (SMEs), with diverse backgrounds in the profession (i.e., location of practice, years licensed, specialty). These SMEs also identified changes and trends in psychology practice, determined demographic questions for the OA questionnaire, and performed a preliminary linkage of the task and knowledge statements to ensure that all tasks had a related knowledge statement and all knowledge statements had a related task. Additional task and knowledge statements were created as needed to complete the scope of the content areas of the description of practice. A third workshop was held in January 2019 with an additional group of psychologists to review and refine the results from the initial workshops.

Upon completion of the third workshop, OPES test specialists developed a three-part OA questionnaire to be completed by psychologists statewide. Development of the OA questionnaire included a pilot study that was conducted using a group of licensed psychologists. The pilot study participants' feedback was incorporated into the final questionnaire.

In the first part of the OA questionnaire, licensed psychologists were asked to provide demographic information relating to their work settings and practice. In the second part, psychologists were asked to rate specific tasks in terms of frequency (i.e., how often the psychologist performs the task in the psychologist's current practice) and importance (i.e., how important the task is to effective performance of the psychologist's current practice). In the third part, psychologists were asked to rate specific knowledge statements in terms of how important each knowledge is to performance of the psychologist's current practice.

In March 2019, on behalf of the Board, OPES distributed an email invitation to the entire population of licensed psychologists with an email address in California (a total of 15,491 licensed psychologists), inviting them to complete the OA questionnaire online (205 of the email addresses were invalid or rejected). A total of 2,991 psychologists, or approximately 19.6% of the psychologists, responded by accessing the online OA questionnaire. The final sample size included in the data analysis was 823, or 5.4% of the licensed population. This response rate reflects two adjustments. First, OPES excluded data from respondents who indicated they were not currently licensed and practicing as psychologists in California. Second, questionnaires containing a large volume of incomplete and unresponsive data were removed. The demographic composition of the respondent sample is representative of the licensed psychologist population in California.

OPES test specialists then performed data analyses of the task and knowledge ratings obtained from the OA questionnaire respondents. The task frequency and importance ratings were combined to derive an overall criticality index for each task statement. The mean importance rating was used as the criticality index for each knowledge statement.

Once the data was analyzed, OPES conducted an additional workshop with SMEs in April 2019. The SMEs evaluated the criticality indices and determined whether any task or knowledge statements should be eliminated. The SMEs in this group also established the final linkage between tasks and knowledge statements, organized the task and knowledge statements into content areas and subareas, and defined those areas and subareas. The SMEs then evaluated and confirmed the content area and subarea weights of the examination outline.

The examination outline is structured into four content areas weighted by criticality relative to the other content areas. This outline provides a description of the scope of practice for psychologists, and it also identifies the tasks and knowledge critical to safe and effective psychology practice in California at the time of licensure. Additionally, this examination outline provides a basis for evaluating the degree to which the content of any examination under consideration measures content critical to psychology practice in California.

At this time, California licensure as a psychologist is granted by meeting the educational and experience requirements and passing the EPPP and the CPLEE.

OVERVIEW OF THE PSYCHOLOGIST EXAMINATION OUTLINE

Content Area	Content Area Description	Percent 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, 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

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CHAPTER 1 | INTRODUCTION

PURPOSE OF THE OCCUPATIONAL ANALYSIS

The Board of Psychology (Board) requested that the Department of Consumer Affairs' Office of Professional Examination Services (OPES) conduct an occupational analysis (OA) as part of the Board's comprehensive review of psychology practice in California. The purpose of the OA is to identify critical activities performed by psychologists in California. The results of this OA provide a description of practice for the psychologist profession that can then be used to review the Examination for Professional Practice in Psychology (EPPP) developed by the Association of State and Provincial Psychology Boards (ASPPB) and to develop the California Psychology Law and Ethics Examination (CPLEE).

CONTENT VALIDATION STRATEGY

OPES used a content validation strategy to ensure that the OA reflected the actual tasks performed by practicing psychologists. OPES incorporated the technical expertise of California psychologists throughout the OA process to ensure that the identified task and knowledge statements directly reflect requirements for performance in current practice.

PARTICIPATION OF SUBJECT MATTER EXPERTS

The Board selected California psychologists to participate as subject matter experts (SMEs) during the phases of the OA. These SMEs were selected from a broad range of practice settings, geographic locations, and experience backgrounds. During the development phase of the OA, the SMEs provided information regarding the different aspects of current psychologist practice. The SMEs also provided technical expertise during the three workshops that were convened to evaluate and refine the content of task and knowledge statements before administration of the OA questionnaire. After the administration of the OA questionnaire, OPES convened an additional group of SMEs to review the results and finalize the examination outline, which ultimately provides the basis of the description of practice.

ADHERENCE TO LEGAL STANDARDS AND GUIDELINES

Licensing, certification, and registration programs in the State of California adhere strictly to federal and state laws and regulations, as well as professional guidelines and technical standards. For the purpose of occupational analyses, the following laws and guidelines are authoritative:

- California Business and Professions Code section 139.
- Uniform Guidelines on Employee Selection Procedures (1978), Code of Federal Regulations, Title 29, Section 1607.
- California Fair Employment and Housing Act, Government Code section 12944.

- *Principles for the Validation and Use of Personnel Selection Procedures* (2003), Society for Industrial and Organizational Psychology (SIOP).
- *Standards for Educational and Psychological Testing* (2014), American Educational Research Association, American Psychological Association, and National Council on Measurement in Education.

For a licensure program to meet these standards, it must be solidly based upon the job activities required for practice.

DESCRIPTION OF OCCUPATION

The psychologist occupation is described as follows in section 2903 of the California Business and Professions Code:

- (a) No person may engage in the practice of psychology, or represent himself or herself to be a psychologist, without a license granted under this chapter, except as otherwise provided in this chapter. The practice of psychology is defined as rendering or offering to render to individuals, groups, organizations, or the public any psychological service involving the application of psychological principles, methods, and procedures of understanding, predicting, and influencing behavior, such as the principles pertaining to learning, perception, motivation, emotions, and interpersonal relationships; and the methods and procedures of interviewing, counseling, psychotherapy, behavior modification, and hypnosis; and of constructing, administering, and interpreting tests of mental abilities, aptitudes, interests, attitudes, personality characteristics, emotions, and motivations.
- (b) The application of these principles and methods includes, but is not restricted to: assessment, diagnosis, prevention, treatment, and intervention to increase effective functioning of individuals, groups, and organizations.
- (c) Psychotherapy within the meaning of this chapter means the use of psychological methods in a professional relationship to assist a person or persons to acquire greater human effectiveness or to modify feelings, conditions, attitudes, and behaviors that are emotionally, intellectually, or socially ineffectual or maladaptive.

CHAPTER 2 | OCCUPATIONAL ANALYSIS QUESTIONNAIRE

SUBJECT MATTER EXPERT INTERVIEWS

The Board provided OPES with a list of psychologists to contact for telephone interviews. During the semi-structured interviews, 10 SMEs were asked to identify all of the activities they perform that are specific to the psychologist profession. The SMEs outlined major content areas of their practice and confirmed the tasks performed in each content area. The SMEs were also asked to identify the knowledge necessary to perform each task safely and competently.

TASK AND KNOWLEDGE STATEMENTS

To develop task and knowledge statements, OPES test specialists integrated the information gathered from literature reviews of profession-related sources (e.g., previous OA reports, articles, industry publications) and from interviews with SMEs.

In September 2018, OPES test specialists facilitated a workshop with 10 SMEs from diverse backgrounds (i.e., years licensed, specialty, and practice location) to evaluate the task statements for technical accuracy and comprehensiveness.

In November 2018, OPES test specialists facilitated a second workshop with nine SMEs from diverse backgrounds (i.e., years licensed, specialty, and practice location) to evaluate the knowledge statements for technical accuracy and comprehensiveness.

In January 2019, OPES test specialists facilitated a third workshop with a group of nine additional SMEs. OPES presented the task and knowledge statements to the SMEs, and they assigned each statement to a content area and verified that the content areas were independent and nonoverlapping. In addition, the SMEs performed a preliminary linkage of the task and knowledge statements to ensure that every task had a related knowledge and every knowledge statement had a related task. The SMEs also verified proposed demographic questions for the OA questionnaire, including questions regarding scope of practice and practice setting.

Once the lists of task and knowledge statements and the demographic questions were verified, OPES used this information to develop an online questionnaire that was sent to California psychologists for completion and evaluation.

QUESTIONNAIRE DEVELOPMENT

OPES test specialists developed an online OA questionnaire designed to solicit psychologists' ratings of the task and knowledge statements. The surveyed psychologists were instructed to rate each task in terms of how often they perform the task (Frequency) and in terms of how important the task is to effective performance of their current practice (Importance). In addition, they were instructed to rate each knowledge statement in terms of how important the specific knowledge is to performance of their current practice (Importance). The OA questionnaire also included a demographic section for purposes of developing an accurate profile of the respondents. The OA questionnaire can be found in Appendix E.

PILOT STUDY

Before administering the final questionnaire, OPES conducted a pilot study of the online questionnaire. The draft questionnaire was reviewed by the Board and then sent to 36 SMEs who had participated in the task and knowledge statement development workshops. OPES received feedback to the pilot study from 22 respondents. The respondents provided information about the technical accuracy of the task and knowledge statements, estimated time for completion, online navigation, and ease of use of the questionnaire. OPES used this feedback to develop the final questionnaire.

CHAPTER 3 | RESPONSE RATE AND DEMOGRAPHICS

SAMPLING STRATEGY AND RESPONSE RATE

In March 2019, on behalf of the Board, OPES sent emails to all psychologists with a California email address (a total of 15,491) inviting them to complete the OA questionnaire online. Of the emails sent, 205 were invalid or rejected. Therefore, the final sample decreased to 15,286 psychologists. The email invitation can be found in Appendix D.

Of the 15,286 psychologists in the sample group, 2,991 licensed psychologists (19.6%) responded by accessing the web-based questionnaire. The final sample size included in the data analysis was 823, or 5.4% of the population that was invited to complete the questionnaire. This response rate reflects two adjustments. First, OPES excluded data from respondents who indicated they were not currently licensed and practicing as psychologists in California. Second, questionnaires containing a large volume of missing or unresponsive data were also excluded. The respondent sample is representative of the population of California psychologists based on the sample's demographic composition.

DEMOGRAPHIC SUMMARY

As shown in Table 1 and Figure 1, 22.2% of the respondents included in the analysis reported having been licensed for 5 years or less, 15.7% for 6-10 years, 25.5% for 11-20 years, and 36.2% for more than 20 years. Tables 5 and 6 indicate respondents' reported years of experience providing administrative and clinical supervision.

As shown in Table 2 and Figure 2, 65.1% of the respondents reported earning a Ph.D., 33.5% reported earning a Psy.D., and 1% reported earning an Ed.D.

As shown in Table 3 and Figure 3, 27.9% of the respondents reported working 40 or more hours per week, 34.9% reported working 31 to 40 hours per week, 14% reported working 21 to 30 hours per week, 14.9% reported working 11 to 20 hours per week, and 7.9% reported working 1 to 10 hours per week.

When asked to indicate their primary practice setting, 48% of the respondents reported private practice, 5.8% reported community mental health, 5.3% reported corrections, 5.3% reported teaching at a university or college, 4.9% reported forensic, and 4.1% reported hospital (see Table 7 and Figure 4). Table 8 and Figure 5 show the breakdown of secondary settings reported by respondents.

Table 9 shows the variety of activities performed by respondents. The top five activities reported were: private practice (91.7%), cognitive psychology (28.6%), health psychology (25.5%), counseling psychology (23.5%), and forensic psychology (22.6%).

More detailed demographic information from respondents can be found in Tables 1-10 and Figures 1-5.

TABLE 1 – NUMBER OF YEARS LICENSED AS A PSYCHOLOGIST

YEARS	NUMBER (N)	PERCENT
0 to 5 years	183	22.2
6 to 10 years	129	15.7
11 to 20 years	210	25.5
More than 20 years	298	36.2
Missing	3	0.4
Total	823	100

FIGURE 1 – NUMBER OF YEARS LICENSED AS A PSYCHOLOGIST

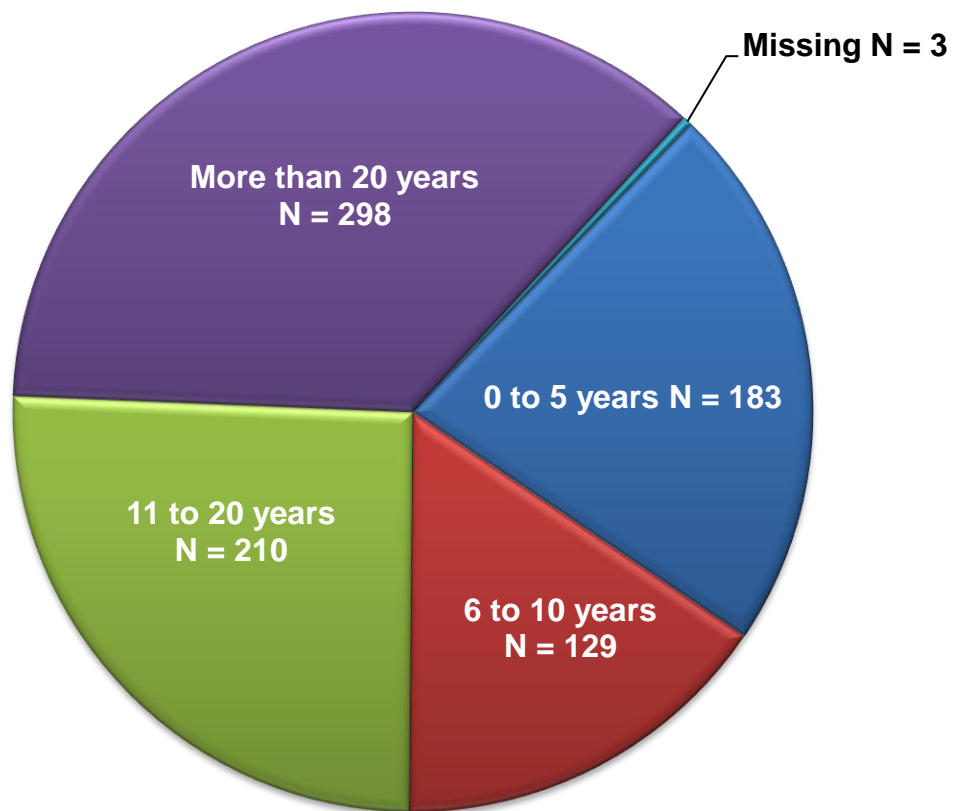


TABLE 2 – DOCTORAL DEGREE HELD

DEGREE	NUMBER (N)	PERCENT
Ed.D.	8	1.0
Ph.D.	536	65.1
Psy.D.	276	33.5
Missing	3	0.4
Total	823	100

FIGURE 2 – DOCTORAL DEGREE HELD

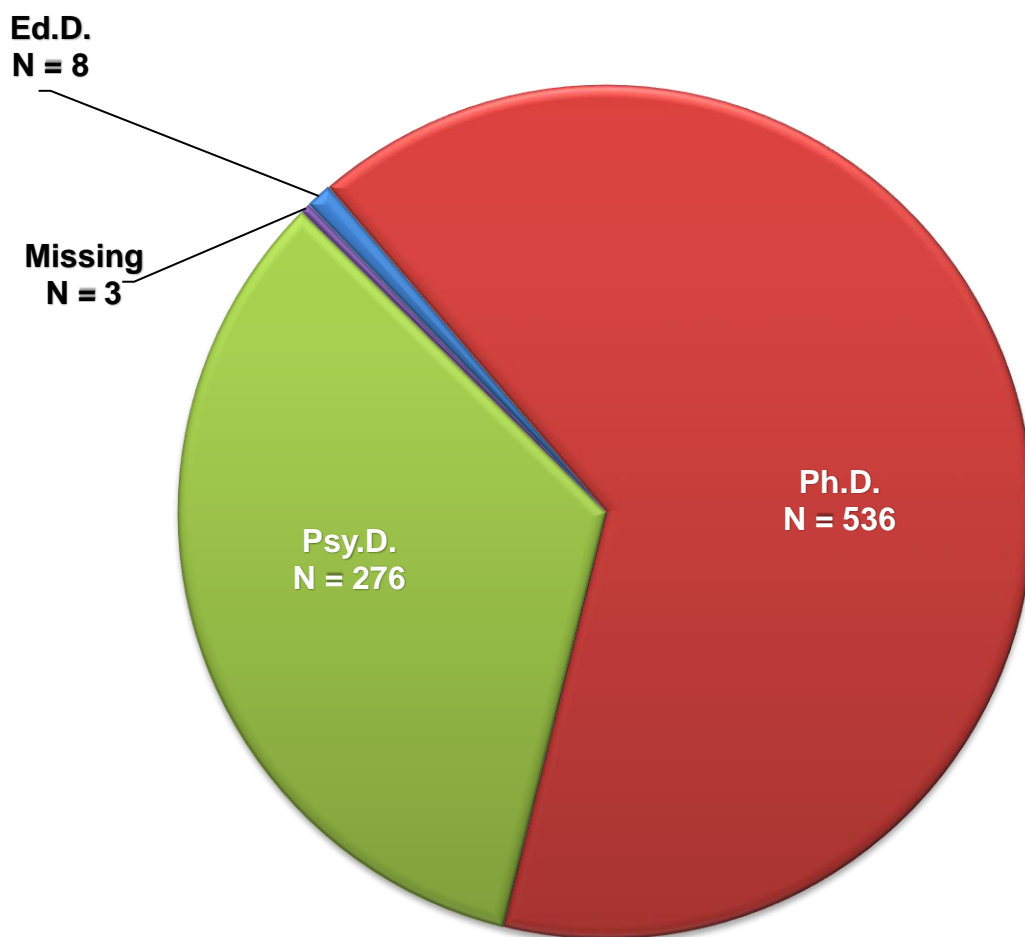


TABLE 3 – HOURS WORKED PER WEEK

HOURS	NUMBER (N)	PERCENT
1 to 10	65	7.9
11 to 20	123	14.9
21 to 30	115	14.0
31 to 40	287	34.9
More than 40 hours	230	27.9
Missing	3	0.4
Total	823	100

FIGURE 3 – HOURS WORKED PER WEEK

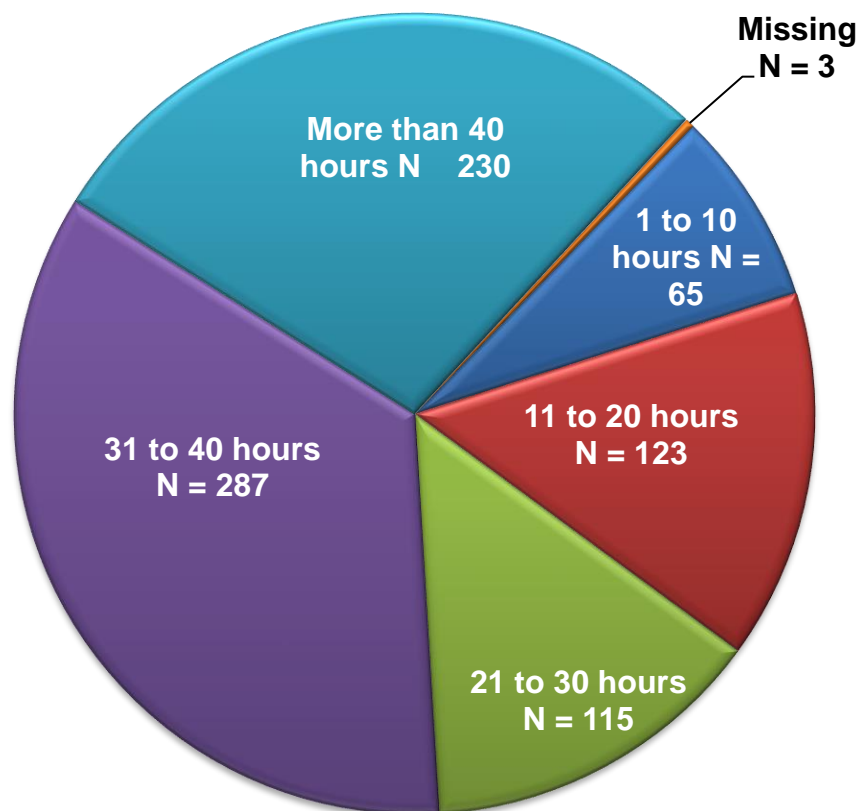


TABLE 4 – LOCATION OF WORK SETTING

LOCATION	NUMBER (N)	PERCENT
Urban (more than 50,000 people)	754	91.6
Rural (fewer than 50,000 people)	63	7.7
Missing	6	0.7
Total	823	100

TABLE 5 – NUMBER OF YEARS PROVIDING ADMINISTRATIVE SUPERVISION*

YEARS	NUMBER (N)	PERCENT
Never provided administrative supervision	415	50.4
0 to 5 years	195	23.7
6 to 10 years	85	10.3
11 to 20 years	82	10.0
More than 20 years	44	5.3
Missing	2	0.2
Total	823	100

*NOTE: Percentages do not add to 100 due to rounding.

TABLE 6 – NUMBER OF YEARS PROVIDING CLINICAL SUPERVISION*

YEARS	NUMBER (N)	PERCENT
Never provided clinical supervision	178	21.6
0 to 5 years	321	39.0
6 to 10 years	118	14.3
11 to 20 years	119	14.5
More than 20 years	84	10.2
Missing	3	0.4
Total	823	100

*NOTE: Percentages do not add to 100 due to rounding.

TABLE 7 – PRIMARY PRACTICE SETTING*

SETTING	NUMBER (N)	PERCENT
Other	57	6.9
Community Mental Health	48	5.8
Consulting Firm	2	0.2
Corrections	44	5.3
County Mental Health	23	2.8
Employee Assistance Program	2	0.2
Government	18	2.2
Health Maintenance Organization (HMO)	19	2.3
Hospital	34	4.1
Forensic	40	4.9
Military	6	0.7
Nonprofit	11	1.3
Nursing Home	7	0.9
Outpatient	28	3.4
Private Industry	5	0.6
Private Practice	395	48.0
Research	10	1.2
Supervision School (K–12)	4	0.5
Teaching University/College	44	5.3
Veterans Affairs (VA) Hospital	18	2.2
Behavioral Medicine	6	0.7
Missing	2	0.2
Total	823	100

*NOTE: Percentages do not add to 100 due to rounding.

FIGURE 4 – PRIMARY PRACTICE SETTING

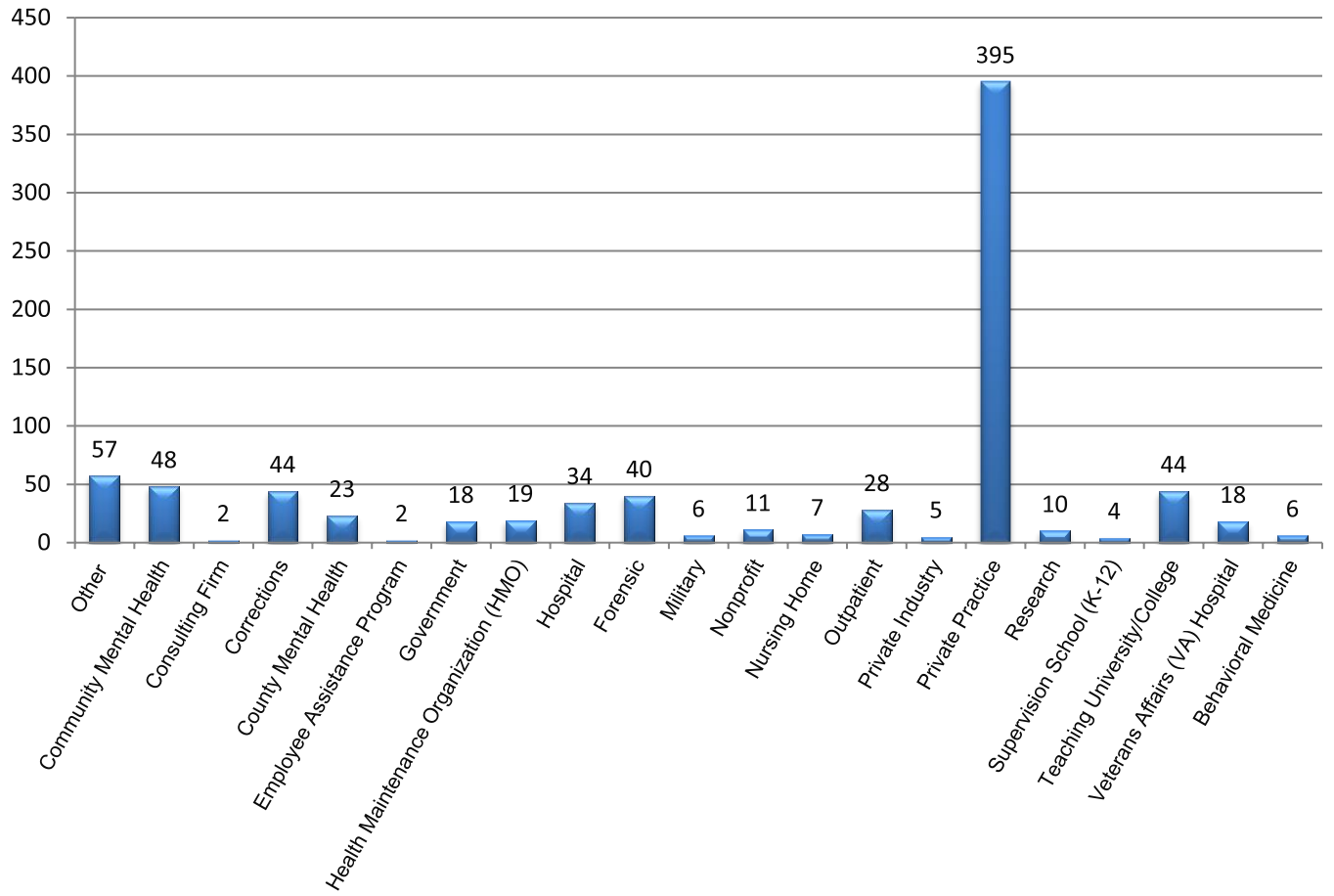


TABLE 8 – SECONDARY PRACTICE SETTING*

SETTING	NUMBER (N)	PERCENT
Other	108	13.1
Community Mental Health	31	3.8
Consulting Firm	12	1.5
Corrections	10	1.2
County Mental Health	3	0.4
Employee Assistance Program	2	0.2
Government	9	1.1
Health Maintenance Organization (HMO)	7	0.9
Hospital	26	3.2
Forensic	34	4.1
Military	3	0.4
Nonprofit	15	1.8
Nursing Home	4	0.5
Outpatient	36	4.4
Private Industry	9	1.1
Private Practice	144	17.5
Research	10	1.2
Supervision School (K–12)	5	0.6
Teaching University/College	59	7.2
Veterans Affairs (VA) Hospital	3	0.4
Behavioral Medicine	12	1.5
Missing	281	34.1
Total	823	100

*NOTE: Percentages do not add to 100 due to rounding.

FIGURE 5 – SECONDARY PRACTICE SETTING

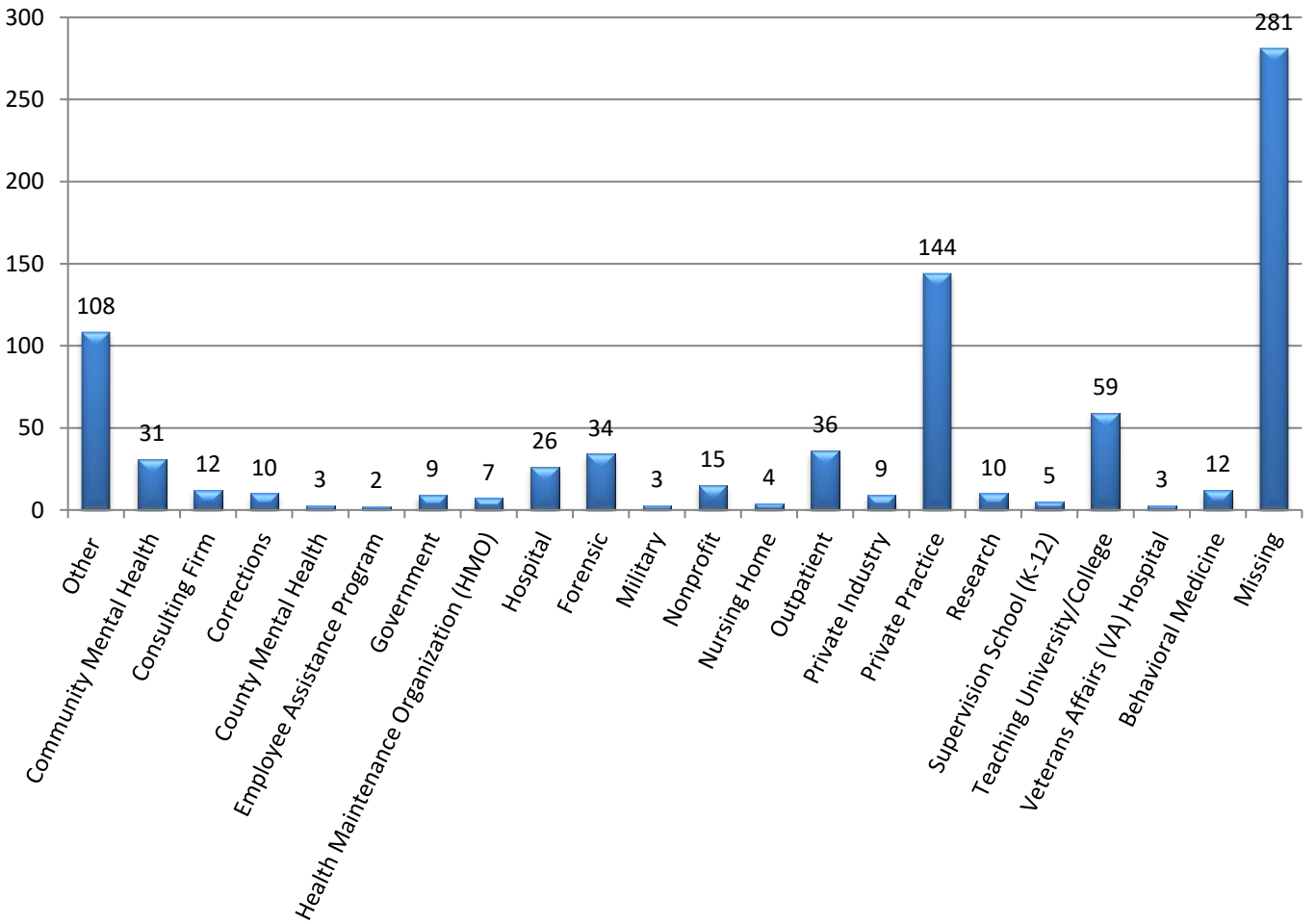


TABLE 9 – ACTIVITIES PERFORMED AS A PSYCHOLOGIST*

ACTIVITY	NUMBER (N)	PERCENT
Clinical psychology	755	91.7
Clinical geropsychology	109	13.2
Clinical neuropsychology	110	13.4
Cognitive psychology	235	28.6
Community psychology	82	10.0
Comparative psychology	3	0.4
Consulting psychology	145	17.6
Counseling psychology	193	23.5
Developmental psychology	127	15.4
Educational psychology	58	7.0
Environmental psychology	6	0.7
Experimental psychology	12	1.5
Forensic psychology	186	22.6
General psychology	177	21.5
Health psychology	210	25.5
Industrial/Organizational psychology	38	4.6
Medical psychology	94	11.4
Neurosciences	40	4.9
Perception/Learning	40	4.9
Personality psychology	129	15.7
Physiological/Psychobiology	32	3.9
Psychopharmacology	50	6.1
Quantitative/Mathematical/Psychometrics /Statistics	36	4.4
Rehabilitation psychology	55	6.7
School psychology	37	4.5
Social psychology	35	4.3
Sports psychology	16	1.9

**NOTE: Respondents were asked to select all that apply. Percentages indicate the proportion in the sample of respondents.*

TABLE 10 – RESPONDENTS BY REGION*

REGION NAME	NUMBER (N)	PERCENT
Los Angeles County and Vicinity	289	35.1
North Coast	24	2.9
Riverside and Vicinity	47	5.7
Sacramento Valley	49	6.0
San Diego County and Vicinity	94	11.4
San Francisco Bay Area	204	24.8
San Joaquin Valley	43	5.2
Shasta Cascade	3	0.4
Sierra Mountain Valley	16	1.9
South Coast and Central Coast	51	6.2
Missing	3	0.4
Total	823	100.0

*NOTE: Appendix A shows a more detailed breakdown of the frequencies by region.

CHAPTER 4 | DATA ANALYSIS AND RESULTS

RELIABILITY OF RATINGS

OPES evaluated the task and knowledge ratings obtained by the questionnaire with a standard index of reliability, coefficient alpha (α), that ranges from 0 to 1. Coefficient alpha is an estimate of the internal consistency of the respondents' ratings of the task and knowledge statements. A higher coefficient value indicates more consistency between respondent ratings. Coefficients were calculated for all respondent ratings.

Table 11 displays the reliability coefficients for the task statement rating scales in each content area. The overall ratings of task frequency and task importance across content areas were highly reliable (frequency $\alpha = .969$; importance $\alpha = .974$). Table 12 displays the reliability coefficients for the knowledge statement rating scale in each content area. The overall ratings of knowledge importance across content areas were highly reliable ($\alpha = .993$). These results indicate that the responding psychologists rated the task and knowledge statements consistently throughout the questionnaire.

TABLE 11 – TASK SCALE RELIABILITY

CONTENT AREA	NUMBER OF TASKS	α FREQUENCY	α IMPORTANCE
1. Intake, Assessment, and Diagnosis	29	.923	.928
2. Crisis	12	.936	.926
3. Treatment Planning and Intervention	34	.928	.938
4. Law and Ethics	35	.926	.934
Total	110	.969	.974

TABLE 12 – KNOWLEDGE SCALE RELIABILITY

CONTENT AREA	NUMBER OF KNOWLEDGE STATEMENTS	α IMPORTANCE
1. Intake, Assessment, and Diagnosis	56	.971
2. Crisis	32	.976
3. Treatment Planning and Intervention	69	.982
4. Law and Ethics	72	.987
Total	229	.993

TASK CRITICALITY INDICES

OPES convened a workshop consisting of nine psychologist SMEs in April 2019. The purpose of this workshop was to identify the essential tasks and knowledge required for safe and effective psychology practice at the time of licensure. The SMEs reviewed the mean frequency and importance ratings for each task and its criticality index and evaluated the mean importance ratings for all knowledge statements.

To calculate the criticality indices of the task statements, OPES test specialists used the following formula. For each respondent, OPES first multiplied the frequency rating (F_i) and the importance rating (I_i) for each task. Next, OPES averaged the multiplication products across respondents as shown below.

$$\text{Task criticality index} = \text{mean} [(F_i) \times (I_i)]$$

The task statements were sorted by descending order of their criticality index and by content area. The task statements, their mean frequency and importance ratings, and their associated criticality indices are presented in Appendix B.

The SMEs who participated in the April 2019 workshop evaluated the task criticality indices derived from the questionnaire results. OPES test specialists instructed the SMEs to identify a cutoff value to determine if any of the tasks did not have a high enough criticality index to be retained. Based on their review, the SMEs determined that all task statements should remain in the content outline based on the criticality index value; however, four task statements (T18, T22, T64, and T71) were dropped from the content outline because the SMEs believed they were very similar to other tasks. These task statements are identified in Appendix B.

KNOWLEDGE IMPORTANCE RATINGS

To determine the importance of each knowledge statement, the mean importance (K Imp) rating for each knowledge statement was calculated. The knowledge statements and their mean importance ratings, sorted by descending order of mean importance and grouped by content area, are presented in Appendix C.

The SMEs who participated in the April 2019 workshop that evaluated the task criticality indices also reviewed the knowledge statement mean importance ratings. Based on their review, the SMEs determined that a cutoff of 1.70 should be set. Two knowledge statements (K147 and K148) were dropped from the content outline. Additionally, two knowledge statements (K159 and K160) were combined into one statement. The eliminated knowledge statements are identified in Appendix C. The exclusion of a knowledge statement from the examination outline does not mean that the knowledge is not used in psychology practice; it means that the SMEs determined that the knowledge was not critical for testing (with a low criticality rating) relative to other knowledge within the scope of psychology practice.

CHAPTER 5 | EXAMINATION OUTLINE

TASK-KNOWLEDGE LINKAGE

The SMEs who participated in the April 2019 workshop reviewed the preliminary assignments of the task and knowledge statements to content areas from the January 2019 workshops. The SMEs established the final linkage of specific knowledge statements to task statements. The SMEs reviewed the content areas and wrote descriptions for each content area.

CONTENT AREAS AND WEIGHTS

The SMEs in the April 2019 workshop were also asked to finalize the weights for content areas on the psychologist examination outline. OPES test specialists presented the SMEs with preliminary weights of the content areas that were calculated by dividing the sum of the criticality indices for the tasks in each content area by the overall sum of the criticality indices for all tasks, as shown below.

$$\frac{\textit{Sum of Criticality Indices for Tasks in Content Area}}{\textit{Sum of Criticality Indices for All Tasks}} = \textit{Percent Weight of Content Area}$$

The SMEs evaluated the preliminary weights by reviewing the following elements for each content area: the group of tasks and knowledge, the linkage established between the tasks and knowledge, and the relative importance of the tasks to psychology practice in California. The SMEs adjusted the preliminary weights based on what they perceived as the relative importance of the tasks' content to psychology practice in California. The SMEs also created subareas within each content area. The SMEs determined the distribution of the content area weight across the subareas by consensus. A summary of the preliminary and final content area and subarea weights for the psychologist examination outline is presented in Table 13.

TABLE 13 – CONTENT AREA AND SUBAREA WEIGHTS

CONTENT AREA	Preliminary Weights	Final Weights
1. Intake, Assessment, and Diagnosis	30%	30%
1.1. Fees and Arrangements	2%	2%
1.2. Bartering	1%	1%
1.3. Informed Consent	4%	4%
1.4. Confidentiality	1%	1%
1.5. Initial Assessment	15%	15%
1.6. Psychological Testing	5%	5%
1.7. Diagnosis	2%	2%
2. Crisis	10%	15%
2.1. Crisis	2%	2%
2.2. Self-harm	2%	3%
2.3. Harm to Others	2%	2%
2.4. Duty to Protect	1%	2%
2.5. Grave Disability	1%	2%
2.6. Involuntary Treatment	1%	2%
2.7. Abuse and Neglect	1%	2%
3. Treatment Planning and Intervention	26%	30%
3.1. Treatment Planning	6%	6%
3.2. Intervention	5%	5%
3.3. Seeking Professional Consultation	1%	2%
3.4. Competency Development	1%	2%
3.5. Treatment of Minors	1%	2%
3.6. Theory	2%	2%
3.7. Group	1%	1%
3.8. Telehealth	2%	2%
3.9. Forensic Services	1%	2%
3.10. Termination of Relationship	3%	3%
3.11. Industrial/Organizational Services	1%	1%
3.12. Scientific Research and Publication	2%	2%

4. Law and Ethics	34%	25%
4.1. Confidentiality and Privilege	7%	5%
4.2. Psychotherapeutic Relationships	6%	3%
4.3. Professional Competence	4%	4%
4.4. Records	7%	5%
4.5. Professional Issues	7%	6%
4.6. Teaching, Training, and Supervision	3%	2%
Total	100%	100%

The examination outline for the psychologist profession is presented in Table 14.

TABLE 14 – EXAMINATION OUTLINE: PSYCHOLOGIST

1. Intake, Assessment, and Diagnosis (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
1.1. Fees and Arrangements (2%)	T1. Establish financial arrangements and agreements in compliance with legal requirements and ethical standards.	K1. Knowledge of legal requirements and ethical standards regarding referrals and fees. K2. Knowledge of the limitation of services based on client third-party payers. K3. Knowledge of legal requirements and ethical standards pertaining to changes in client financial status.
	T2. Comply with legal requirements and ethical standards related to compensation for receiving client referrals.	K1. Knowledge of legal requirements and ethical standards regarding referrals and fees.
1.2. Bartering (1%)	T3. Apply legal requirements and ethical standards to evaluate whether bartering with clients is contraindicated or exploitative.	K4. Knowledge of legal requirements and ethical standards pertaining to bartering with clients.
1.3. Informed Consent (4%)	T4. Determine capacity of clients to consent to services in compliance with legal requirements and ethical standards.	K5. Knowledge of legal requirements for capacity to consent to treatment. K6. Knowledge of methods to evaluate competency to consent for treatment.
	T5. Seek assent from clients who are legally incapable of giving informed consent in compliance with legal requirements and ethical standards.	K9. Knowledge of ethical standards regarding providing services to clients who are incapable of giving informed consent. K10. Knowledge of methods to obtain consent when clients are unable to provide consent. K11. Knowledge of methods for obtaining assent from clients who are legally incapable of giving informed consent.
	T6. Obtain and document informed consent for services from clients or legal guardians in compliance with legal requirements and ethical standards.	K7. Knowledge of basic elements that must be included in informed consent (e.g., limits of confidentiality, risks and benefits of treatment, HIPAA). K8. Knowledge of methods to obtain informed consent. K12. Knowledge of the circumstances of disclosure of information to others (e.g., third-party payers, courts, family).
	T7. Inform clients of the limits of confidentiality according to legal requirements and ethical standards and document in records.	K12. Knowledge of the circumstances of disclosure of information to others (e.g., third-party payers, courts, family). K13. Knowledge of how and when to disclose protected information to third parties (e.g., attorneys, parents, HR departments, law enforcement). K14. Knowledge of circumstances requiring disclosure of the limits of confidentiality to the client and methods of disclosure.

1. Intake, Assessment, and Diagnosis (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
1.4. Confidentiality (1%)	T8. Determine action to take related to the limits of confidentiality according to legal requirements and ethical standards.	K13. Knowledge of how and when to disclose protected information to third parties (e.g., attorneys, parents, HR departments, law enforcement).
1.5. Initial Assessment (15%)	T9. Identify and explore initial client concerns to determine purpose for seeking therapy or psychological testing.	K15. Knowledge of interviewing techniques to obtain clinical information. K16. Knowledge of methods to evaluate verbal and nonverbal cues. K17. Knowledge of methods to orient client to the therapeutic process. K18. Knowledge of biological, psychological, age, gender, cultural, spiritual, financial, legal, and behavioral factors that impact client mental health. K28. Knowledge of methods to evaluate clients for potential deception or secondary gains to clarify client motivation for seeking treatment.
	T10. Conduct mental status exams to identify current clinical presentation.	K15. Knowledge of interviewing techniques to obtain clinical information. K38. Knowledge of administration and interpretation of mental status examinations.
	T11. Identify circumstances related to presenting concerns to determine impact on current functioning of clients.	K18. Knowledge of biological, psychological, age, gender, cultural, spiritual, financial, legal, and behavioral factors that impact client mental health. K19. Knowledge of the effect of medical issues and medication on the diagnostic impression and level of functioning. K20. Knowledge of the potential impact of client culture, diversity, language, and beliefs regarding therapy and mental health. K21. Knowledge of methods for assessing client level of acculturation. K31. Knowledge of criteria to evaluate client symptoms to determine severity of presenting problems. K32. Knowledge of the impact of psychosocial stressors on presenting problems and current functioning.

1. Intake, Assessment, and Diagnosis (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
1.6. Initial Assessment (15%)	T12. Gather biopsychosocial history and evaluate current clinical presentation to develop case conceptualization and diagnostic impression.	<p>K18. Knowledge of biological, psychological, age, gender, cultural, spiritual, financial, legal, and behavioral factors that impact client mental health.</p> <p>K19. Knowledge of the effect of medical issues and medication on the diagnostic impression and level of functioning.</p> <p>K20. Knowledge of the potential impact of client culture, diversity, language, and beliefs regarding therapy and mental health.</p> <p>K23. Knowledge of the effect of education and developmental factors on the therapeutic process.</p> <p>K24. Knowledge of physical and behavioral indicators associated with substance use disorders.</p> <p>K33. Knowledge of methods to assess client interpersonal relationships in social, family, work, and school environments, and their impact on the presenting problems.</p> <p>K34. Knowledge of biological, psychological, social, and behavioral factors that indicate a need for referral to psychiatric, medical, and psychological evaluation.</p> <p>K35. Knowledge of methods to integrate client previous mental health history into the assessment of current problems.</p> <p>K36. Knowledge of the effects of previous mental health treatment on current treatment.</p>
	T13. Assess cultural and systemic factors (e.g., age, language, gender, financial, legal, education, employment, religion) that may influence case conceptualization and diagnostic impression.	<p>K20. Knowledge of the potential impact of client culture, diversity, language, and beliefs regarding therapy and mental health.</p> <p>K21. Knowledge of methods for assessing client level of acculturation.</p> <p>K22. Knowledge of methods to facilitate effective communication with clients (e.g., language interpreters, assistive technologies).</p>
	T14. Assess current and past substance use to determine impact on functioning, to formulate case conceptualization and diagnostic impression.	<p>K24. Knowledge of physical and behavioral indicators associated with substance use disorders.</p> <p>K25. Knowledge of criteria for determining the severity of substance use disorders.</p> <p>K28. Knowledge of methods to evaluate clients for potential deception or secondary gains to clarify client motivation for seeking treatment.</p>
	T15. Assess current and past abuse and trauma to determine impact on functioning, and formulate case conceptualization and diagnostic impression.	<p>K26. Knowledge of methods to assess the impact of trauma and abuse.</p>

1. Intake, Assessment, and Diagnosis (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
1.5. Initial Assessment (15%)	T16. Identify indicators of current abuse or neglect to determine need for and level of intervention.	K13. Knowledge of how and when to disclose protected information to third parties (e.g., attorneys, parents, HR departments, law enforcement). K26. Knowledge of methods to assess the impact of trauma and abuse. K28. Knowledge of methods to evaluate clients for potential deception or secondary gains to clarify client motivation for seeking treatment. K30. Knowledge of community resources and referral options.
	T17. Assess client strengths and resources to support the therapeutic process.	K33. Knowledge of methods to assess client interpersonal relationships in social, family, work, and school environments, and their impact on the presenting problems.
	T19. Gather collateral client information (e.g., family, school, work) to formulate case conceptualization and diagnostic impression.	K37. Knowledge of methods to obtain and integrate relevant clinical information from collateral sources.
	T20. Assess the need for recommendations or referrals to other professionals.	K13. Knowledge of how and when to disclose protected information to third parties (e.g., attorneys, parents, HR departments, law enforcement). K29. Knowledge of referral options when treatment needs are beyond scope of practice or competence. K30. Knowledge of community resources and referral options.
1.7. Psychological Testing (5%)	T21. Select current assessment instruments based on diversity factors, psychometric properties, and available normative data including strengths and limitations of selected assessment instruments.	K39. Knowledge of qualifications for the administration, scoring, and interpretation of psychometric testing. K40. Knowledge of the factors and testing conditions that impact psychological assessment results. K41. Knowledge of test construction and psychometric properties (e.g., test validity and reliability, norms, standardization, scoring, interpretation, and test bias). K42. Knowledge of the use of technology in the administration of assessment instruments. K44. Knowledge of cultural and diversity factors that influence the selection, administration, and interpretation of assessment instruments and the testing process. K45. Knowledge of developmental factors that influence the selection of assessment instruments and the testing process. K46. Knowledge of criteria used to select assessment instruments for groups and organizations.

1. Intake, Assessment, and Diagnosis (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
1.6. Psychological Testing (5%)	T23. Administer and score assessment instruments, and interpret results according to established standards and protocols.	K40. Knowledge of the factors and testing conditions that impact psychological assessment results. K41. Knowledge of test construction and psychometric properties (e.g., test validity and reliability, norms, standardization, scoring, interpretation, and test bias). K43. Knowledge of a comprehensive documentation of a psychological evaluation (e.g., test results, mental status, symptoms, diagnosis, case conceptualization, and treatment interventions). K44. Knowledge of cultural and diversity factors that influence the selection, administration, and interpretation of assessment instruments and the testing process.
	T24. Document and explain assessment results and recommendations in language the recipient can understand in compliance with legal requirements and ethical standards.	K51. Knowledge of methods to communicate test findings in clear language to clients and designated representatives.
	T25. Adhere to legal requirements and ethical standards for administering, scoring, interpreting, and storing psychological tests.	K47. Knowledge of ethical standards regarding testing, scoring, and interpretation procedures (e.g., test validity, reliability, cultural, language). K49. Knowledge of the purpose, utility, and limitations of psychological assessment instruments and their data.
	T26. Adhere to legal requirements and ethical standards for release of psychological assessment results.	K50. Knowledge of legal requirements and ethical standards regarding the release of findings of psychological evaluations. K52. Knowledge of factors that impact physical and psychological functioning.
	T27. Adhere to legal requirements and ethical standards to maintain the security of test manuals, instruments, protocols, and questions.	K48. Knowledge of test security practices and copyright requirements.

1. Intake, Assessment, and Diagnosis (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
1.8. Diagnosis (2%)	T28. Formulate diagnoses based on assessment of information using current diagnostic criteria.	K43. Knowledge of a comprehensive documentation of a psychological evaluation (e.g., test results, mental status, symptoms, diagnosis, case conceptualization, and treatment interventions). K54. Knowledge of current diagnostic criteria classification systems, underlying rationales, and limitations. K56. Knowledge of the use of assessment information to inform diagnosis.
	T29. Provide continuous clinical evaluation to determine if modification of diagnosis is warranted.	K55. Knowledge of methods to continually reassess client diagnoses.

2. Crisis (15%) - This area assesses the candidate's ability to identify, evaluate, and manage the client's immediate crisis, including but not limited to danger to self or others, and grave disability.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
2.1. Crisis (2%)	T30. Evaluate severity of crisis by assessing the level of impairment in functioning to determine the need for immediate intervention.	K57. Knowledge of indicators of client strengths and coping skills. K58. Knowledge of principles of crisis management. K59. Knowledge of methods to identify crisis situations. K60. Knowledge of support systems used to manage crises. K61. Knowledge of the effects of current trauma and history of trauma on client functioning. K62. Knowledge of methods to evaluate severity of client symptoms.
	T31. Provide referrals and resources to assist clients with crisis management.	K57. Knowledge of indicators of client strengths and coping skills. K60. Knowledge of support systems used to manage crises. K63. Knowledge of resources for identifying the least restrictive environment for care and safety to stabilize clients in crisis. K64. Knowledge of resources for clients in substance-induced or withdrawal crises. K65. Knowledge of resources and strategies for continued client support and follow-up.
2.2. Self-harm (3%)	T32. Assess for current and ongoing risk of suicide or self-injurious behaviors by evaluating potential level of lethality to determine intervention.	K61. Knowledge of the effects of current trauma and history of trauma on client functioning. K66. Knowledge of risk factors that indicate client potential for suicide or self-injurious behaviors. K67. Knowledge of methods to evaluate client ideation, intent, plan, and means of suicide. K68. Knowledge of methods to differentiate between self-injurious behaviors and suicidality. K69. Knowledge of predisposing, precipitating, perpetuating, and protective factors related to suicide risk. K70. Knowledge of physical and psychological indicators of self-injurious behavior. K71. Knowledge of intervention strategies to address suicide and self-injurious behavior, including safety planning.

2. Crisis (15%) - This area assesses the candidate's ability to identify, evaluate, and manage the client's immediate crisis, including but not limited to danger to self or others, and grave disability.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
2.2. Self-harm (3%)	T33. Develop and review safety plans with clients to address risks of/for self-injurious behaviors and suicidality.	K57. Knowledge of indicators of client strengths and coping skills. K63. Knowledge of resources for identifying the least restrictive environment for care and safety to stabilize clients in crisis. K65. Knowledge of resources and strategies for continued client support and follow-up. K71. Knowledge of intervention strategies to address suicide and self-injurious behavior, including safety planning.
2.3. Harm to Others (2%)	T34. Assess level of risk that clients present to others to determine need for immediate intervention.	K63. Knowledge of resources for identifying the least restrictive environment for care and safety to stabilize clients in crisis. K72. Knowledge of risk factors that indicate client potential for causing harm to others. K73. Knowledge of methods to evaluate client ideation, intent, plan, means, and history of violence toward others. K78. Knowledge of criteria for involuntary treatment. K82. Knowledge of when and how to seek consultation to determine whether client meets the legal requirements for involuntary treatment/services. K83. Knowledge of when and how to collaborate with other health care providers to ensure the safety of client and continuity of care.
	T35. Develop an intervention strategy for clients who report thoughts of causing harm to others.	K57. Knowledge of indicators of client strengths and coping skills. K61. Knowledge of the effects of current trauma and history of trauma on client functioning. K74. Knowledge of intervention strategies to use with clients who pose a risk of violence to others. K79. Knowledge of legal and ethical responsibilities that apply when initiating involuntary treatment evaluations. K85. Knowledge of the designated professionals with authority to initiate involuntary treatment/services.

2. Crisis (15%) - This area assesses the candidate's ability to identify, evaluate, and manage the client's immediate crisis, including but not limited to danger to self or others, and grave disability.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
2.4. Duty to Protect (2%)	T36. Determine whether a duty to protect from threat of imminent harm to others exists in accordance with legal requirements and ethical standards.	K75. Knowledge of criteria for determining a duty to protect. K76. Knowledge of procedures following a determination of the duty to protect.
	T37. Comply with legal requirements and ethical standards regarding the duty to protect.	K75. Knowledge of criteria for determining a duty to protect. K76. Knowledge of procedures following a determination of the duty to protect. K83. Knowledge of when and how to collaborate with other health care providers to ensure the safety of client and continuity of care.
2.5. Grave Disability (2%)	T38. Assess level of functional impairment to determine grave disability and the need for immediate intervention.	K57. Knowledge of indicators of client strengths and coping skills. K77. Knowledge of methods to identify grave disability.
	T39. Comply with legal requirements and ethical standards regarding grave disability.	K78. Knowledge of criteria for involuntary treatment. K79. Knowledge of legal and ethical responsibilities that apply when initiating involuntary treatment evaluations. K80. Knowledge of methods and procedures for involuntary treatment evaluations. K81. Knowledge of legal and ethical issues regarding the client right to refuse treatment/services. K82. Knowledge of when and how to seek consultation to determine whether client meets the legal requirements for involuntary treatment/services. K83. Knowledge of when and how to collaborate with other health care providers to ensure the safety of client and continuity of care. K85. Knowledge of the designated professionals with authority to initiate involuntary treatment/services.
2.6. Involuntary Treatment (2%)	T40. Determine whether to initiate involuntary treatment in compliance with legal requirements and ethical standards.	K79. Knowledge of legal and ethical responsibilities that apply when initiating involuntary treatment evaluations. K81. Knowledge of legal and ethical issues regarding the client right to refuse treatment/services. K83. Knowledge of when and how to collaborate with other health care providers to ensure the safety of client and continuity of care. K84. Knowledge of methods to determine the least restrictive setting for treatment. K85. Knowledge of the designated professionals with authority to initiate involuntary treatment/services.

2. Crisis (15%) - This area assesses the candidate's ability to identify, evaluate, and manage the client's immediate crisis, including but not limited to danger to self or others, and grave disability.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
2.7. Abuse and Neglect (2%)	T41. Assess risk of harm and develop a plan for abused and neglected clients including minors, dependent adults, older adults.	<p>K86. Knowledge of risk factors and indicators of abuse and neglect for vulnerable populations.</p> <p>K87. Knowledge of strategies to address safety planning for client and others in abusive situations.</p> <p>K88. Knowledge of intervention methods for abused and neglected vulnerable populations (e.g., children, dependent adults, older adults).</p>

3. Treatment Planning and Intervention (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
3.1. Treatment Planning (6%)	T42. Identify specific treatment goals with clients by reviewing assessment and diagnostic information to develop mutually agreed-upon treatment plans.	K89. Knowledge of methods for integrating client experiences, culture, values, and beliefs into treatment plans. K90. Knowledge of methods to incorporate collateral support systems into treatment plans. K91. Knowledge of methods to facilitate client motivation when planning treatment. K93. Knowledge of methods to set measurable, attainable, specific, and timely objectives. K94. Knowledge of methods to create a treatment plan responsive to third-party provisions (e.g., managed care, court-mandated, EAP, MHSA). K95. Knowledge of implementation of clinical outcome measures in the treatment plan.
	T43. Incorporate client strengths, values, beliefs, and diversity issues into the development of a treatment plan.	K89. Knowledge of methods for integrating client experiences, culture, values, and beliefs into treatment plans. K91. Knowledge of methods to facilitate client motivation when planning treatment.
	T44. Integrate information obtained from involved parties and other professionals to formulate treatment plans.	K90. Knowledge of methods to incorporate collateral support systems into treatment plans.
	T45. Integrate additional resources (e.g., community, 12-Step, family, couples, support group, case management) into treatment plans to support client therapeutic goals.	K89. Knowledge of methods for integrating client experiences, culture, values, and beliefs into treatment plans. K90. Knowledge of methods to incorporate collateral support systems into treatment plans. K92. Knowledge of community resources to assist clients in attainment of established goals. K94. Knowledge of methods to create a treatment plan responsive to third-party provisions (e.g., managed care, court-mandated, EAP, MHSA).

3. Treatment Planning and Intervention (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
3.1. Treatment Planning (6%)	T46. Formulate treatment plans based on relevant theoretical models to address client symptoms and level of functioning.	K89. Knowledge of methods for integrating client experiences, culture, values, and beliefs into treatment plans. K91. Knowledge of methods to facilitate client motivation when planning treatment. K93. Knowledge of methods to set measurable, attainable, specific, and timely objectives. K95. Knowledge of implementation of clinical outcome measures in the treatment plan.
	T47. Collaborate with multidisciplinary team and other professionals to create coordinated treatment plans.	K89. Knowledge of methods for integrating client experiences, culture, values, and beliefs into treatment plans. K90. Knowledge of methods to incorporate collateral support systems into treatment plans. K92. Knowledge of community resources to assist clients in attainment of established goals. K95. Knowledge of implementation of clinical outcome measures in the treatment plan. K107. Knowledge of methods to gather information from professionals and other involved parties.

3. Treatment Planning and Intervention (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
3.2. Intervention (5%)	T48. Implement interventions to facilitate treatment considering client strengths, challenges, values, beliefs, and diversity.	K96. Knowledge of methods to promote client safety within the therapeutic environment. K97. Knowledge of the impact of client strengths, challenges, values, beliefs, and culture on the therapeutic process. K98. Knowledge of the effect of differences between psychologist and client values on the therapeutic process. K99. Knowledge of strategies to build, manage, and maintain the therapeutic relationship. K100. Knowledge of methods for engaging client in the development of ongoing treatment goals. K101. Knowledge of methods used to maintain therapeutic progress. K102. Knowledge of complementary interventions. K103. Knowledge of indicators that interventions should be modified. K104. Knowledge of methods to determine intervention priorities. K105. Knowledge of treatment modalities used to address co-occurring disorders. K106. Knowledge of relapse prevention planning.
	T49. Identify and implement methods (e.g., clinical outcome measures) to monitor client progress toward measurable treatment goals and outcomes.	K103. Knowledge of indicators that interventions should be modified. K119. Knowledge of techniques for determining compatibility of theory with specific problems, disorders, and symptoms.
	T50. Provide psychoeducation as it relates to client treatment needs to enhance understanding of clinical issues.	K99. Knowledge of strategies to build, manage, and maintain the therapeutic relationship. K100. Knowledge of methods for engaging client in the development of ongoing treatment goals. K101. Knowledge of methods used to maintain therapeutic progress. K102. Knowledge of complementary interventions. K103. Knowledge of indicators that interventions should be modified. K106. Knowledge of relapse prevention planning.

3. Treatment Planning and Intervention (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
3.2. Intervention (5%)	T51. Identify and mitigate barriers to treatment (e.g., resistance, poverty, stigma).	K91. Knowledge of methods to facilitate client motivation when planning treatment. K92. Knowledge of community resources to assist clients in attainment of established goals. K96. Knowledge of methods to promote client safety within the therapeutic environment. K97. Knowledge of the impact of client strengths, challenges, values, beliefs, and culture on the therapeutic process. K98. Knowledge of the effect of differences between psychologist and client values on the therapeutic process. K99. Knowledge of strategies to build, manage, and maintain the therapeutic relationship. K100. Knowledge of methods for engaging client in the development of ongoing treatment goals. K101. Knowledge of methods used to maintain therapeutic progress. K102. Knowledge of complementary interventions. K103. Knowledge of indicators that interventions should be modified. K104. Knowledge of methods to determine intervention priorities. K105. Knowledge of treatment modalities used to address co-occurring disorders. K106. Knowledge of relapse prevention planning.
	T52. Modify treatment plans based on client progress toward established goals.	K91. Knowledge of methods to facilitate client motivation when planning treatment. K95. Knowledge of implementation of clinical outcome measures in the treatment plan. K97. Knowledge of the impact of client strengths, challenges, values, beliefs, and culture on the therapeutic process. K98. Knowledge of the effect of differences between psychologist and client values on the therapeutic process. K103. Knowledge of indicators that interventions should be modified.

3. Treatment Planning and Intervention (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
3.3. Seeking Professional Consultation (2%)	T53. Determine situations (e.g., personal issues, complex cases, high risk, legal and ethical dilemmas) that warrant professional consultation.	K109. Knowledge of resources available for professional consultation. K110. Knowledge of circumstances requiring psychologist to seek professional consultation. K189. Knowledge of the need for awareness of professional competence areas and personal limitations.
3.4. Competency Development (2%)	T54. Obtain and maintain competence through consultation, training, education, or experience in order to provide services in compliance with legal requirements and ethical standards.	K188. Knowledge of the need for education, training, and supervised experience to provide services in a new area of practice or specialization. K189. Knowledge of the need for awareness of professional competence areas and personal limitations.
3.5. Treatment of Minors (2%)	T55. Comply with legal requirements and ethical standards in providing treatment and services to minors.	K111. Knowledge of conditions under which a minor may be treated without parental or legal guardian consent. K113. Knowledge of methods to explain legal and ethical issues (e.g., limits of confidentiality) to minors in developmentally appropriate language. K114. Knowledge of methods for establishing agreement between minors and their parents or legal guardians about sharing treatment information.
3.6. Theory (2%)	T56. Implement interventions consistent with evidence-based practices to facilitate client treatment.	K116. Knowledge of published research to support use of evidence-based practice. K117. Knowledge of the interventions associated with relevant theoretical models to facilitate client treatment. K122. Knowledge of theoretical models with research-based outcomes.
	T57. Implement interventions informed by theoretical models to facilitate client treatment.	K117. Knowledge of the interventions associated with relevant theoretical models to facilitate client treatment. K118. Knowledge of theories of development and related life stages. K119. Knowledge of techniques for determining compatibility of theory with specific problems, disorders, and symptoms. K120. Knowledge of techniques for determining compatibility of theory with cultural and diversity factors. K121. Knowledge of assumptions, concepts, and methodology associated with theoretical models. K122. Knowledge of theoretical models with research-based outcomes.

3. Treatment Planning and Intervention (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
3.7. Group (1%)	T58. Implement interventions consistent with group theories to facilitate treatment in compliance with professional and ethical standards.	K123. Knowledge of presenting problems and populations that benefit from group therapy. K124. Knowledge of confidentiality issues in group therapy. K125. Knowledge of limitations of group therapy. K126. Knowledge of theories, methods, and techniques for conducting group therapy.
3.8. Telehealth (2%)	T59. Assess factors indicating client suitability for telehealth services.	K127. Knowledge of application of legal requirements and ethical standards of treatment when providing professional services via telehealth. K129. Knowledge of factors that indicate client suitability for telehealth.
	T60. Incorporate technology (e.g., internet, telephone or video sessions, apps) into treatment services to increase client access to treatment and continuity of care.	K132. Knowledge of technological methods to improve client access to treatment. K133. Knowledge of available technological resources used for telehealth services.
	T61. Develop a contingency plan (e.g., local resources) with client for technical interruptions during telehealth services.	K129. Knowledge of factors that indicate client suitability for telehealth. K131. Knowledge of factors to consider when developing a contingency plan (e.g., safety plan, local resources) with clients for interruptions during telehealth services.
	T62. Implement a safety plan (e.g., face-to-face treatment, collateral support) with client using telehealth services when clinically indicated.	K127. Knowledge of application of legal requirements and ethical standards of treatment when providing professional services via telehealth. K128. Knowledge of when and how to seek consultation in compliance with legal requirements and ethical standards pertaining to telehealth. K131. Knowledge of factors to consider when developing a contingency plan (e.g., safety plan, local resources) with clients for interruptions during telehealth services.
	T63. Comply with legal requirements and ethical standards regarding the provision of professional services via telehealth.	K127. Knowledge of application of legal requirements and ethical standards of treatment when providing professional services via telehealth. K128. Knowledge of when and how to seek consultation in compliance with legal requirements and ethical standards pertaining to telehealth. K130. Knowledge of HIPAA security and encryption rules that apply when providing telehealth services.

3. Treatment Planning and Intervention (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
3.9. Forensic Services (2%)	T65. Comply with legal requirements and ethical standards pertaining to forensic treatment and services.	K134. Knowledge of legal requirements and ethical standards for evaluating and disseminating forensic results to clients and third parties. K135. Knowledge of ethical standards of informed consent in evaluating and treating forensic cases. K136. Knowledge of Specialty Guidelines for Forensic Psychology.
3.10. Termination of Relationship (3%)	T66. Discuss termination criteria with clients based on readiness, achievement of goals, or lack of progress.	K137. Knowledge of indicators for termination of therapy (e.g., accomplishing goals, session limits, lack of progress). K138. Knowledge of procedures to terminate treatment. K139. Knowledge of methods to set treatment goals and measures to evaluate progress. K141. Knowledge of legal requirements and ethical standards governing treatment termination.
	T67. Develop termination plans by assessing client needs within a framework of third-party specifications (e.g., managed care, court-mandated, EAP).	K138. Knowledge of procedures to terminate treatment. K141. Knowledge of legal requirements and ethical standards governing treatment termination. K143. Knowledge of legal requirements and ethical standards governing abandonment of clients. K144. Knowledge of community resources available to assist clients upon discharge. K145. Knowledge of methods for coordinating aftercare services for clients.
	T68. Develop post-termination plans with clients to maintain therapeutic gains after treatment has ended.	K112. Knowledge of relapse prevention planning. K142. Knowledge of methods to prepare post-termination plan. K144. Knowledge of community resources available to assist clients upon discharge. K145. Knowledge of methods for coordinating aftercare services for clients.
	T69. Adhere to legal requirements and ethical standards regarding client abandonment, interruption of treatment, or termination of treatment.	K140. Knowledge of legal requirements and ethical standards governing procedures for treatment interruptions. K141. Knowledge of legal requirements and ethical standards governing treatment termination. K143. Knowledge of legal requirements and ethical standards governing abandonment of clients.

3. Treatment Planning and Intervention (30%) - 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.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
3.11. Industrial/ Organizational Services (1%)	T70. Comply with legal requirements and ethical standards for providing professional services to organizations.	K146. Knowledge of legal requirements and ethical standards for the planning, development, and implementation of professional services in organizational settings. K149. Knowledge of methods to determine scope of practice within an organizational setting.
	T72. Clarify professional role when providing psychological services to organizations.	K149. Knowledge of methods to determine scope of practice within an organizational setting.
3.12. Scientific Research and Publication (2%)	T73. Maintain knowledge of current research as it pertains to clinical practice.	K150. Knowledge of scientific principles as they apply to psychological research. K151. Knowledge of the implications, limitations, and generalizability of published research within the psychology profession. K154. Knowledge of research methods and design methods for quasi-experimental and experimental studies. K155. Knowledge of sampling and data collection methods. K156. Knowledge of methods to evaluate and interpret research findings. K157. Knowledge of application of peer reviewed, professional literature, and published research.
	T74. Adhere to legal requirements and ethical standards for proposing, conducting, and publishing scientific research.	K150. Knowledge of scientific principles as they apply to psychological research. K152. Knowledge of the role of institutional review boards (IRBs) and the legal requirements and ethical standards for proposing, conducting, and publishing scientific research. K153. Knowledge of methods to protect the identity and confidentiality of participants in research, consultation, writings, lectures, or other public media in accordance with legal requirements and ethical standards.
	T75. Evaluate research findings based on study design and methodology to determine the validity and generalizability of the results.	K155. Knowledge of sampling and data collection methods. K156. Knowledge of methods to evaluate and interpret research findings.

4. Law and Ethics (25%) - This area assesses the candidate's ability to apply legal, ethical, and current professional standards in practice.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
4.1. Confidentiality and Privilege (5%)	T76. Comply with mandated reporting in accordance with legal requirements and ethical standards.	K158. Knowledge of legal requirements and ethical standards regarding mandated reporting requirements. K159. Knowledge of timelines and methods for mandated reporting. K161. Knowledge of methods to determine if disclosure to the client is indicated when making a mandated report.
	T77. Determine holder of privilege in accordance with legal requirements and ethical standards.	K163. Knowledge of methods of determining who holds privilege in various situations (e.g., minors, legal proceedings, organizational settings, dependent adults).
	T78. Comply with legal requirements and ethical standards governing holder of privilege.	K163. Knowledge of methods of determining who holds privilege in various situations (e.g., minors, legal proceedings, organizational settings, dependent adults). K164. Knowledge of legal requirements and ethical standards governing the holder of privilege.
	T79. Determine exceptions to privilege in accordance with legal requirements and ethical standards.	K164. Knowledge of legal requirements and ethical standards governing the holder of privilege.
	T80. Comply with legal requirements and ethical standards governing exceptions to privilege.	K165. Knowledge of circumstances requiring the psychologist to disclose to the client or others the exceptions to privilege.
	T81. Maintain and protect client confidentiality in accordance with legal requirements and ethical standards.	K162. Knowledge of methods by which confidential information may be released. K166. Knowledge of circumstances under which confidential information may or may not be disclosed. K167. Knowledge of privacy and confidentiality guidelines for electronic communications. K168. Knowledge of privacy and confidentiality guidelines for telephonic communications.
	T82. Comply with Health Insurance Portability and Accountability Act (HIPAA) regulations as mandated by law.	K169. Knowledge of settings and circumstances under which HIPAA is required. K170. Knowledge of procedures for maintaining records under HIPAA regulations. K171. Knowledge of methods to disclose protected information under HIPAA regulations. K172. Knowledge of circumstances requiring psychologists to inform clients of their rights covered by HIPAA regulations.
4.2. Psycho-therapeutic Relationships (3%)	T83. Evaluate behaviors that constitute sexual misconduct prohibited by legal requirements and ethical standards.	K173. Knowledge of the legal requirements and ethical standards prohibiting sexual conduct with students, supervisees, trainees, and clients. K176. Knowledge of responsibility to seek consultation pertaining to sexual misconduct in compliance with legal requirements and ethical standards.

4. Law and Ethics (25%) - This area assesses the candidate's ability to apply legal, ethical, and current professional standards in practice.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
4.2. Psycho-therapeutic Relationships (3%)	T84. Provide clients with brochure "Professional Therapy Never Includes Sex" and discuss their rights regarding sexual misconduct.	K173. Knowledge of the legal requirements and ethical standards prohibiting sexual conduct with students, supervisees, trainees, and clients. K175. Knowledge of the harm to a client as a result of psychologist sexual misconduct. K177. Knowledge of methods to educate clients about legal requirements and ethical standards related to sexual misconduct. K178. Knowledge of actions clients may take against a perpetrator of sexual misconduct, and of the potential risks and benefits of these actions.
	T85. Comply with legal requirements and ethical standards regarding sexual misconduct with clients.	K173. Knowledge of the legal requirements and ethical standards prohibiting sexual conduct with students, supervisees, trainees, and clients. K174. Knowledge of the legal penalties and ethical consequences of sexual misconduct.
	T86. Determine behaviors or situations that may constitute multiple relationships prohibited by legal requirements and ethical standards.	K183. Knowledge of legal requirements and ethical standards related to the minimization of harm where it is foreseeable and unavoidable. K179. Knowledge of behaviors that constitute multiple relationships prohibited by legal and ethical standards. K181. Knowledge of responsibility to seek consultation in compliance with legal and ethical regulations that pertain to multiple and exploitative relationships.
	T87. Determine behaviors or situations that may constitute exploitative relationships prohibited by legal requirements and ethical standards.	K183. Knowledge of legal requirements and ethical standards related to the minimization of harm where it is foreseeable and unavoidable. K180. Knowledge of behaviors that could possibly lead to an exploitative relationship prohibited by legal and ethical standards. K181. Knowledge of responsibility to seek consultation in compliance with legal and ethical regulations that pertain to multiple and exploitative relationships.
	T88. Comply with legal requirements and ethical standards governing multiple and exploitative relationships.	K183. Knowledge of legal requirements and ethical standards related to the minimization of harm where it is foreseeable and unavoidable. K179. Knowledge of behaviors that constitute multiple relationships prohibited by legal and ethical standards. K180. Knowledge of behaviors that could possibly lead to an exploitative relationship prohibited by legal and ethical standards. K181. Knowledge of responsibility to seek consultation in compliance with legal and ethical regulations that pertain to multiple and exploitative relationships. K182. Knowledge of corrective actions to take to remedy a multiple or exploitative relationship.
	T89. Assess for conflict of interest in professional relationships.	K179. Knowledge of behaviors that constitute multiple relationships prohibited by legal and ethical standards. K184. Knowledge of situations that would constitute a conflict of interest in professional practice.

4. Law and Ethics (25%) - This area assesses the candidate's ability to apply legal, ethical, and current professional standards in practice.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
4.3. Professional Competence (4%)	T90. Adhere to legal requirements and ethical standards when providing psychological consultation (e.g., to colleagues, supervisees, teachers, organizations, academics, allied health professionals).	K185. Knowledge of legal requirements and ethical standards relevant to psychological consultation.
		K186. Knowledge of legal requirements and ethical standards of protecting confidentiality when engaging in psychological consultation.
		K187. Knowledge of legal requirements and ethical standards prohibiting the participation of planning and administration of torture.
	T93. Assess personal competence to provide services to diverse populations.	K191. Knowledge of APA guidelines related to providing treatment for diverse populations.
		K192. Knowledge of the impact of diversity on psychological practice.
K193. Knowledge of when and how to seek consultation, education, and training to develop competence for treating diverse populations.		
K195. Knowledge of personal bias and its impact on clinical practice.		
T94. Comply with legal requirements and ethical standards pertaining to discrimination.	K196. Knowledge of responsibility to seek consultation pertaining to the impact of personal biases on the ability to provide professional services.	
	K192. Knowledge of the impact of diversity on psychological practice.	
	K194. Knowledge of legal requirements and ethical standards pertaining to nondiscrimination.	
T95. Determine personal issues (e.g., mental health, physical health, substance abuse) that may affect ability to provide professional services.	K196. Knowledge of responsibility to seek consultation pertaining to the impact of personal biases on the ability to provide professional services.	
	K195. Knowledge of personal bias and its impact on clinical practice.	
	K197. Knowledge of personal limitations impacting competence to provide professional services.	
	K198. Knowledge of responsibility to seek consultation to determine whether personal issues impact the ability to provide professional services.	
4.4. Records (5%)	T96. Document psychological services (e.g., assessment, treatment, consultation) as mandated by legal requirements and ethical standards.	K199. Knowledge of legal requirements and ethical standards regarding the documentation of client assessment and treatment.
	T97. Comply with legal requirements and ethical standards pertaining to recordkeeping.	K200. Knowledge of state and federal regulations and ethical guidelines regarding recordkeeping.
	K201. Knowledge of legal requirements for maintaining security of client records.	
	K202. Knowledge of legal requirements of HIPAA.	
	K203. Knowledge of the legal requirements and ethical standards pertaining to the timelines required for retention of records.	

4. Law and Ethics (25%) - This area assesses the candidate's ability to apply legal, ethical, and current professional standards in practice.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
4.4. Records (5%)	T98. Dispose of records according to legal requirements and ethical standards.	K204. Knowledge of legal requirements and ethical standards pertaining to methods of record disposal.
	T99. Comply with legal requirements and ethical standards for the release and exchange of protected health information and psychotherapy records.	K205. Knowledge of legal requirements and ethical standards pertaining to disclosure of protected health information. K206. Knowledge of HIPAA regulations pertaining to the release and exchange of protected health information and psychotherapy records.
	T100. Assess the need to withhold records as determined by legal requirements and ethical standards.	K207. Knowledge of legal requirements and ethical standards pertaining to the rights of the psychologist and the client to withhold records. K208. Knowledge of conditions under which withholding records is warranted or required.
	T101. Secure electronic records as mandated by state and federal regulations.	K209. Knowledge of state and federal regulations pertaining to securing electronic records. K210. Knowledge of methods to ensure that electronic records are maintained and released according to state and federal regulations and ethical guidelines.
4.5. Professional Issues (6%)	T91. Provide professional services within the scope of competence and practice.	K188. Knowledge of the need for education, training, and supervised experience to provide services in a new area of practice or specialization. K189. Knowledge of the need for awareness of professional competence areas and personal limitations.
	T92. Evaluate whether receiving or giving a gift is contraindicated or exploitative according to legal requirements and ethical standards.	K190. Knowledge of ethical standards and clinical considerations pertaining to the exchange of gifts.
	T102. Comply with continuing education requirements to develop and maintain professional competence.	K211. Knowledge of state regulations governing professional continuing education requirements. K212. Knowledge of ethical standards for developing and maintaining professional competence.
	T103. Provide and display notices to consumers in compliance with legal requirements and ethical standards.	K213. Knowledge of legal requirements and ethical standards pertaining to notices to consumers.
	T104. Comply with professional standards for responding to legal and ethical violations by colleagues.	K214. Knowledge of legal and ethical violations by colleagues that require psychologists to respond formally or informally. K215. Knowledge of ethical guidelines for informal resolution of ethical violations. K216. Knowledge of ethical standards for reporting ethical violations. K217. Knowledge of ethical standards regarding cooperating with ethics committees and filing improper complaints.

4. Law and Ethics (25%) - This area assesses the candidate's ability to apply legal, ethical, and current professional standards in practice.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
4.5. Professional Issues (6%)	T105. Comply with legal requirements and ethical standards for advertising and marketing.	K218. Knowledge of legal requirements and ethical standards for advertising and other public statements. K219. Knowledge of penalties associated with violations of rules on advertising and other public statements.
	T106. Recognize situations that could result in disciplinary actions by the Board of Psychology and comply with legal requirements and ethical standards.	K220. Knowledge of situations that may result in disciplinary actions by the Board of Psychology. K221. Knowledge of disciplinary actions and sanctions available to the Board of Psychology in case of violations.
4.6. Teaching, Training, and Supervision (2%)	T107. Develop education, training, and supervision programs or courses that comply with legal requirements and ethical standards.	K222. Knowledge of ethical standards for education, training, and supervision. K223. Knowledge of ethical standards pertaining to accuracy of course content and program description.
	T108. Inform students and supervisees of their rights and responsibilities pertaining to the rules and requirements of training programs.	K224. Knowledge of ethical standards pertaining to assessing the performance of students.
		K225. Knowledge of ethical standards pertaining to mandatory individual or group therapy.
		K226. Knowledge of standards and guidelines pertaining to student disclosure of personal information in course- or program-related activities.
T109. Maintain professional boundaries and conduct with students and supervisees.	K226. Knowledge of standards and guidelines pertaining to student disclosure of personal information in course- or program-related activities. K227. Knowledge of legal requirements and ethical standards prohibiting sexual relationships and other exploitative behaviors with students and supervisees.	
T110. Comply with legal requirements and ethical standards pertaining to clinical supervision.	K228. Knowledge of legal requirements and ethical standards pertaining to pre-licensure practice in psychology (e.g., trainees, interns, psychological assistants, registered psychologists, postdocs). K229. Knowledge of ethical standards pertaining to assessing the performance of supervisees.	

CHAPTER 6 | CALIFORNIA PSYCHOLOGY LAW AND ETHICS EXAMINATION OUTLINE

At this time, California licensure as a psychologist is granted to applicants by passing the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Law and Ethics Examination (CPLÉE).

The SMEs who participated in the April 2019 workshop were asked to develop a preliminary examination outline for the California Psychology Law and Ethics Examination by identifying the tasks and knowledge that they believed were California-specific. The SMEs determined that all task and knowledge statements related to law and ethics should be used in the examination outline specifically for the CPLÉE.

CONTENT AREAS AND WEIGHTS

The SMEs in the April 2019 workshop were also asked to determine the weights for the content areas and subareas on the CPLÉE. A summary of the proposed content area and subarea weights for the CPLÉE is presented in Table 15. The proposed examination outline for the CPLÉE is presented in Table 16.

**TABLE 15 – CALIFORNIA PSYCHOLOGY LAW AND ETHICS EXAMINATION
CONTENT AREA AND SUBAREA WEIGHTS**

CONTENT AREA	Preliminary Weights	Final Weights	
1. Informed Consent, Confidentiality, and Privilege	25%		20%
1.1. Informed consent		8%	5%
1.2. Confidentiality		8%	7%
1.3. Mandated reporting		2%	3%
1.4. Privilege		6%	5%
2. Psychotherapeutic Relationships	13%		15%
2.1. Treatment of minors		2%	3%
2.2. Sexual misconduct		4%	4%
2.3. Multiple and exploitative relationships		5%	5%
2.4. Termination of relationship		2%	3%
3. Professional Competence	17%		16%
3.1. Personal impairments		2%	2%
3.2. Seeking professional consultation		2%	2%
3.3. Competence boundaries		2%	3%
3.4. Competency development		3%	3%
3.5. Professional continuing education		3%	1%
3.6. Cultural competence		5%	5%
4. Assessments, Evaluation, and Intervention	13%		16%
4.1. Involuntary treatment		1%	2%
4.2. Duty to protect		3%	3%
4.3. Psychological testing		3%	5%
4.4. Forensic services		1%	1%
4.5. Telehealth		2%	2%
4.6. Industrial/Organizational services		1%	1%
4.7. Providing psychological consultation		2%	2%
5. Records	14%		11%
5.1. General requirements		3%	3%
5.2. Retention of records		5%	3%
5.3. Release of records		4%	3%
5.4. Electronic recordkeeping		2%	2%
6. Administrative	5%		5%
6.1. Fees and arrangements		3%	3%
6.2. Barter		1%	1%
6.3. Notice to consumers		1%	1%

CONTENT AREA	Preliminary Weights	Final Weights	
7. Professional Issues	7%		8%
7.1. Peer infractions		1%	2%
7.2. Advertising/marketing		1%	1%
7.3. Disciplinary actions		2%	2%
7.4. Conflicts of interest		2%	2%
7.5. Gifts		1%	1%
8. Scientific Research and Publication	1%		3%
9. Teaching, Training, and Supervision	5%		6%
Total	100%		100%

The examination outline for the CPLEE is presented in Table 16.

TABLE 16 – EXAMINATION OUTLINE: CALIFORNIA PSYCHOLOGY LAW AND ETHICS EXAMINATION

1. Informed Consent, Confidentiality and Privilege (20%) - This area assesses the candidate’s understanding and application of the legal and ethical requirements regarding informed consent, confidentiality, privilege, and mandated reporting.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>	
1.1. Informed Consent (5%)	T4. Determine capacity of clients to consent to services in compliance with legal requirements and ethical standards.	K5. Knowledge of legal requirements for competency to consent to treatment. K6. Knowledge of methods to evaluate capacity to consent for treatment.	
	T5. Seek assent from clients who are legally incapable of giving informed consent in compliance with legal requirements and ethical standards.	K9. Knowledge of ethical standards regarding providing services to clients who are incapable of giving informed consent. K10. Knowledge of methods to obtain consent when clients are unable to provide consent. K11. Knowledge of methods for obtaining assent from clients who are legally incapable of giving informed consent.	
	T6. Obtain and document informed consent for services from clients or legal guardians in compliance with legal requirements and ethical standards.	K7. Knowledge of basic elements that must be included in informed consent (e.g., limits of confidentiality, risks and benefits of treatment, HIPAA). K8. Knowledge of methods to obtain informed consent. K12. Knowledge of the circumstances of disclosure of information to others (e.g., third-party payers, courts, family).	
1.2. Confidentiality (7%)	T81. Maintain and protect client confidentiality in accordance with legal requirements and ethical standards.	K162. Knowledge of methods by which confidential information may be released. K166. Knowledge of circumstances under which confidential information may or may not be disclosed. K167. Knowledge of privacy and confidentiality guidelines for electronic communications. K168. Knowledge of privacy and confidentiality guidelines for telephonic communications.	
		T8. Determine action to take related to the limits of confidentiality according to legal requirements and ethical standards.	K13. Knowledge of how and when to disclose protected information to third parties (e.g., attorneys, parents, HR departments, law enforcement).
		T7. Inform clients of the limits of confidentiality according to legal requirements and ethical standards and document in records.	K12. Knowledge of the circumstances of disclosure of information to others (e.g., third-party payers, courts, family). K13. Knowledge of how and when to disclose protected information to third parties (e.g., attorneys, parents, HR departments, law enforcement). K14. Knowledge of circumstances requiring disclosure of the limits of confidentiality to the client and methods of disclosure.

1. Informed Consent, Confidentiality and Privilege (20%) - This area assesses the candidate's understanding and application of the legal and ethical requirements regarding informed consent, confidentiality, privilege, and mandated reporting.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
1.2. Confidentiality (7%)	T82. Comply with Health Insurance Portability and Accountability Act (HIPAA) regulations as mandated by law.	K169. Knowledge of settings and circumstances under which HIPAA is required. K170. Knowledge of procedures for maintaining records under HIPAA regulations. K171. Knowledge of methods to disclose protected information under HIPAA regulations. K172. Knowledge of circumstances requiring psychologists to inform clients of their rights covered by HIPAA regulations.
1.3. Mandated Reporting (3%)	T76. Comply with mandated reporting in accordance with legal requirements and ethical standards.	K158. Knowledge of legal requirements and ethical standards regarding mandated reporting requirements. K159. Knowledge of methods and timelines for mandated reporting. K161. Knowledge of methods to determine if disclosure to the client is indicated when making a mandated report.
1.4. Privilege (5%)	T77. Determine holder of privilege in accordance with legal requirements and ethical standards.	K163. Knowledge of methods of determining who holds privilege in various situations (e.g., minors, legal proceedings, organizational settings, dependent adults).
	T78. Comply with legal requirements and ethical standards governing holder of privilege.	K163. Knowledge of methods of determining who holds privilege in various situations (e.g., minors, legal proceedings, organizational settings, dependent adults). K164. Knowledge of legal requirements and ethical standards governing the holder of privilege.
	T79. Determine exceptions to privilege in accordance with legal requirements and ethical standards.	K164. Knowledge of legal requirements and ethical standards governing the holder of privilege.
	T80. Comply with legal requirements and ethical standards governing exceptions to privilege.	K165. Knowledge of circumstances requiring the psychologist to disclose to the client or others the exceptions to privilege.

2. Psychotherapeutic relationships (15%) - This area assesses the candidate’s understanding and application of the legal and ethical requirements regarding professional relationships including treatment of minors, sexual misconduct, multiple and exploitative relationships, and termination of relationship.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
2.1. Treatment of Minors (3%)	T55. Comply with legal requirements and ethical standards in providing treatment and services to minors.	K111. Knowledge of conditions under which a minor may be treated without parental or legal guardian consent. K113. Knowledge of methods to explain legal and ethical issues (e.g., limits of confidentiality) to minors in developmentally appropriate language. K114. Knowledge of methods for establishing agreement between minors and their parents or legal guardians about sharing treatment information.
2.2. Sexual Misconduct (4%)	T83. Evaluate behaviors that constitute sexual misconduct prohibited by legal requirements and ethical standards.	K173. Knowledge of the legal requirements and ethical standards prohibiting sexual conduct with students, supervisees, trainees, and clients. K176. Knowledge of responsibility to seek consultation pertaining to sexual misconduct in compliance with legal requirements and ethical standards.
	T84. Provide clients with brochure “Professional Therapy Never Includes Sex” and discuss their rights regarding sexual misconduct.	K173. Knowledge of the legal requirements and ethical standards prohibiting sexual conduct with students, supervisees, trainees, and clients. K175. Knowledge of the harm to a client as a result of psychologist sexual misconduct. K177. Knowledge of methods to educate clients about legal requirements and ethical standards related to sexual misconduct. K178. Knowledge of actions clients may take against a perpetrator of sexual misconduct, and of the potential risks and benefits of these actions.
	T85. Comply with legal requirements and ethical standards regarding sexual misconduct with clients.	K173. Knowledge of the legal requirements and ethical standards prohibiting sexual conduct with students, supervisees, trainees, and clients. K174. Knowledge of the legal penalties and ethical consequences of sexual misconduct.
2.3. Multiple and Exploitative Relationships (5%)	T88. Comply with legal requirements and ethical standards governing multiple and exploitative relationships.	K183. Knowledge of legal requirements and ethical standards related to the minimization of harm where it is foreseeable and unavoidable. K179. Knowledge of behaviors that constitute multiple relationships prohibited by legal and ethical standards. K180. Knowledge of behaviors that could possibly lead to an exploitative relationship prohibited by legal and ethical standards. K181. Knowledge of responsibility to seek consultation in compliance with legal and ethical regulations that pertain to multiple and exploitative relationships. K182. Knowledge of corrective actions to take to remedy a multiple or exploitative relationship.

2. Psychotherapeutic relationships (15%) - This area assesses the candidate’s understanding and application of the legal and ethical requirements regarding professional relationships including treatment of minors, sexual misconduct, multiple and exploitative relationships, and termination of relationship.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
2.3. Multiple and Exploitative Relationships (5%)	T86. Determine behaviors or situations that may constitute multiple relationships prohibited by legal requirements and ethical standards.	K183. Knowledge of legal requirements and ethical standards related to the minimization of harm where it is foreseeable and unavoidable. K179. Knowledge of behaviors that constitute multiple relationships prohibited by legal and ethical standards. K181. Knowledge of responsibility to seek consultation in compliance with legal and ethical regulations that pertain to multiple and exploitative relationships.
	T87. Determine behaviors or situations that may constitute exploitative relationships prohibited by legal requirements and ethical standards.	K183. Knowledge of legal requirements and ethical standards related to the minimization of harm where it is foreseeable and unavoidable. K180. Knowledge of behaviors that could possibly lead to an exploitative relationship prohibited by legal and ethical standards. K181. Knowledge of responsibility to seek consultation in compliance with legal and ethical regulations that pertain to multiple and exploitative relationships.
2.4. Termination of Relationship (3%)	T69. Adhere to legal requirements and ethical standards regarding client abandonment, interruption of treatment, or termination of treatment.	K140. Knowledge of legal requirements and ethical standards governing procedures for treatment interruptions. K141. Knowledge of legal requirements and ethical standards governing treatment termination. K143. Knowledge of legal requirements and ethical standards governing abandonment of clients.

3. Professional Competence 16% - This area assesses the candidate's understanding and application of the legal and ethical requirements regarding scope of practice, personal impairments, competence development, and cultural competence/humility.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
3.1. Personal Impairments (e.g., mental health, psychical health, substance abuse) (2%)	T95. Determine personal issues (e.g., mental health, physical health, substance abuse) that may affect ability to provide professional services.	K195. Knowledge of personal bias and its impact on clinical practice. K196. Knowledge of responsibility to seek consultation pertaining to the impact of personal biases on the ability to provide professional services. K197. Knowledge of personal limitations impacting competence to provide professional services. K198. Knowledge of responsibility to seek consultation to determine whether personal issues impact the ability to provide professional services.
3.2. Seeking Professional Consultation (2%)	T53. Determine situations (e.g., personal issues, complex cases, high risk, legal and ethical dilemmas) that warrant professional consultation.	K109. Knowledge of resources available for professional consultation. K110. Knowledge of circumstances requiring psychologist to seek professional consultation. K189. Knowledge of the need for awareness of professional competence areas and personal limitations.
3.3. Competence Boundaries (3%)	T91. Provide professional services within the scope of competence and practice.	K188. Knowledge of the need for education, training, and consultation/supervised experience to provide services in a new area of practice or specialization. K189. Knowledge of the need for awareness of professional competence areas and personal limitations.
3.4. Competency Development (3%)	T54. Obtain and maintain competence through consultation, training, education, or experience in order to provide services in compliance with legal requirements and ethical standards.	K188. Knowledge of the need for education, training, and supervised experience to provide services in a new area of practice or specialization. K189. Knowledge of the need for awareness of professional competence areas and personal limitations.
3.5. Professional Continuing Education (1%)	T102. Comply with continuing education requirements to develop and maintain professional competence.	K211. Knowledge of state regulations governing professional continuing education requirements. K212. Knowledge of ethical standards for developing and maintaining professional competence.

3. Professional Competence 16% - This area assesses the candidate's understanding and application of the legal and ethical requirements regarding scope of practice, personal impairments, competence development, and cultural competence/humility.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
3.6. Cultural Competence (5%)	T93. Assess personal competence to provide services to diverse populations.	K191. Knowledge of APA guidelines related to providing treatment for diverse populations. K192. Knowledge of the impact of diversity on psychological practice. K193. Knowledge of when and how to seek consultation, education, and training to develop competence for treating diverse populations. K195. Knowledge of personal bias and its impact on clinical practice. K196. Knowledge of responsibility to seek consultation pertaining to the impact of personal biases on the ability to provide professional services.
	T94. Comply with legal requirements and ethical standards pertaining to discrimination.	K192. Knowledge of the impact of diversity on psychological practice. K194. Knowledge of legal requirements and ethical standards pertaining to nondiscrimination. K196. Knowledge of responsibility to seek consultation pertaining to the impact of personal biases on the ability to provide professional services.

4. Assessment, Evaluation, and Intervention (16%) - This area assesses the candidate's understanding and application of the legal and ethical requirements regarding the provision of crisis interventions, forensic services, psychological evaluations and assessments, telehealth, consulting, and industrial/organizational services.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
4.1. Involuntary Treatment (2%)	T40. Determine whether to initiate involuntary treatment in compliance with legal requirements and ethical standards.	K79. Knowledge of legal and ethical responsibilities that apply when initiating involuntary treatment evaluations.
		K81. Knowledge of legal and ethical issues regarding the client right to refuse treatment/services.
		K83. Knowledge of when and how to collaborate with other health care providers to ensure the safety of client and continuity of care.
		K84. Knowledge of methods to determine the least restrictive setting for treatment.
		K85. Knowledge of the designated professionals with authority to initiate involuntary treatment/services.
4.2. Duty to Protect (3%)	T36. Determine whether a duty to protect from threat of imminent harm to others exists in accordance with legal requirements and ethical standards.	K75. Knowledge of criteria for determining a duty to protect. K76. Knowledge of procedures following a determination of the duty to protect.
	T37. Comply with legal requirements and ethical standards regarding the duty to protect.	K75. Knowledge of criteria for determining a duty to protect. K76. Knowledge of procedures following a determination of the duty to protect. K83. Knowledge of when and how to collaborate with other health care providers to ensure the safety of client and continuity of care.
4.3. Psychological Testing (5%)	T25. Adhere to legal requirements and ethical standards for administering, scoring, interpreting, and storing psychological tests.	K47. Knowledge of ethical standards regarding testing, scoring, and interpretation procedures (e.g., test validity, reliability, cultural, language). K49. Knowledge of the purpose, utility, and limitations of psychological assessment instruments and their data.
	T26. Adhere to legal requirements and ethical standards for release of psychological assessment results.	K50. Knowledge of legal requirements and ethical standards regarding the release of findings of psychological evaluations. K52. Knowledge of factors that impact physical and psychological functioning.
	T27. Adhere to legal requirements and ethical standards to maintain the security of test manuals, instruments, protocols, and questions.	K48. Knowledge of test security practices and copyright requirements.

4. Assessment, Evaluation, and Intervention (16%) - This area assesses the candidate's understanding and application of the legal and ethical requirements regarding the provision of crisis interventions, forensic services, psychological evaluations and assessments, telehealth, providing consulting, and industrial/organizational services.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
4.4. Forensic Services (1%)	T65. Comply with legal requirements and ethical standards pertaining to forensic treatment and services.	K134. Knowledge of legal requirements and ethical standards for evaluating and disseminating forensic results to clients and third parties. K135. Knowledge of ethical standards of informed consent in evaluating and treating forensic cases. K136. Knowledge of Specialty Guidelines for Forensic Psychology.
4.5. Telehealth (2%)	T63. Comply with legal requirements and ethical standards regarding the provision of professional services via telehealth.	K127. Knowledge of application of legal requirements and ethical standards of treatment when providing professional services via telehealth. K128. Knowledge of when and how to seek consultation in compliance with legal requirements and ethical standards pertaining to telehealth. K130. Knowledge of HIPAA security and encryption rules that apply when providing telehealth services.
4.6. Industrial/Organizational Services (1%)	T70. Comply with legal requirements and ethical standards for providing professional services to organizations.	K146. Knowledge of ethical standards for the planning, development, and implementation of professional services in organizational settings. K149. Knowledge of methods to determine scope of practice within an organizational setting.
4.7. Providing Psychological Consulting (2%)	T90. Adhere to legal requirements and ethical standards when providing psychological consultation (e.g., to colleagues, supervisees, teachers, organizations, academics, allied health professionals).	K185. Knowledge of legal requirements and ethical standards relevant to psychological consultation. K186. Knowledge of legal requirements and ethical standards of protecting confidentiality when engaging in psychological consultation. K187. Knowledge of legal requirements and ethical standards prohibiting the participation of planning and administration of torture.

5. Records (11%) - This area assesses the candidate's understanding and application of the legal and ethical requirements regarding documentation, recordkeeping, and release of records.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
5.1. General Requirements (3%)	T96. Document psychological services (e.g., assessment, treatment, consultation) as mandated by legal requirements and ethical standards.	K199. Knowledge of legal requirements and ethical standards regarding the documentation of client assessment and treatment.
5.2. Retention of Records (5%)	T97. Comply with legal requirements and ethical standards pertaining to recordkeeping.	K200. Knowledge of state and federal regulations and ethical guidelines regarding recordkeeping. K201. Knowledge of legal requirements for maintaining security of client records. K202. Knowledge of legal requirements of HIPAA. K203. Knowledge of the legal requirements and ethical standards pertaining to the timelines required for retention of records.
	T98. Dispose of records according to legal requirements and ethical standards.	K204. Knowledge of legal requirements and ethical standards pertaining to methods of record disposal.
5.3. Release of Records (4%)	T99. Comply with legal requirements and ethical standards for the release and exchange of protected health information and psychotherapy records.	K205. Knowledge of legal requirements and ethical standards pertaining to disclosure of protected health information. K206. Knowledge of HIPAA regulations pertaining to the release and exchange of protected health information and psychotherapy records.
	T100. Assess the need to withhold records as determined by legal requirements and ethical standards.	K207. Knowledge of legal requirements and ethical standards pertaining to the rights of the psychologist and the client to withhold records. K208. Knowledge of conditions under which withholding records is warranted or required.
5.4. Electronic Recordkeeping (2%)	T101. Secure electronic records as mandated by state and federal regulations.	K209. Knowledge of state and federal regulations pertaining to securing electronic records. K210. Knowledge of methods to ensure that electronic records are maintained and released according to state and federal regulations and ethical guidelines.

6. Administrative (5%) - This area assesses the candidate's understanding and application of the legal and ethical requirements regarding referrals, fee arrangements, and notice to consumers.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
6.1. Fees and Arrangements (3%)	T1. Establish financial arrangements and agreements in compliance with legal requirements and ethical standards.	K1. Knowledge of legal requirements and ethical standards regarding referrals and fees. K2. Knowledge of the limitation of services based on client third-party payers. K3. Knowledge of legal requirements and ethical standards pertaining to changes in client financial status.
	T2. Comply with legal requirements and ethical standards related to compensation for receiving client referrals.	K1. Knowledge of legal requirements and ethical standards regarding referrals and fees.
6.2. Bartering (1%)	T3. Apply legal requirements and ethical standards to evaluate whether bartering with clients is contraindicated or exploitative.	K4. Knowledge of legal requirements and ethical standards pertaining to bartering with clients.
6.3. Notice to Consumers (1%)	T103. Provide and display notices to consumers in compliance with legal requirements and ethical standards.	K213. Knowledge of legal requirements and ethical standards pertaining to notices to consumers.

7. Professional Issues (8%) - This area assesses the candidate's understanding and application of the legal and ethical requirements regarding advertising, conflicts of interest, and disciplinary actions.

<i>Subarea</i>	<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
7.1. Peer Infractions (2%)	T104. Comply with professional standards for responding to legal and ethical violations by colleagues.	K214. Knowledge of legal and ethical violations by colleagues that require psychologists to respond formally or informally. K215. Knowledge of ethical guidelines for informal resolution of ethical violations. K216. Knowledge of ethical standards for reporting ethical violations. K217. Knowledge of ethical standards regarding cooperating with ethics committees and filing improper complaints.
7.2. Advertising and Marketing (1%)	T105. Comply with legal requirements and ethical standards for advertising and marketing.	K218. Knowledge of legal requirements and ethical standards for advertising and other public statements. K219. Knowledge of penalties associated with violations of rules on advertising and other public statements.
7.3. Disciplinary Actions (e.g. suspension, revocation) (2%)	T106. Recognize situations that could result in disciplinary actions by the Board of Psychology and comply with legal requirements and ethical standards.	K220. Knowledge of situations that may result in disciplinary actions by the Board of Psychology. K221. Knowledge of disciplinary actions and sanctions available to the Board of Psychology in case of violations.
7.4. Conflicts of Interest (2%)	T89. Assess for conflict of interest in professional relationships.	K179. Knowledge of behaviors that constitute multiple relationships prohibited by legal and ethical standards. K184. Knowledge of situations that would constitute a conflict of interest in professional practice.
7.5. Gifts (1%)	T92. Evaluate whether receiving or giving a gift is contraindicated or exploitative according to legal requirements and ethical standards.	K190. Knowledge of ethical standards and clinical considerations pertaining to the exchange of gifts.

8. Scientific Research and Publication (3%) - This area assesses the candidate's understanding and application of the legal and ethical requirements regarding research, publication, and other public media.

<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
T74. Adhere to legal requirements and ethical standards for proposing, conducting, and publishing scientific research.	K150. Knowledge of scientific principles as they apply to psychological research. K152. Knowledge of the role of institutional review boards (IRBs) and the legal requirements and ethical standards for proposing, conducting, and publishing scientific research. K153. Knowledge of methods to protect the identity and confidentiality of participants in research, consultation, writings, lectures, or other public media in accordance with legal requirements and ethical standards.

9. Teaching, Training, and Supervision (6%) - This area assesses the candidate's understanding and application of the legal and ethical requirements regarding teaching, training, and supervision.

<i>Task Statement</i>	<i>Associated Knowledge Statements</i>
T107. Develop education, training, and supervision programs or courses that comply with legal requirements and ethical standards.	K222. Knowledge of ethical standards for education, training, and supervision. K223. Knowledge of ethical standards pertaining to accuracy of course content and program description.
T108. Inform students and supervisees of their rights and responsibilities pertaining to the rules and requirements of training programs.	K224. Knowledge of ethical standards pertaining to assessing the performance of students. K225. Knowledge of ethical standards pertaining to mandatory individual or group therapy. K226. Knowledge of standards and guidelines pertaining to student disclosure of personal information in course- or program-related activities.
T109. Maintain professional boundaries and conduct with students and supervisees.	K226. Knowledge of standards and guidelines pertaining to student disclosure of personal information in course- or program-related activities. K227. Knowledge of legal requirements and ethical standards prohibiting sexual relationships and other exploitative behaviors with students and supervisees.
T110. Comply with legal requirements and ethical standards pertaining to clinical supervision.	K228. Knowledge of legal requirements and ethical standards pertaining to pre-licensure practice in psychology (e.g., trainees, interns, psychological assistants, registered psychologists, postdocs). K229. Knowledge of ethical standards pertaining to assessing the performance of supervisees.

CHAPTER 7 | CONCLUSION

The OA of the psychologist profession described in this report provides a comprehensive description of current practice in California. The procedures employed to perform the OA were based upon a content validation strategy to ensure that the results accurately represent psychology practice. Results of this OA provide information regarding current practice that can be used to review the Examination for Professional Practice in Psychology (EPPP) developed by the Association of State and Provincial Psychology Boards (ASPPB).

By adopting the California Psychology Law and Ethics Examination (CPLEE) outline contained in this report, the Board ensures that its CPLEE program reflects current practice.

This report provides all documentation necessary to verify that the analysis has been completed in accordance with legal, professional, and technical standards.

APPENDIX A | RESPONDENTS BY REGION

LOS ANGELES COUNTY AND VICINITY

County of Practice	Frequency
Los Angeles	222
Orange	67
TOTAL	289

NORTH COAST

County of Practice	Frequency
Del Norte	2
Humboldt	2
Mendocino	1
Sonoma	19
TOTAL	24

RIVERSIDE AND VICINITY

County of Practice	Frequency
Riverside	24
San Bernardino	23
TOTAL	47

SACRAMENTO VALLEY

County of Practice	Frequency
Butte	1
Lake	1
Sacramento	38
Sutter	1
Yolo	8
TOTAL	49

SAN DIEGO COUNTY AND VICINITY

County of Practice	Frequency
San Diego	94
TOTAL	94

SAN FRANCISCO BAY AREA

County of Practice	Frequency
Alameda	46
Contra Costa	26
Marin	15
Napa	3
San Francisco	17
San Mateo	37
Santa Clara	38
Santa Cruz	7
Solano	15
TOTAL	204

SAN JOAQUIN VALLEY

County of Practice	Frequency
Fresno	14
Kern	7
Kings	1
Madera	4
Merced	2
San Joaquin	9
Stanislaus	3
Tulare	3
TOTAL	43

SHASTA-CASCADE

County of Practice	Frequency
Lassen	1
Shasta	2
TOTAL	3

SIERRA MOUNTAIN VALLEY

County of Practice	Frequency
Amador	2
El Dorado	2
Nevada	4
Placer	7
Tuolumne	1
TOTAL	16

SOUTH COAST AND CENTRAL COAST

County of Practice	Frequency
Monterey	8
San Luis Obispo	10
Santa Barbara	18
Ventura	15
TOTAL	51

MISSING

TOTAL	3
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APPENDIX B | CRITICALITY INDICES FOR ALL TASKS BY CONTENT AREA

Content Area 1: Intake, Assessment, and Diagnosis

Task Number	Task Statement	Mean Importance	Mean Frequency	Task Criticality Index
7	Inform clients of the limits of confidentiality according to legal requirements and ethical standards and document in records.	4.34	4.51	20.51
12	Gather biopsychosocial history and evaluate current clinical presentation to develop case conceptualization and diagnostic impression.	4.19	4.27	18.84
15	Assess current and past abuse and trauma to determine impact on functioning, and to formulate case conceptualization and diagnostic impression.	4.07	4.29	18.36
13	Assess cultural and systemic factors (e.g., age, language, gender, financial, legal, education, employment, religion) that may influence case conceptualization and diagnostic impression.	4.15	4.21	18.32
11	Identify circumstances related to presenting concerns to determine impact on current functioning of clients.	4.14	4.16	18.22
9	Identify and explore initial client concerns to determine purpose for seeking therapy or psychological testing.	4.00	4.13	18.02
17	Assess client strengths and resources to support the therapeutic process.	3.98	3.99	17.23
14	Assess current and past substance use to determine impact on functioning, to formulate case conceptualization and diagnostic impression.	3.92	4.07	16.90
6	Obtain and document informed consent for services from clients or legal guardians in compliance with legal requirements and ethical standards.	3.70	4.05	16.78
28	Formulate diagnoses based on assessment of information using current diagnostic criteria.	3.66	3.76	15.77
10	Conduct mental status exams to identify current clinical presentation.	3.52	3.74	14.80
18	Gather information about previous treatment or diagnoses to formulate case conceptualization.	3.72	3.66	14.70
29	Provide continuous clinical evaluation to determine if modification of diagnosis is warranted.	3.49	3.65	14.52
16	Identify indicators of current abuse or neglect to determine need for and level of intervention.	3.25	4.07	14.48
20	Assess the need for recommendations or referrals to other professionals.	3.57	3.66	14.21
8	Determine action to take related to the limits of confidentiality according to legal requirements and ethical standards.	2.97	4.22	13.40
4	Determine capacity of clients to consent to services in compliance with legal requirements and ethical standards.	2.69	3.32	11.47

**Note: Shaded task statement was deleted by SMEs (see Chapter 4).*

Content Area 1: Intake, Assessment, and Diagnosis, continued

Task Number	Task Statement	Mean Importance	Mean Frequency	Task Criticality Index
19	Gather collateral client information (e.g., family, school, work) to formulate case conceptualization and diagnostic impression.	3.00	3.21	11.38
25	Adhere to legal requirements and ethical standards for administering, scoring, interpreting, and storing psychological tests.	2.50	2.98	11.15
1	Establish financial arrangements and agreements in compliance with legal requirements and ethical standards.	2.57	2.85	10.85
26	Adhere to legal requirements and ethical standards for release of psychological assessment results.	2.42	3.02	10.75
27	Adhere to legal requirements and ethical standards to maintain the security of test manuals, instruments, protocols, and questions.	2.45	2.89	10.74
24	Document and explain assessment results and recommendations in language the recipient can understand in compliance with legal requirements and ethical standards.	2.19	2.73	9.11
21	Select current assessment instruments based on diversity factors, psychometric properties, and available normative data, including strengths and limitations of selected assessment instruments.	2.26	2.74	9.07
23	Administer and score assessment instruments, and interpret results according to established standards and protocols.	2.16	2.62	8.89
22	Administer assessment instruments to obtain information on functioning (e.g., intelligence, achievement, interests, or personality).	2.05	2.46	7.99
2	Comply with legal requirements and ethical standards related to compensation for receiving client referrals.	1.78	2.16	7.51
5	Seek assent from clients who are legally incapable of giving informed consent in compliance with legal requirements and ethical standards.	1.42	2.35	5.77
3	Apply legal requirements and ethical standards to evaluate whether bartering with clients is contraindicated or exploitative.	0.54	1.12	2.10

**Note: Shaded task statement was deleted by SMEs (see Chapter 4).*

Content Area 2: Crisis

Task Number	Task Statement	Mean Importance	Mean Frequency	Task Criticality Index
32	Assess for current and ongoing risk of suicide or self-injurious behaviors by evaluating potential level of lethality to determine intervention.	3.47	4.48	16.39
30	Evaluate severity of crisis by assessing the level of impairment in functioning to determine the need for immediate intervention.	3.01	4.15	13.60
34	Assess level of risk that clients present to others to determine need for immediate intervention.	2.75	4.13	12.41
33	Develop and review safety plans with clients to address risks of/for self-injurious behaviors and suicidality.	2.71	4.03	12.22
31	Provide referrals and resources to assist clients with crisis management.	2.65	3.75	11.18
37	Comply with legal requirements and ethical standards regarding the duty to protect.	2.36	4.13	10.88
41	Assess risk of harm and develop a plan for abused and neglected clients including minors, dependent adults, and older adults.	1.91	3.61	8.63
36	Determine whether a duty to protect from threat of imminent harm to others exists in accordance with legal requirements and ethical standards.	1.90	4.05	8.58
35	Develop an intervention strategy for clients who report thoughts of causing harm to others.	1.89	3.81	8.41
39	Comply with legal requirements and ethical standards regarding grave disability.	1.93	3.33	8.38
38	Assess level of functional impairment to determine grave disability and the need for immediate intervention.	1.87	3.41	8.03
40	Determine whether to initiate involuntary treatment in compliance with legal requirements and ethical standards.	1.53	3.37	6.67

Content Area 3: Treatment Planning and Intervention

Task Number	Task Statement	Mean Importance	Mean Frequency	Task Criticality Index
54	Obtain and maintain competence through consultation, training, education, or experience in order to provide services in compliance with legal requirements and ethical standards.	3.98	4.26	17.63
43	Incorporate client strengths, values, beliefs, and diversity issues into the development of a treatment plan.	3.75	3.81	15.95
73	Maintain knowledge of current research as it pertains to clinical practice.	3.78	3.93	15.75
48	Implement interventions to facilitate treatment considering client strengths, challenges, values, beliefs, and diversity.	3.65	3.69	15.30
50	Provide psychoeducation as it relates to client treatment needs to enhance understanding of clinical issues.	3.76	3.67	15.29
42	Identify specific treatment goals with clients by reviewing assessment and diagnostic information to develop mutually agreed-upon treatment plans.	3.44	3.56	14.29
46	Formulate treatment plans based on relevant theoretical models to address client symptoms and level of functioning.	3.41	3.44	13.51
56	Implement interventions consistent with evidence-based practices to facilitate client treatment.	3.38	3.37	13.38
57	Implement interventions informed by theoretical models to facilitate client treatment.	3.38	3.36	13.20
52	Modify treatment plans based on client progress toward established goals.	3.28	3.47	13.12
51	Identify and mitigate barriers to treatment (e.g., resistance, poverty, stigma).	3.17	3.54	12.71
69	Adhere to legal requirements and ethical standards regarding client abandonment, interruption of treatment, or termination of treatment.	2.98	3.52	12.69
53	Determine situations (e.g., personal issues, complex cases, high risk, legal and ethical dilemmas) that warrant professional consultation.	3.00	3.87	12.58
66	Discuss termination criteria with clients based on readiness, achievement of goals, or lack of progress.	2.93	3.34	11.73
44	Integrate information obtained from involved parties and other professionals to formulate treatment plans.	2.93	3.30	11.33
45	Integrate additional resources (e.g., community, 12-Step, family, couples, support group, case management) into treatment plans to support client therapeutic goals.	2.82	3.18	10.76
47	Collaborate with multidisciplinary team and other professionals to create coordinated treatment plans.	2.64	3.12	10.65
68	Develop post-termination plans with clients to maintain therapeutic gains after treatment has ended.	2.71	3.04	10.35

Content Area 3: Treatment Planning and Intervention, continued

Task Number	Task Statement	Mean Importance	Mean Frequency	Task Criticality Index
55	Comply with legal requirements and ethical standards in providing treatment and services to minors.	2.29	2.84	10.29
49	Identify and implement methods (e.g., clinical outcome measures) to monitor client progress toward measurable treatment goals and outcomes.	2.77	2.93	10.26
75	Evaluate research findings based on study design and methodology to determine the validity and generalizability of the results.	1.69	2.17	6.53
64	Comply with Health Insurance Portability and Accountability Act (HIPAA) regulations when providing telehealth services as mandated by law.	1.56	1.93	6.50
67	Develop termination plans by assessing client needs within a framework of third-party specifications (e.g., managed care, court-mandated, EAP).	1.65	2.13	6.01
65	Comply with legal requirements and ethical standards pertaining to forensic treatment and services.	1.38	1.82	5.87
58	Implement interventions consistent with group theories to facilitate treatment in compliance with professional and ethical standards.	1.57	1.87	5.62
63	Comply with legal requirements and ethical standards regarding the provision of professional services via telehealth.	1.33	1.80	5.38
70	Comply with legal requirements and ethical standards for providing professional services to organizations.	1.27	1.63	5.08
60	Incorporate technology (e.g., internet, telephone or video sessions, apps) into treatment services to increase client access to treatment and continuity of care.	1.51	1.87	5.03
72	Clarify professional role when providing psychological services to organizations.	0.94	1.35	3.70
59	Assess factors indicating client suitability for telehealth services.	1.08	1.49	3.66
74	Adhere to legal requirements and ethical standards for proposing, conducting, and publishing scientific research.	0.81	1.39	3.38
62	Implement a safety plan (e.g., face-to-face treatment, collateral support) with client using telehealth services when clinically indicated.	0.77	1.45	2.90
61	Develop a contingency plan (e.g., local resources) with client for technical interruptions during telehealth services.	0.78	1.21	2.56
71	Provide psychological services to organizations to enhance organizational culture and address organizational challenges (e.g., productivity, morale).	0.65	1.00	2.27

**Note: Shaded task statements were deleted by SMEs (see Chapter 4).*

Content Area 4: Law and Ethics

Task Number	Task Statement	Mean Importance	Mean Frequency	Task Criticality Index
91	Provide professional services within the scope of competence and practice.	4.50	4.59	21.09
81	Maintain and protect client confidentiality in accordance with legal requirements and ethical standards.	4.37	4.61	20.76
82	Comply with Health Insurance Portability and Accountability Act (HIPAA) regulations as mandated by law.	4.28	4.40	19.75
97	Comply with legal requirements and ethical standards pertaining to recordkeeping.	4.37	4.30	19.52
96	Document psychological services (e.g., assessment, treatment, consultation) as mandated by legal requirements and ethical standards.	4.29	4.24	19.12
102	Comply with continuing education requirements to develop and maintain professional competence.	4.29	4.21	18.45
99	Comply with legal requirements and ethical standards for the release and exchange of protected health information and psychotherapy records.	3.57	4.21	16.16
85	Comply with legal requirements and ethical standards regarding sexual misconduct with clients.	3.44	4.05	16.08
94	Comply with legal requirements and ethical standards pertaining to discrimination.	3.44	3.98	15.24
93	Assess personal competence to provide services to diverse populations.	3.47	4.04	14.86
90	Adhere to legal requirements and ethical standards when providing psychological consultation (e.g., to colleagues, supervisees, teachers, organizations, academics, allied health professionals).	3.29	3.84	14.45
101	Secure electronic records as mandated by state and federal regulations.	3.16	3.50	14.30
76	Comply with mandated reporting in accordance with legal requirements and ethical standards.	2.85	4.39	13.03
98	Dispose of records according to legal requirements and ethical standards.	2.99	3.62	12.91
106	Recognize situations that could result in disciplinary actions by the Board of Psychology and comply with legal requirements and ethical standards.	2.93	4.03	12.81
103	Provide and display notices to consumers in compliance with legal requirements and ethical standards.	3.21	3.13	12.29
88	Comply with legal requirements and ethical standards governing multiple and exploitative relationships.	2.73	3.65	12.12
95	Determine personal issues (e.g., mental health, physical health, substance abuse) that may affect ability to provide professional services.	2.69	3.90	11.69

Content Area 4: Law and Ethics, continued

Task Number	Task Statement	Mean Importance	Mean Frequency	Task Criticality Index
78	Comply with legal requirements and ethical standards governing holder of privilege.	2.61	3.70	11.47
77	Determine holder of privilege in accordance with legal requirements and ethical standards.	2.50	3.75	10.93
89	Assess for conflict of interest in professional relationships.	2.55	3.70	10.85
86	Determine behaviors or situations that may constitute multiple relationships prohibited by legal requirements and ethical standards.	2.43	3.73	10.38
109	Maintain professional boundaries and conduct with students and supervisees.	2.31	2.82	10.37
80	Comply with legal requirements and ethical standards governing exceptions to privilege.	2.20	3.54	9.48
110	Comply with legal requirements and ethical standards pertaining to clinical supervision.	2.06	2.60	9.22
79	Determine exceptions to privilege in accordance with legal requirements and ethical standards.	2.09	3.53	8.89
87	Determine behaviors or situations that may constitute exploitative relationships prohibited by legal requirements and ethical standards.	2.05	3.52	8.76
100	Assess the need to withhold records as determined by legal requirements and ethical standards.	1.96	3.50	8.30
105	Comply with legal requirements and ethical standards for advertising and marketing.	1.98	2.42	7.85
104	Comply with professional standards for responding to legal and ethical violations by colleagues.	1.89	3.35	7.75
92	Evaluate whether receiving or giving a gift is contraindicated or exploitative according to legal requirements and ethical standards.	1.88	3.10	7.22
83	Evaluate behaviors that constitute sexual misconduct prohibited by legal requirements and ethical standards.	1.65	3.09	6.97
108	Inform students and supervisees of their rights and responsibilities pertaining to the rules and requirements of training programs.	1.62	2.26	6.81
107	Develop education, training, and supervision programs or courses that comply with legal requirements and ethical standards.	1.59	2.19	6.50
84	Provide clients with brochure "Professional Therapy Never Includes Sex" and discuss their rights regarding sexual misconduct.	1.52	2.87	5.96

APPENDIX C | KNOWLEDGE IMPORTANCE RATINGS

Content Area 1: Intake, Assessment, and Diagnosis

Number	Knowledge Statement	Mean Importance
18	Knowledge of biological, psychological, age, gender, cultural, spiritual, financial, legal, and behavioral factors that impact client mental health.	4.37
15	Knowledge of interviewing techniques to obtain clinical information.	4.30
31	Knowledge of criteria to evaluate client symptoms to determine severity of presenting problems.	4.30
32	Knowledge of the impact of psychosocial stressors on presenting problems and current functioning.	4.24
53	Knowledge of current diagnostic criteria used to identify differential diagnoses.	4.18
19	Knowledge of the effect of medical issues and medication on the diagnostic impression and level of functioning.	4.17
20	Knowledge of the potential impact of client culture, diversity, language, and beliefs regarding therapy and mental health.	4.17
16	Knowledge of methods to evaluate verbal and nonverbal cues.	4.16
26	Knowledge of methods to assess the impact of trauma and abuse.	4.15
34	Knowledge of biological, psychological, social, and behavioral factors that indicate a need for referral to psychiatric, medical, and psychological evaluation.	4.13
7	Knowledge of basic elements that must be included in informed consent (e.g., limits of confidentiality, risks and benefits of treatment, HIPAA).	4.11
14	Knowledge of circumstances requiring disclosure of the limits of confidentiality to the client and methods of disclosure.	4.09
52	Knowledge of factors that impact physical and psychological functioning.	4.08
54	Knowledge of current diagnostic criteria classification systems, underlying rationales, and limitations.	4.05
33	Knowledge of methods to assess client interpersonal relationships in social, family, work, and school environments, and their impact on the presenting problems.	4.02
8	Knowledge of methods to obtain informed consent.	3.90
13	Knowledge of how and when to disclose protected information to third parties (e.g., attorneys, parents, HR departments, law enforcement).	3.90
35	Knowledge of methods to integrate client previous mental health history into the assessment of current problems.	3.88
17	Knowledge of methods to orient client to the therapeutic process.	3.80
12	Knowledge of the circumstances of disclosure of information to others (e.g., third-party payers, courts, family).	3.78
24	Knowledge of physical and behavioral indicators associated with substance use disorders.	3.78
55	Knowledge of methods to continually reassess client diagnoses.	3.70
25	Knowledge of criteria for determining the severity of substance use disorders.	3.68
36	Knowledge of the effects of previous mental health treatment on current treatment.	3.68
56	Knowledge of the use of assessment information to inform diagnosis.	3.66
29	Knowledge of referral options when treatment needs are beyond scope of practice or competence.	3.63
38	Knowledge of administration and interpretation of mental status examinations.	3.62

Content Area 1: Intake, Assessment, and Diagnosis, continued

Number	Knowledge Statement	Mean Importance
23	Knowledge of the effect of education and developmental factors on the therapeutic process.	3.60
30	Knowledge of community resources and referral options.	3.55
37	Knowledge of methods to obtain and integrate relevant clinical information from collateral sources.	3.51
21	Knowledge of methods for assessing client level of acculturation.	3.48
5	Knowledge of legal requirements for competency to consent to treatment.	3.44
43	Knowledge of a comprehensive documentation of a psychological evaluation (e.g., test results, mental status, symptoms, diagnosis, case conceptualization, and treatment interventions).	3.40
50	Knowledge of legal requirements and ethical standards regarding the release of findings of psychological evaluations.	3.16
6	Knowledge of methods to evaluate competency to consent for treatment.	3.12
22	Knowledge of methods to facilitate effective communication with clients (e.g., language interpreters, assistive technologies).	3.12
51	Knowledge of methods to communicate test findings in clear language to clients and designated representatives.	3.07
49	Knowledge of the purpose, utility, and limitations of psychological assessment instruments and their data.	3.04
28	Knowledge of methods to evaluate clients for potential deception or secondary gains to clarify client motivation for seeking treatment.	3.00
9	Knowledge of ethical standards regarding providing services to clients who are incapable of giving informed consent.	2.96
40	Knowledge of the factors and testing conditions that impact psychological assessment results.	2.95
44	Knowledge of cultural and diversity factors that influence the selection, administration, and interpretation of assessment instruments and the testing process.	2.95
47	Knowledge of ethical standards regarding testing, scoring, and interpretation procedures (e.g., test validity, reliability, cultural, language).	2.95
39	Knowledge of qualifications for the administration, scoring, and interpretation of psychometric testing.	2.91
1	Knowledge of legal requirements and ethical standards regarding referrals and fees.	2.88
45	Knowledge of developmental factors that influence the selection of assessment instruments and the testing process.	2.79
11	Knowledge of methods for obtaining assent from clients who are legally incapable of giving informed consent.	2.73
48	Knowledge of test security practices and copyright requirements.	2.73
10	Knowledge of methods to obtain consent when clients are unable to provide consent.	2.72
41	Knowledge of test construction and psychometric properties (e.g., test validity and reliability, norms, standardization, scoring, interpretation, and test bias).	2.69
3	Knowledge of legal requirements and ethical standards pertaining to changes in client financial status.	2.41
2	Knowledge of the limitation of services based on client third-party payers.	2.36
42	Knowledge of the use of technology in the administration of assessment instruments.	2.35

Content Area 1: Intake, Assessment, and Diagnosis, continued

Number	Knowledge Statement	Mean Importance
27	Knowledge of interventions to facilitate engagement of involuntary or mandated clients in the therapeutic process.	2.33
46	Knowledge of criteria used to select assessment instruments for groups and organizations.	1.81
4	Knowledge of legal requirements and ethical standards pertaining to bartering with clients.	1.73

Content Area 2: Crisis

Number	Knowledge Statement	Mean Importance
67	Knowledge of methods to evaluate client ideation, intent, plan, and means of suicide.	4.49
66	Knowledge of risk factors that indicate client potential for suicide or self-injurious behaviors.	4.42
68	Knowledge of methods to differentiate between self-injurious behaviors and suicidality.	4.32
69	Knowledge of predisposing, precipitating, perpetuating, and protective factors related to suicide risk.	4.32
71	Knowledge of intervention strategies to address suicide and self-injurious behavior, including safety planning.	4.25
62	Knowledge of methods to evaluate severity of client symptoms.	4.23
61	Knowledge of the effects of current trauma and history of trauma on client functioning.	4.16
70	Knowledge of physical and psychological indicators of self-injurious behavior.	4.11
72	Knowledge of risk factors that indicate client potential for causing harm to others.	4.05
57	Knowledge of indicators of client strengths and coping skills.	4.04
59	Knowledge of methods to identify crisis situations.	4.03
73	Knowledge of methods to evaluate client ideation, intent, plan, means, and history of violence toward others.	4.03
75	Knowledge of criteria for determining a duty to protect.	4.01
58	Knowledge of principles of crisis management.	3.91
76	Knowledge of procedures following a determination of the duty to protect.	3.91
60	Knowledge of support systems used to manage crises.	3.89
74	Knowledge of intervention strategies to use with clients who pose a risk of violence to others.	3.82
86	Knowledge of risk factors and indicators of abuse and neglect for vulnerable populations.	3.73
83	Knowledge of when and how to collaborate with other health care providers to ensure the safety of client and continuity of care.	3.69
87	Knowledge of strategies to address safety planning for client and others in abusive situations.	3.64
88	Knowledge of intervention methods for abused and neglected vulnerable populations (e.g., children, dependent adults, older adults).	3.60
78	Knowledge of criteria for involuntary treatment.	3.38
63	Knowledge of resources for identifying the least restrictive environment for care and safety to stabilize clients in crisis.	3.36
65	Knowledge of resources and strategies for continued client support and follow-up.	3.36
81	Knowledge of legal and ethical issues regarding the client right to refuse treatment/services.	3.33
85	Knowledge of the designated professionals with authority to initiate involuntary treatment/services.	3.33
82	Knowledge of when and how to seek consultation to determine whether client meets the legal requirements for involuntary treatment/services.	3.28
79	Knowledge of legal and ethical responsibilities that apply when initiating involuntary treatment evaluations.	3.21
77	Knowledge of methods to identify grave disability.	3.20

Content Area 2: Crisis, continued

Number	Knowledge Statement	Mean Importance
84	Knowledge of methods to determine the least restrictive setting for treatment.	3.05
80	Knowledge of methods and procedures for involuntary treatment evaluations.	2.97
64	Knowledge of resources for clients in substance-induced or withdrawal crises.	2.95

Content Area 3: Treatment Planning and Intervention

Number	Knowledge Statement	Mean Importance
99	Knowledge of strategies to build, manage, and maintain the therapeutic relationship.	4.11
97	Knowledge of the impact of client strengths, challenges, values, beliefs, and culture on the therapeutic process.	3.90
110	Knowledge of circumstances requiring psychologist to seek professional consultation.	3.84
100	Knowledge of methods for engaging client in the development of ongoing treatment goals.	3.83
101	Knowledge of methods used to maintain therapeutic progress.	3.83
115	Knowledge of evidence-based practices.	3.79
98	Knowledge of the effect on the therapeutic process of differences between psychologist and client values.	3.77
89	Knowledge of methods for integrating client experiences, culture, values, and beliefs into treatment plans.	3.75
103	Knowledge of indicators that interventions should be modified.	3.74
91	Knowledge of methods to facilitate client motivation when planning treatment.	3.70
118	Knowledge of theories of development and related life stages.	3.70
96	Knowledge of methods to promote client safety within the therapeutic environment.	3.68
104	Knowledge of methods to determine intervention priorities.	3.63
117	Knowledge of the interventions associated with relevant theoretical models to facilitate client treatment.	3.61
139	Knowledge of methods to set treatment goals and measures to evaluate progress.	3.59
105	Knowledge of treatment modalities used to address co-occurring disorders.	3.58
109	Knowledge of resources available for professional consultation.	3.55
138	Knowledge of procedures to terminate treatment.	3.55
119	Knowledge of techniques for determining compatibility of theory with specific problems, disorders, and symptoms.	3.53
137	Knowledge of indicators for termination of therapy (e.g., accomplishing goals, session limits, lack of progress).	3.50
120	Knowledge of techniques for determining compatibility of theory with cultural and diversity factors.	3.49
93	Knowledge of methods to set measurable, attainable, specific, and timely objectives.	3.47
141	Knowledge of legal requirements and ethical standards governing treatment termination.	3.47
107	Knowledge of methods to gather information from professionals and other involved parties.	3.43
116	Knowledge of published research to support use of evidence-based practice.	3.41
121	Knowledge of assumptions, concepts, and methodology associated with theoretical models.	3.41
102	Knowledge of complementary interventions.	3.40
143	Knowledge of legal requirements and ethical standards governing abandonment of clients.	3.38

Content Area 3: Treatment Planning and Intervention, continued

Number	Knowledge Statement	Mean Importance
90	Knowledge of methods to incorporate collateral support systems into treatment plans.	3.35
140	Knowledge of legal requirements and ethical standards governing procedures for treatment interruptions.	3.34
106	Knowledge of relapse prevention planning.	3.30
122	Knowledge of theoretical models with research-based outcomes.	3.28
92	Knowledge of community resources to assist clients in attainment of established goals.	3.26
108	Knowledge of methods to measure treatment outcomes.	3.24
142	Knowledge of methods to prepare post-termination plan.	3.22
144	Knowledge of community resources available to assist clients upon discharge.	3.22
95	Knowledge of implementation of clinical outcome measures in the treatment plan.	3.04
145	Knowledge of methods for coordinating aftercare services for clients.	2.91
113	Knowledge of methods to explain legal and ethical issues (e.g., limits of confidentiality) to minors in developmentally appropriate language.	2.83
151	Knowledge of the implications, limitations, and generalizability of published research within the psychology profession.	2.83
112	Knowledge of methods to communicate to parents or guardians the legal and ethical issues (e.g., progress in treatment, limits of confidentiality) involved in treatment of minors.	2.82
111	Knowledge of conditions under which a minor may be treated without parental or legal guardian consent.	2.76
114	Knowledge of methods for establishing agreement between minors and their parents or legal guardians about sharing treatment information.	2.75
124	Knowledge of confidentiality issues in group therapy.	2.67
150	Knowledge of scientific principles as they apply to psychological research.	2.63
125	Knowledge of limitations of group therapy.	2.59
123	Knowledge of presenting problems and populations that benefit from group therapy.	2.58
157	Knowledge of application of peer reviewed, professional literature, and published research.	2.56
94	Knowledge of methods to create a treatment plan responsive to third-party provisions (e.g., managed care, court-mandated, EAP, MHSA).	2.46
126	Knowledge of theories, methods, and techniques for conducting group therapy.	2.44
156	Knowledge of methods to evaluate and interpret research findings.	2.44
132	Knowledge of technological methods to improve client access to treatment.	2.25
130	Knowledge of HIPAA security and encryption rules that apply when providing telehealth services.	2.23
153	Knowledge of methods to protect the identity and confidentiality of participants in research, consultation, writings, lectures, or other public media in accordance with legal requirements and ethical standards.	2.18

Content Area 3: Treatment Planning and Intervention, continued

127	Knowledge of application of legal requirements and ethical standards of treatment when providing professional services via telehealth.	2.17
134	Knowledge of legal requirements and ethical standards for evaluating and disseminating forensic results to clients and third parties.	2.15
128	Knowledge of when and how to seek consultation in compliance with legal requirements and ethical standards pertaining to telehealth.	2.13
135	Knowledge of ethical standards of informed consent in evaluating and treating forensic cases.	2.13
129	Knowledge of factors that indicate client suitability for telehealth.	2.12
131	Knowledge of factors to consider when developing a contingency plan (e.g., safety plan, local resources) with clients for interruptions during telehealth services.	2.08
136	Knowledge of Specialty Guidelines for Forensic Psychology.	1.99
155	Knowledge of sampling and data collection methods.	1.96
152	Knowledge of the role of institutional review boards (IRBs) and the legal requirements and ethical standards for proposing, conducting, and publishing scientific research.	1.93
133	Knowledge of available technological resources used for telehealth services.	1.92
154	Knowledge of research methods and design methods for quasi-experimental and experimental studies.	1.91
146	Knowledge of ethical standards for the planning, development, and implementation of professional services in organizational settings.	1.71
149	Knowledge of methods to determine scope of practice within an organizational setting.	1.70
148	Knowledge of organizational culture and organizational change.	1.69
147	Knowledge of legal and ethical issues in designing and implementing assessments within organizational settings.	1.59

**Note: Shaded knowledge statements did not meet the criticality cutoff determined by SMEs (see Chapter 4).*

Content Area 4: Law and Ethics

Number	Knowledge Statement	Mean Importance
158	Knowledge of legal requirements and ethical standards regarding mandated reporting requirements.	4.29
162	Knowledge of methods by which confidential information may be released.	4.26
201	Knowledge of legal requirements for maintaining security of client records.	4.26
166	Knowledge of circumstances under which confidential information may or may not be disclosed.	4.25
202	Knowledge of legal requirements of HIPAA.	4.25
170	Knowledge of procedures for maintaining records under HIPAA regulations.	4.23
212	Knowledge of ethical standards for developing and maintaining professional competence.	4.21
159	Knowledge of timelines for mandated reporting	4.20
160	Knowledge of methods for mandated reporting	4.19
169	Knowledge of settings and circumstances under which HIPAA is required.	4.19
199	Knowledge of legal requirements and ethical standards regarding the documentation of client assessment and treatment.	4.19
200	Knowledge of state and federal regulations and ethical guidelines regarding recordkeeping.	4.19
189	Knowledge of the need for awareness of professional competence areas and personal limitations.	4.18
195	Knowledge of personal bias and its impact on clinical practice.	4.16
171	Knowledge of methods to disclose protected information under HIPAA regulations.	4.15
205	Knowledge of legal requirements and ethical standards pertaining to disclosure of protected health information.	4.15
197	Knowledge of personal limitations impacting competence to provide professional services.	4.13
211	Knowledge of state regulations governing professional continuing education requirements.	4.13
206	Knowledge of HIPAA regulations pertaining to the release and exchange of protected health information and psychotherapy records.	4.10
175	Knowledge of the harm to a client as a result of psychologist sexual misconduct.	4.09
161	Knowledge of methods to determine if disclosure to the client is indicated when making a mandated report.	4.08
172	Knowledge of circumstances requiring psychologists to inform clients of their rights covered by HIPAA regulations.	4.08
173	Knowledge of the legal requirements and ethical standards prohibiting sexual conduct with students, supervisees, trainees, and clients.	4.07
196	Knowledge of responsibility to seek consultation pertaining to the impact of personal biases on the ability to provide professional services.	4.02
198	Knowledge of responsibility to seek consultation to determine whether personal issues impact the ability to provide professional services.	4.00

Note: Shaded knowledge statements were combined into one statement (see Chapter 4).

Content Area 4: Law and Ethics, continued

Number	Knowledge Statement	Mean Importance
174	Knowledge of the legal penalties and ethical consequences of sexual misconduct.	3.99
192	Knowledge of the impact of diversity on psychological practice.	3.97
220	Knowledge of situations that may result in disciplinary actions by the Board of Psychology.	3.95
180	Knowledge of behaviors that could possibly lead to an exploitative relationship prohibited by legal and ethical standards.	3.90
203	Knowledge of the legal requirements and ethical standards pertaining to the timelines required for retention of records.	3.90
176	Knowledge of responsibility to seek consultation pertaining to sexual misconduct in compliance with legal requirements and ethical standards.	3.89
179	Knowledge of behaviors that constitute multiple relationships prohibited by legal and ethical standards.	3.89
184	Knowledge of situations that would constitute a conflict of interest in professional practice.	3.88
183	Knowledge of legal requirements and ethical standards related to the minimization of harm where it is foreseeable and unavoidable.	3.87
194	Knowledge of legal requirements and ethical standards pertaining to nondiscrimination.	3.87
193	Knowledge of when and how to seek consultation, education, and training to develop competence for treating diverse populations.	3.86
167	Knowledge of privacy and confidentiality guidelines for electronic communications.	3.85
207	Knowledge of legal requirements and ethical standards pertaining to the rights of the psychologist and the client to withhold records.	3.85
191	Knowledge of APA guidelines related to providing treatment for diverse populations.	3.83
165	Knowledge of circumstances requiring the psychologist to disclose to the client or others the exceptions to privilege.	3.82
186	Knowledge of legal requirements and ethical standards of protecting confidentiality when engaging in psychological consultation.	3.81
181	Knowledge of responsibility to seek consultation in compliance with legal and ethical regulations that pertain to multiple and exploitative relationships.	3.80
208	Knowledge of conditions under which withholding records is warranted or required.	3.80
185	Knowledge of legal requirements and ethical standards relevant to psychological consultation.	3.79
204	Knowledge of legal requirements and ethical standards pertaining to methods of record disposal.	3.79
177	Knowledge of methods to educate clients about legal requirements and ethical standards related to sexual misconduct.	3.78
163	Knowledge of methods of determining who holds privilege in various situations (e.g., minors, legal proceedings, organizational settings, dependent adults).	3.76
164	Knowledge of legal requirements and ethical standards governing the holder of privilege.	3.75
222	Knowledge of ethical standards for education, training, and supervision.	3.73
178	Knowledge of actions clients may take against a perpetrator of sexual misconduct, and of the potential risks and benefits of these actions.	3.72

Content Area 4: Law and Ethics, continued

Number	Knowledge Statement	Mean Importance
182	Knowledge of corrective actions to take to remedy a multiple or exploitative relationship.	3.63
216	Knowledge of ethical standards for reporting ethical violations.	3.63
168	Knowledge of privacy and confidentiality guidelines for telephonic communications.	3.61
209	Knowledge of state and federal regulations pertaining to securing electronic records.	3.61
188	Knowledge of the need for education, training, and supervised experience to provide services in a new area of practice or specialization.	3.58
210	Knowledge of methods to ensure that electronic records are maintained and released according to state and federal regulations and ethical guidelines.	3.56
213	Knowledge of legal requirements and ethical standards pertaining to notices to consumers.	3.56
221	Knowledge of disciplinary actions and sanctions available to the Board of Psychology in case of violations.	3.56
214	Knowledge of legal and ethical violations by colleagues that require psychologists to respond formally or informally.	3.54
215	Knowledge of ethical guidelines for informal resolution of ethical violations.	3.51
217	Knowledge of ethical standards regarding cooperating with ethics committees and filing improper complaints.	3.47
227	Knowledge of legal requirements and ethical standards prohibiting sexual relationships and other exploitative behaviors with students and supervisees.	3.25
190	Knowledge of ethical standards and clinical considerations pertaining to the exchange of gifts.	3.16
228	Knowledge of legal requirements and ethical standards pertaining to pre-licensure practice in psychology (e.g., trainees, interns, psychological assistants, registered psychologists, postdocs).	3.06
218	Knowledge of legal requirements and ethical standards for advertising and other public statements.	3.02
229	Knowledge of ethical standards pertaining to assessing the performance of supervisees.	2.93
219	Knowledge of penalties associated with violations of rules on advertising and other public statements.	2.76
223	Knowledge of ethical standards pertaining to accuracy of course content and program description.	2.72
225	Knowledge of ethical standards pertaining to mandatory individual or group therapy.	2.51
187	Knowledge of legal requirements and ethical standards prohibiting the participation of planning and administration of torture.	2.48
224	Knowledge of ethical standards pertaining to assessing the performance of students.	2.46
226	Knowledge of standards and guidelines pertaining to student disclosure of personal information in course- or program-related activities.	2.36

APPENDIX D | EMAIL INVITATION TO PRACTITIONERS

March 5, 2019

Dear Licensee:

On behalf of the Board of Psychology, I would like to thank you in advance for participating in the Occupational Analysis questionnaire for the profession of psychology in this State. State licensing boards are mandated to protect the public by developing licensing examinations that determine competency for licensure. The examinations require candidates to demonstrate that they possess the knowledge, skills, and abilities that the professional community defines as being necessary to independently practice psychology safely and effectively.

The purpose of an occupational analysis is to identify the job tasks currently performed by psychologists and the associated knowledge that is required to perform those job tasks. This occupational analysis questionnaire was developed with the assistance of licensed psychologists throughout California and the Department of Consumer Affairs' Office of Professional Examination Services. The results of the occupational analysis will provide the Board with essential information regarding the practice of psychology such as changes in the profession and an up-to-date definition of the practice of psychology. In addition, the competencies identified during the study will provide the basis for development of future licensing examinations.

The Board understands that your time is valuable. However, your participation in the occupational analysis is essential to this process. The Board requires responses from many licensees to achieve representation from different geographic regions of the state and different practice areas. Please take the time to complete the questionnaire as it relates to your current practice. Your responses will be kept confidential.

For your convenience, you do not have to complete the questionnaire in a single session. You can resume where you stopped as long as you reopen the questionnaire from the same computer and use the same web browser. Before you exit, complete the page that you are on. The program will save responses only on completed pages. The web link is available 24 hours a day, 7 days a week. The questionnaire should take approximately 1 hour to complete. The bottom of each page has a progress bar showing you the current percentage of completion.

To begin the questionnaire, please click Next. Any question marked with an asterisk must be answered before you can progress through the questionnaire. Please submit the completed questionnaire by **April 8, 2019.**

If you have any questions or need assistance from the Board, please contact [REDACTED] at [REDACTED] [@dca.ca.gov](mailto:[REDACTED]@dca.ca.gov).

The Board welcomes your feedback and appreciates your time.

Sincerely,



ANTONETTE SORRICK
Executive Officer, California Board of Psychology

APPENDIX E | QUESTIONNAIRE

2. INSTRUCTIONS

In order to progress through this questionnaire, please use the following navigation buttons:

- Next to continue to the next page
- Prev to return to the previous page
- Exit this Survey if you need to exit the questionnaire and return to it at a later time
- Done/Submit to submit your questionnaire when fully completed

Any questions marked with an asterisk (*) require an answer in order to progress through the questionnaire.

This questionnaire has three parts:

PART I asks you for background information about yourself and your current practice.

PART II asks you to rate tasks in terms of:
HOW OFTEN you perform each task in your current practice; and
HOW IMPORTANT the performance of each task is to your current practice.

PART III asks you to rate knowledge in terms of **HOW IMPORTANT** each type of knowledge is to the performance of tasks in your current practice.

3. OCCUPATIONAL ANALYSIS FOR PSYCHOLOGISTS

The Board recognizes that every psychologist may not perform all of the tasks or use all of the knowledge contained in this questionnaire. However, your participation is essential to the success of this project, and your contributions will help establish standards for safe and competent psychology practice in the State of California.

Complete this questionnaire only if you are currently licensed as a psychologist in California.

4. PART I - PERSONAL DATA

The information you provide in this section is voluntary and confidential. It will be treated as personal information subject to the Information Practices Act (Civil Code, Section 1798 et seq.) and used only for the purpose of analyzing the ratings from this questionnaire.

5. PART I - PERSONAL DATA

* 1. Are you currently practicing as a licensed psychologist in California?

Yes

No

6. PART I - PERSONAL DATA

2. How many years have you been licensed as a psychologist in California?

- 0-5 years
- 6-10 years
- 11-20 years
- More than 20 years

3. How many hours per week do you work as a psychologist in California?

- 1-10 hours
- 11-20 hours
- 21-30 hours
- 31-40 hours
- More than 40 hours

4. What doctoral degree do you hold?

- Ed.D.
- Ph.D.
- Psy.D.

5. What describes the location of your primary practice setting?

- Urban (more than 50,000 people)
- Rural (fewer than 50,000 people)

6. How many years have you provided clinical supervision?

- Never provided clinical supervision
- 0-5 years
- 6-10 years
- 11-20 years
- More than 20 years

7. How many years have you provided administrative supervision?

- Never provided administrative supervision
- 0-5 years
- 6-10 years
- 11-20 years
- More than 20 years

8. What is your primary practice setting?

- | | | |
|---|--|--|
| <input type="radio"/> Community Mental Health | <input type="radio"/> Hospital | <input type="radio"/> Private Practice |
| <input type="radio"/> Consulting Firm | <input type="radio"/> Forensic | <input type="radio"/> Research |
| <input type="radio"/> Corrections | <input type="radio"/> Military | <input type="radio"/> Supervision School (K-12) |
| <input type="radio"/> County Mental Health | <input type="radio"/> Nonprofit | <input type="radio"/> Teaching University/College |
| <input type="radio"/> Employee Assistance Program | <input type="radio"/> Nursing Home | <input type="radio"/> Veterans Affairs (VA) Hospital |
| <input type="radio"/> Government | <input type="radio"/> Outpatient | <input type="radio"/> Behavioral Medicine |
| <input type="radio"/> Health Maintenance Organization (HMO) | <input type="radio"/> Private Industry | |
| <input type="radio"/> Other (please specify) | | |

9. What is your secondary practice setting?

- | | | |
|---|--|--|
| <input type="radio"/> Community Mental Health | <input type="radio"/> Hospital | <input type="radio"/> Private Practice |
| <input type="radio"/> Consulting Firm | <input type="radio"/> Forensic | <input type="radio"/> Research |
| <input type="radio"/> Corrections | <input type="radio"/> Military | <input type="radio"/> Supervision School (K-12) |
| <input type="radio"/> County Mental Health | <input type="radio"/> Nonprofit | <input type="radio"/> Teaching University/College |
| <input type="radio"/> Employee Assistance Program | <input type="radio"/> Nursing Home | <input type="radio"/> Veterans Affairs (VA) Hospital |
| <input type="radio"/> Government | <input type="radio"/> Outpatient | <input type="radio"/> Behavioral Medicine |
| <input type="radio"/> Health Maintenance Organization (HMO) | <input type="radio"/> Private Industry | |
| <input type="radio"/> Other (please specify) | | |

10. Which of the following activities do you perform in your practice as a psychologist? (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Clinical psychology | <input type="checkbox"/> Health psychology |
| <input type="checkbox"/> Clinical geropsychology | <input type="checkbox"/> Industrial/Organizational psychology |
| <input type="checkbox"/> Clinical neuropsychology | <input type="checkbox"/> Medical psychology |
| <input type="checkbox"/> Cognitive psychology | <input type="checkbox"/> Neurosciences |
| <input type="checkbox"/> Community psychology | <input type="checkbox"/> Perception/Learning |
| <input type="checkbox"/> Comparative psychology | <input type="checkbox"/> Personality psychology |
| <input type="checkbox"/> Consulting psychology | <input type="checkbox"/> Physiological/Psychobiology |
| <input type="checkbox"/> Counseling psychology | <input type="checkbox"/> Psychopharmacology |
| <input type="checkbox"/> Developmental psychology | <input type="checkbox"/> Quantitative/Mathematical/Psychometrics/Statistics |
| <input type="checkbox"/> Educational psychology | <input type="checkbox"/> Rehabilitation psychology |
| <input type="checkbox"/> Environmental psychology | <input type="checkbox"/> School psychology |
| <input type="checkbox"/> Experimental psychology | <input type="checkbox"/> Social psychology |
| <input type="checkbox"/> Forensic psychology | <input type="checkbox"/> Sports psychology |
| <input type="checkbox"/> General psychology | |
| <input type="checkbox"/> Other (please specify) | |

11. In what California county do you perform the majority of your work?

- | | | |
|------------------------------------|---------------------------------------|-------------------------------------|
| <input type="radio"/> Alameda | <input type="radio"/> Marin | <input type="radio"/> San Mateo |
| <input type="radio"/> Alpine | <input type="radio"/> Mariposa | <input type="radio"/> Santa Barbara |
| <input type="radio"/> Amador | <input type="radio"/> Mendocino | <input type="radio"/> Santa Clara |
| <input type="radio"/> Butte | <input type="radio"/> Merced | <input type="radio"/> Santa Cruz |
| <input type="radio"/> Calaveras | <input type="radio"/> Modoc | <input type="radio"/> Shasta |
| <input type="radio"/> Colusa | <input type="radio"/> Mono | <input type="radio"/> Sierra |
| <input type="radio"/> Contra Costa | <input type="radio"/> Monterey | <input type="radio"/> Siskiyou |
| <input type="radio"/> Del Norte | <input type="radio"/> Napa | <input type="radio"/> Solano |
| <input type="radio"/> El Dorado | <input type="radio"/> Nevada | <input type="radio"/> Sonoma |
| <input type="radio"/> Fresno | <input type="radio"/> Orange | <input type="radio"/> Stanislaus |
| <input type="radio"/> Glenn | <input type="radio"/> Placer | <input type="radio"/> Sutter |
| <input type="radio"/> Humboldt | <input type="radio"/> Plumas | <input type="radio"/> Tehama |
| <input type="radio"/> Imperial | <input type="radio"/> Riverside | <input type="radio"/> Trinity |
| <input type="radio"/> Inyo | <input type="radio"/> Sacramento | <input type="radio"/> Tulare |
| <input type="radio"/> Kern | <input type="radio"/> San Benito | <input type="radio"/> Tuolumne |
| <input type="radio"/> Kings | <input type="radio"/> San Bernardino | <input type="radio"/> Ventura |
| <input type="radio"/> Lake | <input type="radio"/> San Diego | <input type="radio"/> Yolo |
| <input type="radio"/> Lassen | <input type="radio"/> San Francisco | <input type="radio"/> Yuba |
| <input type="radio"/> Los Angeles | <input type="radio"/> San Joaquin | |
| <input type="radio"/> Madera | <input type="radio"/> San Luis Obispo | |

7. PART II - TASK RATINGS

In this part of the questionnaire you will be presented with 110 task statements, please rate each task as it relates to your current practice as a psychologist. Your Frequency and Importance ratings should be separate and independent ratings. Therefore, the ratings that you assign using one rating scale should not influence the ratings that you assign using the other rating scale.

If the task is NOT a part of your current practice, rate the task as "0" (zero) Frequency and "0" (zero) Importance.

The boxes for rating the Frequency and Importance of each task have drop-down lists. Click on the "down" arrow for each list to see the rating, and then select the value based on your current practice.

FREQUENCY RATING

HOW OFTEN are these tasks performed in your current practice? Use the following scale to make your ratings.

0 - DOES NOT APPLY TO MY PRACTICE. I do not perform this task in my practice.

1 - RARELY. This task is one of the tasks I perform least often in my practice relative to other tasks I perform.

2 - SELDOM. This task is performed less often than most to other tasks I perform in my practice.

3 - REGULARLY. This task is performed as often as other tasks I perform in my practice.

4 - OFTEN. This task is performed more often than most other tasks I perform in my practice.

5 - VERY OFTEN. This task is one of the tasks I perform most often in my practice relative to other tasks I perform.

IMPORTANCE RATING

HOW IMPORTANT are these tasks in performance of your current practice? Use the following scale to make your ratings.

0 - NOT IMPORTANT; DOES NOT APPLY TO MY PRACTICE. This task is not important to my current

practice; I do not perform this task in my practice.

1 - OF MINOR IMPORTANCE. This task is of minor importance for effective performance relative to other tasks; it has the lowest priority of all the tasks I perform in my current practice.

2 - FAIRLY IMPORTANT. This task is fairly important for effective performance relative to other tasks; however, it does not have the priority of most other tasks I perform in my current practice.

3 - MODERATELY IMPORTANT. This task is moderately important for effective performance relative to other tasks; it has average priority of all the tasks I perform in my current practice.

4 - VERY IMPORTANT. This task is very important for effective performance relative to other tasks; it has a higher degree of priority than most other tasks I perform in my current practice.

5 - CRITICALLY IMPORTANT. This task is one of the most critical tasks I perform relative to other tasks; it has the highest degree of priority of all the tasks I perform in my current practice.

8. PART II - TASK RATINGS

Intake, Assessment, and Diagnosis

	Frequency	Importance
T1. Establish financial arrangements and agreements in compliance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T2. Comply with legal requirements and ethical standards related to compensation for receiving client referrals.	<input type="text"/>	<input type="text"/>
T3. Apply legal requirements and ethical standards to evaluate whether bartering with clients is contraindicated or exploitative.	<input type="text"/>	<input type="text"/>
T4. Determine capacity of clients to consent to services in compliance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T5. Seek assent from clients who are legally incapable of giving informed consent in compliance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T6. Obtain and document informed consent for services from clients or legal guardians in compliance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T7. Inform clients of the limits of confidentiality according to legal requirements and ethical standards and document in records.	<input type="text"/>	<input type="text"/>
T8. Determine action to take related to the limits of confidentiality according to legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T9. Identify and explore initial client concerns to determine purpose for seeking therapy or psychological testing.	<input type="text"/>	<input type="text"/>
T10. Conduct mental status exams to identify current clinical presentation.	<input type="text"/>	<input type="text"/>

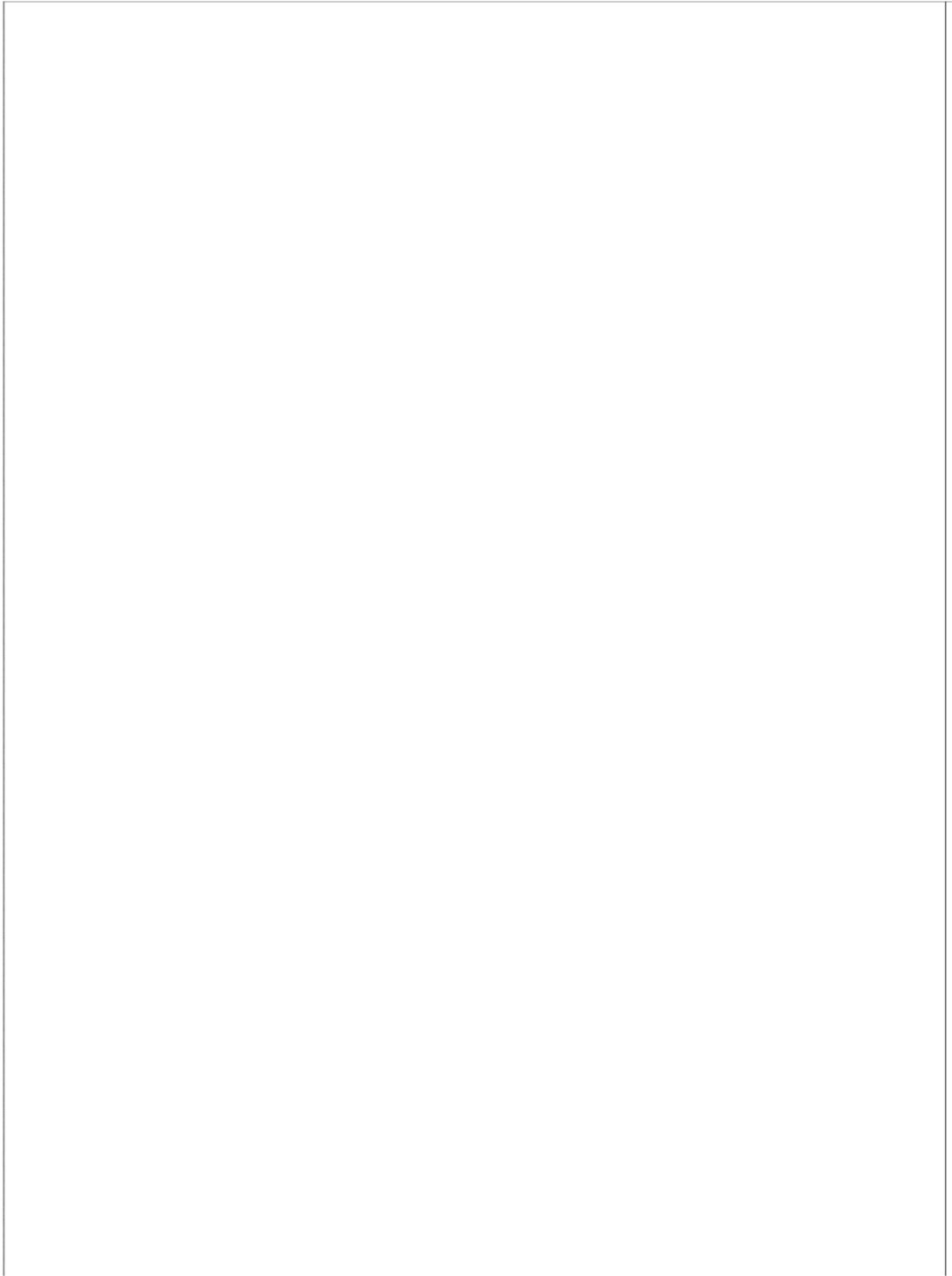
	Frequency	Importance
T11. Identify circumstances related to presenting concerns to determine impact on current functioning of clients.	<input type="text"/>	<input type="text"/>
T12. Gather biopsychosocial history and evaluate current clinical presentation to develop case conceptualization and diagnostic impression.	<input type="text"/>	<input type="text"/>
T13. Assess cultural and systemic factors (e.g., age, language, gender, financial, legal, education, employment, religion) that may influence case conceptualization and diagnostic impression.	<input type="text"/>	<input type="text"/>
T14. Assess current and past substance use to determine impact on functioning, to formulate case conceptualization and diagnostic impression.	<input type="text"/>	<input type="text"/>
T15. Assess current and past abuse and trauma to determine impact on functioning, and formulate case conceptualization and diagnostic impression.	<input type="text"/>	<input type="text"/>
T16. Identify indicators of current abuse or neglect to determine need for and level of intervention.	<input type="text"/>	<input type="text"/>
T17. Assess client strengths and resources to support the therapeutic process.	<input type="text"/>	<input type="text"/>
T18. Gather information about previous treatment or diagnoses to formulate case conceptualization.	<input type="text"/>	<input type="text"/>
T19. Gather collateral client information (e.g., family, school, work) to formulate case conceptualization and diagnostic impression.	<input type="text"/>	<input type="text"/>
T20. Assess the need for recommendations or referrals to other professionals.	<input type="text"/>	<input type="text"/>
T21. Select current assessment instruments based on diversity factors, psychometric properties, and available normative data including strengths and limitations of selected assessment instruments.	<input type="text"/>	<input type="text"/>
T22. Administer assessment instruments to obtain information on functioning (e.g., intelligence, achievement, interests, or personality).	<input type="text"/>	<input type="text"/>

	Frequency	Importance
T23. Administer and score assessment instruments, and interpret results according to established standards and protocols.	<input type="text"/>	<input type="text"/>
T24. Document and explain assessment results and recommendations in language the recipient can understand in compliance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T25. Adhere to legal requirements and ethical standards for administering, scoring, interpreting, and storing psychological tests.	<input type="text"/>	<input type="text"/>
T26. Adhere to legal requirements and ethical standards for release of psychological assessment results.	<input type="text"/>	<input type="text"/>
T27. Adhere to legal requirements and ethical standards to maintain the security of test manuals, instruments, protocols, and questions.	<input type="text"/>	<input type="text"/>
T28. Formulate diagnoses based on assessment of information using current diagnostic criteria.	<input type="text"/>	<input type="text"/>
T29. Provide continuous clinical evaluation to determine if modification of diagnosis is warranted.	<input type="text"/>	<input type="text"/>

9. PART II - TASK RATINGS

Crisis

	Frequency	Importance
T30. Evaluate severity of crisis by assessing the level of impairment in functioning to determine the need for immediate intervention.	<input type="text"/>	<input type="text"/>
T31. Provide referrals and resources to assist clients with crisis management.	<input type="text"/>	<input type="text"/>
T32. Assess for current and ongoing risk of suicide or self-injurious behaviors by evaluating potential level of lethality to determine intervention.	<input type="text"/>	<input type="text"/>
T33. Develop and review safety plans with clients to address risks of/for self-injurious behaviors and suicidality.	<input type="text"/>	<input type="text"/>
T34. Assess level of risk that clients present to others to determine need for immediate intervention.	<input type="text"/>	<input type="text"/>
T35. Develop an intervention strategy for clients who report thoughts of causing harm to others.	<input type="text"/>	<input type="text"/>
T36. Determine whether a duty to protect from threat of imminent harm to others exists in accordance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T37. Comply with legal requirements and ethical standards regarding the duty to protect.	<input type="text"/>	<input type="text"/>
T38. Assess level of functional impairment to determine grave disability and the need for immediate intervention.	<input type="text"/>	<input type="text"/>
T39. Comply with legal requirements and ethical standards regarding grave disability.	<input type="text"/>	<input type="text"/>
T40. Determine whether to initiate involuntary treatment in compliance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T41. Assess risk of harm and develop a plan for abused and neglected clients including minors, dependent adults, elderly.	<input type="text"/>	<input type="text"/>



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10. PART II - TASK RATINGS

Treatment Planning and Intervention

	Frequency	Importance
T42. Identify specific treatment goals with clients by reviewing assessment and diagnostic information to develop mutually agreed upon treatment plans.	<input type="text"/>	<input type="text"/>
T43. Incorporate client strengths, values, beliefs, and diversity issues into the development of a treatment plan.	<input type="text"/>	<input type="text"/>
T44. Integrate information obtained from involved parties and other professionals to formulate treatment plans.	<input type="text"/>	<input type="text"/>
T45. Integrate additional resources (e.g., community, 12-Step, family, couples, support group, case management) into treatment plans to support client therapeutic goals.	<input type="text"/>	<input type="text"/>
T46. Formulate treatment plans based on relevant theoretical models to address client symptoms and level of functioning.	<input type="text"/>	<input type="text"/>
T47. Collaborate with multidisciplinary team and other professionals to create coordinated treatment plans.	<input type="text"/>	<input type="text"/>
T48. Implement interventions to facilitate treatment considering client strengths, challenges, values, beliefs, and diversity.	<input type="text"/>	<input type="text"/>
T49. Identify and implement methods (e.g., clinical outcome measures) to monitor client progress toward measurable treatment goals and outcomes.	<input type="text"/>	<input type="text"/>
T50. Provide psychoeducation as it relates to client treatment needs to enhance understanding of clinical issues.	<input type="text"/>	<input type="text"/>
T51. Identify and mitigate barriers to treatment (e.g., resistance, poverty, stigma).	<input type="text"/>	<input type="text"/>

	Frequency	Importance
T52. Modify treatment plans based on client progress toward established goals.	<input type="text"/>	<input type="text"/>
T53. Determine situations (e.g., personal issues, complex cases, high risk, legal and ethical dilemmas) that warrant professional consultation.	<input type="text"/>	<input type="text"/>
T54. Obtain and maintain competence through consultation, training, education, or experience in order to provide services in compliance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T55. Comply with legal requirements and ethical standards in providing treatment and services to minors.	<input type="text"/>	<input type="text"/>
T56. Implement interventions consistent with evidence-based practices to facilitate client treatment.	<input type="text"/>	<input type="text"/>
T57. Implement interventions informed by theoretical models to facilitate client treatment.	<input type="text"/>	<input type="text"/>
T58. Implement interventions consistent with group theories to facilitate treatment in compliance with professional and ethical standards.	<input type="text"/>	<input type="text"/>
T59. Assess factors indicating client suitability for telehealth services.	<input type="text"/>	<input type="text"/>
T60. Incorporate technology (e.g., internet, telephone or video sessions, apps) into treatment services to increase client access to treatment and continuity of care.	<input type="text"/>	<input type="text"/>
T61. Develop a contingency plan (e.g., local resources) with client for technical interruptions during telehealth services.	<input type="text"/>	<input type="text"/>
T62. Implement a safety plan (e.g., face-to-face treatment, collateral support) with client using telehealth services when clinically indicated.	<input type="text"/>	<input type="text"/>
T63. Comply with legal requirements and ethical standards regarding the provision of professional services via telehealth.	<input type="text"/>	<input type="text"/>
T64. Comply with Health Insurance Portability and Accountability Act (HIPAA) regulations when providing telehealth services as mandated by law.	<input type="text"/>	<input type="text"/>

	Frequency	Importance
T65. Comply with legal requirements and ethical standards pertaining to forensic treatment and services.	<input type="text"/>	<input type="text"/>
T66. Discuss termination criteria with clients based on readiness, achievement of goals, or lack of progress.	<input type="text"/>	<input type="text"/>
T67. Develop termination plans by assessing client needs within a framework of third party specifications (e.g., managed care, court-mandated, EAP).	<input type="text"/>	<input type="text"/>
T68. Develop post-termination plans with clients to maintain therapeutic gains after treatment has ended.	<input type="text"/>	<input type="text"/>
T69. Adhere to legal requirements and ethical standards regarding client abandonment, interruption of treatment, or termination of treatment.	<input type="text"/>	<input type="text"/>
T70. Comply with legal requirements and ethical standards for providing professional services to organizations.	<input type="text"/>	<input type="text"/>
T71. Provide psychological services to organizations to enhance organizational culture and address organizational challenges (e.g., productivity, morale).	<input type="text"/>	<input type="text"/>
T72. Clarify professional role when providing psychological services to organizations.	<input type="text"/>	<input type="text"/>
T73. Maintain knowledge of current research as it pertains to clinical practice.	<input type="text"/>	<input type="text"/>
T74. Adhere to legal requirements and ethical standards for proposing, conducting, and publishing scientific research.	<input type="text"/>	<input type="text"/>
T75. Evaluate research findings based on study design and methodology to determine the validity and generalizability of the results.	<input type="text"/>	<input type="text"/>

11. PART II - TASK RATINGS

Law and Ethics

	Frequency	Importance
T76. Comply with mandated reporting in accordance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T77. Determine holder of privilege in accordance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T78. Comply with legal requirements and ethical standards governing holder of privilege.	<input type="text"/>	<input type="text"/>
T79. Determine exceptions to privilege in accordance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T80. Comply with legal requirements and ethical standards governing exceptions to privilege.	<input type="text"/>	<input type="text"/>
T81. Maintain and protect client confidentiality in accordance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T82. Comply with Health Insurance Portability and Accountability Act (HIPAA) regulations as mandated by law.	<input type="text"/>	<input type="text"/>
T83. Evaluate behaviors that constitute sexual misconduct prohibited by legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T84. Provide clients with brochure "Professional Therapy Never Includes Sex" and discuss their rights regarding sexual misconduct.	<input type="text"/>	<input type="text"/>
T85. Comply with legal requirements and ethical standards regarding sexual misconduct with clients.	<input type="text"/>	<input type="text"/>
T86. Determine behaviors or situations that may constitute multiple relationships prohibited by legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T87. Determine behaviors or situations that may constitute exploitative relationships prohibited by legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>

	Frequency	Importance
T88. Comply with legal requirements and ethical standards governing multiple and exploitative relationships.	<input type="text"/>	<input type="text"/>
T89. Assess for conflict of interest in professional relationships.	<input type="text"/>	<input type="text"/>
T90. Adhere to legal requirements and ethical standards when providing psychological consultation (e.g., to colleagues, supervisees, teachers, organizations, academics, allied health professionals).	<input type="text"/>	<input type="text"/>
T91. Provide professional services within the scope of competence and practice.	<input type="text"/>	<input type="text"/>
T92. Evaluate whether receiving or giving a gift is contraindicated or exploitative according to legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T93. Assess personal competence to provide services to diverse populations.	<input type="text"/>	<input type="text"/>
T94. Comply with legal requirements and ethical standards pertaining to discrimination.	<input type="text"/>	<input type="text"/>
T95. Determine personal issues (e.g., mental health, physical health, substance abuse) that may affect ability to provide professional services.	<input type="text"/>	<input type="text"/>
T96. Document psychological services (e.g., assessment, treatment, consultation) as mandated by legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T97. Comply with legal requirements and ethical standards pertaining to recordkeeping.	<input type="text"/>	<input type="text"/>
T98. Dispose of records according to legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T99. Comply with legal requirements and ethical standards for the release and exchange of protected health information and psychotherapy records.	<input type="text"/>	<input type="text"/>
T100. Assess the need to withhold records as determined by legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T101. Secure electronic records as mandated by state and federal regulations.	<input type="text"/>	<input type="text"/>

	Frequency	Importance
T102. Comply with continuing education requirements to develop and maintain professional competence.	<input type="text"/>	<input type="text"/>
T103. Provide and display notices to consumers in compliance with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T104. Comply with professional standards for responding to legal and ethical violations by colleagues.	<input type="text"/>	<input type="text"/>
T105. Comply with legal requirements and ethical standards for advertising and marketing.	<input type="text"/>	<input type="text"/>
T106. Recognize situations that could result in disciplinary actions by the Board of Psychology and comply with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T107. Develop education, training, and supervision programs or courses that comply with legal requirements and ethical standards.	<input type="text"/>	<input type="text"/>
T108. Inform students and supervisees of their rights and responsibilities pertaining to the rules and requirements of training programs.	<input type="text"/>	<input type="text"/>
T109. Maintain professional boundaries and conduct with students and supervisees.	<input type="text"/>	<input type="text"/>
T110. Comply with legal requirements and ethical standards pertaining to clinical supervision.	<input type="text"/>	<input type="text"/>

12.

13. PART III - KNOWLEDGE RATINGS

In this part of the questionnaire, you will be presented with 229 knowledge statements. Please rate each knowledge statement based on how important you believe that knowledge is to the performance of tasks in your current practice.

If a knowledge does NOT apply to your practice, rate the statement as "0" (zero) importance and go on to the next item.

Please use the following importance scale to rate the knowledge statements:

IMPORTANCE SCALE

HOW IMPORTANT is this knowledge to performance of tasks in your current practice?

0 - NOT IMPORTANT; NOT REQUIRED. This knowledge does not apply to my practice; it is not required for performance.

1 - OF MINOR IMPORTANCE. This knowledge is of minor importance for performance; it is useful for some relatively minor part of my practice.

2 - FAIRLY IMPORTANT. This knowledge is fairly important for performance in some relatively major part of my practice.

3 - MODERATELY IMPORTANT. This knowledge is moderately important for performance in some relatively major part of my profession.

4 - VERY IMPORTANT. This knowledge is very important for performance in a significant part of my performance.

5 - CRITICALLY IMPORTANT. This knowledge is critically important for performance.

14. PART III - KNOWLEDGE RATINGS

Intake, Assessment, and Diagnosis

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K1. Knowledge of legal requirements and ethical standards regarding referrals and fees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K2. Knowledge of the limitation of services based on client third-party payers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K3. Knowledge of legal requirements and ethical standards pertaining to changes in client financial status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K4. Knowledge of legal requirements and ethical standards pertaining to bartering with clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K5. Knowledge of legal requirements for competency to consent to treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K6. Knowledge of methods to evaluate competency to consent for treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K7. Knowledge of basic elements that must be included in informed consent (e.g., limits of confidentiality, risks and benefits of treatment, HIPAA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K8. Knowledge of methods to obtain informed consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K9. Knowledge of ethical standards regarding providing services to clients who are incapable of giving informed consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K10. Knowledge of methods to obtain consent when clients are unable to provide consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K11. Knowledge of methods for obtaining assent from clients who are legally incapable of giving informed consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K12. Knowledge of the circumstances of disclosure of information to others (e.g., third-party payers, courts, family).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K13. Knowledge of how and when to disclose protected information to third parties (e.g., attorneys, parents, HR departments, law enforcement).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K14. Knowledge of circumstances requiring disclosure of the limits of confidentiality to the client and methods of disclosure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K15. Knowledge of interviewing techniques to obtain clinical information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K16. Knowledge of methods to evaluate verbal and nonverbal cues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K17. Knowledge of methods to orient client to the therapeutic process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K18. Knowledge of biological, psychological, age, gender, cultural, spiritual, financial, legal, and behavioral factors that impact client mental health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K19. Knowledge of the effect of medical issues and medication on the diagnostic impression and level of functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K20. Knowledge of the potential impact of client culture, diversity, language, and beliefs regarding therapy and mental health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K21. Knowledge of methods for assessing client level of acculturation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K22. Knowledge of methods to facilitate effective communication with clients (e.g., language interpreters, assistive technologies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K23. Knowledge of the effect of education and developmental factors on the therapeutic process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K24. Knowledge of physical and behavioral indicators associated with substance use disorders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K25. Knowledge of criteria for determining the severity of substance use disorders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K26. Knowledge of methods to assess the impact of trauma and abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K27. Knowledge of interventions to facilitate engagement of involuntary or mandated clients in the therapeutic process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K28. Knowledge of methods to evaluate clients for potential deception or secondary gains to clarify client motivation for seeking treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K29. Knowledge of referral options when treatment needs are beyond scope of practice or competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K30. Knowledge of community resources and referral options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K31. Knowledge of criteria to evaluate client symptoms to determine severity of presenting problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K32. Knowledge of the impact of psychosocial stressors on presenting problems and current functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K33. Knowledge of methods to assess client interpersonal relationships in social, family, work, and school environments, and impact on the presenting problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K34. Knowledge of biological, psychological, social, and behavioral factors that indicate a need for referral to psychiatric, medical, and psychological evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K35. Knowledge of methods to integrate client previous mental health history into the assessment of current problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K36. Knowledge of the effects of previous mental health treatment on current treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K37. Knowledge of methods to obtain and integrate relevant clinical information from collateral sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K38. Knowledge of administration and interpretation of mental status examinations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K39. Knowledge of qualifications for the administration, scoring, and interpretation of psychometric testing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K40. Knowledge of the factors and testing conditions that impact psychological assessment results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K41. Knowledge of test construction and psychometric properties (e.g., test validity and reliability, norms, standardization, scoring, interpretation, and test bias).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K42. Knowledge of the use of technology in the administration of assessment instruments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K43. Knowledge of a comprehensive documentation of a psychological evaluation (e.g., test results, mental status, symptoms, diagnosis, case conceptualization, and treatment interventions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K44. Knowledge of cultural and/or diversity factors that influence the selection, administration, and interpretation of assessment instruments and the testing process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K45. Knowledge of developmental factors that influence the selection of assessment instruments and the testing process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K46. Knowledge of criteria used to select assessment instruments for groups and organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K47. Knowledge of ethical standards regarding testing, scoring, and interpretation procedures (e.g., test validity, reliability, cultural, language).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K48. Knowledge of test security practices and copyright requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K49. Knowledge of the purpose, utility, and limitations of psychological assessment instruments and their data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K50. Knowledge of legal requirements and ethical standards regarding the release of findings of psychological evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K51. Knowledge of methods to communicate test findings in clear language to clients and designated representative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K52. Knowledge of factors that impact physical and psychological functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K53. Knowledge of current diagnostic criteria used to identify differential diagnoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K54. Knowledge of current diagnostic criteria classification systems, underlying rationales, and limitations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K55. Knowledge of methods to continually reassess client diagnoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K56. Knowledge of the utilization of assessment information to inform diagnosis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. PART III - KNOWLEDGE RATINGS

Crisis

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K57. Knowledge of indicators of client strengths and coping skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K58. Knowledge of principles of crisis management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K59. Knowledge of methods to identify crisis situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K60. Knowledge of support systems used to manage crises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K61. Knowledge of the effects of current and history of trauma on client functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K62. Knowledge of methods to evaluate severity of client symptoms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K63. Knowledge of resources for identifying the least restrictive environment for care and safety to stabilize clients in crisis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K64. Knowledge of resources for clients in substance-induced or withdrawal crises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K65. Knowledge of resources and strategies for continued client support and follow-up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K66. Knowledge of risk factors that indicate client potential for suicide or self-injurious behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K67. Knowledge of methods to evaluate client ideation, intent, plan, means of suicide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K68. Knowledge of methods to differentiate between self-injurious behaviors and suicidality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K69. Knowledge of predisposing, precipitating, perpetuating, and protective factors related to suicide risk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K70. Knowledge of physical and psychological indicators of self-injurious behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K71. Knowledge of intervention strategies to address suicide and self-injurious behavior, including safety planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K72. Knowledge of risk factors that indicate client potential for causing harm to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K73. Knowledge of methods to evaluate client ideation, intent, plan, means, and history of violence toward others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K74. Knowledge of intervention strategies to use with clients who pose a risk of violence to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K75. Knowledge of criteria for determining a duty to protect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K76. Knowledge of procedures following a determination of the duty to protect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K77. Knowledge of methods to identify grave disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K78. Knowledge of criteria for involuntary treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K79. Knowledge of legal and ethical responsibilities that apply when initiating involuntary treatment evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K80. Knowledge of methods and procedures for involuntary treatment evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K81. Knowledge of legal and ethical issues regarding the client right to refuse treatment/services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K82. Knowledge of when and how to seek consultation to determine whether client meets the legal requirements for involuntary treatment/services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K83. Knowledge of when and how to collaborate with other health care providers to ensure the safety of client and continuity of care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K84. Knowledge of methods to determine the least restrictive setting for treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K85. Knowledge of the designated professionals with authority to initiate involuntary treatment/services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K86. Knowledge of risk factors and indicators of abuse and neglect for vulnerable populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K87. Knowledge of strategies to address safety planning for client and others in abusive situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K88. Knowledge of intervention methods for abused and neglected vulnerable populations (e.g., children, dependent adults, elderly).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. PART III - KNOWLEDGE RATINGS

Treatment Planning and Intervention

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K89. Knowledge of methods for integrating client experiences, culture, values, and beliefs into treatment plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K90. Knowledge of methods to incorporate collateral support systems into treatment plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K91. Knowledge of methods to facilitate client motivation when planning treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K92. Knowledge of community resources to assist clients in attainment of established goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K93. Knowledge of methods to set measurable, attainable, specific, and timely objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K94. Knowledge of methods to create a treatment plan responsive to third-party provisions (e.g., managed care, court-mandated, EAP, MHSA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K95. Knowledge of implementation of clinical outcome measures in the treatment plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K96. Knowledge of methods to promote client safety within the therapeutic environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K97. Knowledge of the impact of client strengths, challenges, values, beliefs, and culture on the therapeutic process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K98. Knowledge of the effect of differences between psychologist and client values on the therapeutic process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K99. Knowledge of strategies to build, manage, and maintain the therapeutic relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K100. Knowledge of methods for engaging client in the development of ongoing treatment goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K101. Knowledge of methods used to maintain therapeutic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K102. Knowledge of complementary interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K103. Knowledge of indicators that interventions should be modified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K104. Knowledge of methods to determine intervention priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K105. Knowledge of treatment modalities used to address co-occurring disorders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K106. Knowledge of relapse prevention planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K107. Knowledge of methods to gather information from professionals and other involved parties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K108. Knowledge of methods to measure treatment outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K109. Knowledge of resources available for professional consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K110. Knowledge of circumstances requiring psychologist to seek professional consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K111. Knowledge of conditions under which a minor may be treated without parental or legal guardian consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K112. Knowledge of methods to communicate to parents or guardians the legal and ethical issues (e.g., progress in treatment, limits of confidentiality) involved in treatment of minors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K113. Knowledge of methods to explain legal and ethical issues (e.g., limits of confidentiality) to minors in developmentally appropriate language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K114. Knowledge of methods for establishing agreement between minors and their parents or legal guardians about sharing treatment information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K115. Knowledge of evidence-based practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K116. Knowledge of published research to support use of evidence-based practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K117. Knowledge of the interventions associated with relevant theoretical models to facilitate client treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K118. Knowledge of theories of development and related life stages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K119. Knowledge of techniques for determining compatibility of theory with specific problems, disorders, and symptoms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K120. Knowledge of techniques for determining compatibility of theory with cultural and diversity factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K121. Knowledge of assumptions, concepts, and methodology associated with theoretical models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K122. Knowledge of theoretical models with research-based outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K123. Knowledge of presenting problems and populations that benefit from group therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K124. Knowledge of confidentiality issues in group therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K125. Knowledge of limitations of group therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K126. Knowledge of theories, methods, and techniques for conducting group therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K127. Knowledge of application of legal requirements and ethical standards of treatment when providing professional services via telehealth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K128. Knowledge of when and how to seek consultation in compliance with legal requirements and ethical standards pertaining to telehealth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K129. Knowledge of factors that indicate client suitability for telehealth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K130. Knowledge of HIPAA security and encryption rules that apply when providing telehealth services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K131. Knowledge of factors to consider when developing a contingency plan (e.g., safety plan, local resources) with clients for interruptions during telehealth services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K132. Knowledge of technological methods to improve client access to treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K133. Knowledge of available technological resources used for telehealth services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K134. Knowledge of legal requirements and ethical standards for evaluating and disseminating forensic results to clients and third parties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K135. Knowledge of ethical standards of informed consent in evaluating and treating forensic cases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K136. Knowledge of Specialty Guidelines for Forensic Psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K137. Knowledge of indicators for termination of therapy (e.g., accomplishing goals, session limits, lack of progress).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K138. Knowledge of procedures to terminate treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K139. Knowledge of methods to set treatment goals and measures to evaluate progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K140. Knowledge of legal requirements and ethical standards governing procedures for treatment interruptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K141. Knowledge of legal requirements and ethical standards governing treatment termination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K142. Knowledge of methods to prepare post-termination plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K143. Knowledge of legal requirements and ethical standards governing abandonment of clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K144. Knowledge of community resources available to assist clients upon discharge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K145. Knowledge of methods for coordinating aftercare services for clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K146. Knowledge of ethical standards for the planning, development, and implementation of professional services in organizational settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K147. Knowledge of legal and ethical issues in designing and implementing assessments within organizational settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K148. Knowledge of organizational culture and organizational change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K149. Knowledge of methods to determine scope of practice within an organizational setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K150. Knowledge of scientific principles as they apply to psychological research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K151. Knowledge of the implications, limitations, and generalizability of published research within the psychology profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K152. Knowledge of the role of institutional review boards (IRBs) and the legal requirements and ethical standards for proposing, conducting, and publishing scientific research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K153. Knowledge of methods to protect the identity and confidentiality of participants in research, consultation, writings, lectures, or other public media in accordance with legal requirements and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K154. Knowledge of research methods and design methods for quasi-experimental and experimental studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K155. Knowledge of sampling and data collection methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K156. Knowledge of methods to evaluate and interpret research findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K157. Knowledge of application of peer reviewed, professional literature, and published research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. PART III - KNOWLEDGE RATINGS

Law and Ethics

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K158. Knowledge of legal requirements and ethical standards regarding mandated reporting requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K159. Knowledge of timelines for mandated reporting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K160. Knowledge of methods for mandated reporting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K161. Knowledge of methods to determine if disclosure to the client is indicated when making a mandated report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K162. Knowledge of methods by which confidential information may be released.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K163. Knowledge of methods of determining who holds privilege in various situations (e.g., minors, legal proceedings, organizational settings, dependent adults).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K164. Knowledge of legal requirements and ethical standards governing the holder of privilege.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K165. Knowledge of circumstances requiring the psychologist to disclose to the client or others the exceptions to privilege.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K166. Knowledge of circumstances under which confidential information may or may not be disclosed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K167. Knowledge of privacy and confidentiality guidelines for electronic communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K168. Knowledge of privacy and confidentiality guidelines for telephonic communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K169. Knowledge of settings and circumstances under which HIPAA is required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K170. Knowledge of procedures for maintaining records under HIPAA regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K171. Knowledge of methods to disclose protected information under HIPAA regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K172. Knowledge of circumstances requiring psychologists to inform clients of their rights covered by HIPAA regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K173. Knowledge of the legal requirements and ethical standards prohibiting sexual conduct with students, supervisees, trainees, and clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K174. Knowledge of the legal penalties and ethical consequences of sexual misconduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K175. Knowledge of the harm to a client as a result of psychologist sexual misconduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K176. Knowledge of responsibility to seek consultation pertaining to sexual misconduct in compliance with legal requirements and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K177. Knowledge of methods to educate clients about legal requirements and ethical standards related to sexual misconduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K178. Knowledge of actions clients may take against perpetrator of sexual misconduct, and of the potential risks and benefits of these actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K179. Knowledge of behaviors that constitute multiple relationships prohibited by legal and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K180. Knowledge of behaviors that could possibly lead to an exploitative relationship prohibited by legal and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K181. Knowledge of responsibility to seek consultation in compliance with legal and ethical regulations that pertain to multiple and exploitative relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K182. Knowledge of corrective actions to take to remedy a multiple or exploitative relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K183. Knowledge of legal requirements and ethical standards related to the minimization of harm where it is foreseeable and unavoidable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K184. Knowledge of situations that would constitute a conflict of interest in professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K185. Knowledge of legal requirements and ethical standards relevant to psychological consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K186. Knowledge of legal requirements and ethical standards of protecting confidentiality when engaging in psychological consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K187. Knowledge of legal requirements and ethical standards prohibiting the participation of planning and administration of torture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K188. Knowledge of the need for education, training, and supervised experience to provide services in a new area of practice or specialization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K189. Knowledge of the need for awareness of professional competence areas and personal limitations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K190. Knowledge of ethical standards and clinical considerations pertaining to the exchange of gifts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K191. Knowledge of APA guidelines related to providing treatment for diverse populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K192. Knowledge of the impact of diversity on psychological practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K193. Knowledge of when and how to seek consultation, education, and training to develop competence for treating diverse populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K194. Knowledge of legal requirements and ethical standards pertaining to nondiscrimination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K195. Knowledge of personal bias and its impact on clinical practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K196. Knowledge of responsibility to seek consultation pertaining to the impact of personal biases on the ability to provide professional services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K197. Knowledge of personal limitations impacting competence to provide professional services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K198. Knowledge of responsibility to seek consultation to determine whether personal issues impact the ability to provide professional services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K199. Knowledge of legal requirements and ethical standards regarding the documentation of client assessment and treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K200. Knowledge of state and federal regulations and ethical guidelines regarding recordkeeping.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K201. Knowledge of legal requirements for maintaining security of client records.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K202. Knowledge of legal requirements of HIPAA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K203. Knowledge of the legal requirements and ethical standards pertaining to the timelines required for retention of records.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K204. Knowledge of legal requirements and ethical standards pertaining to methods of record disposal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K205. Knowledge of legal requirements and ethical standards pertaining to disclosure of protected health information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K206. Knowledge of HIPAA regulations pertaining to the release and exchange of protected health information and psychotherapy records.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K207. Knowledge of legal requirements and ethical standards pertaining to the rights of the psychologist and the client to withhold records.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K208. Knowledge of conditions under which withholding records is warranted or required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K209. Knowledge of state and federal regulations pertaining to securing electronic records.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K210. Knowledge of methods to ensure that electronic records are maintained and released according to state and federal regulations and ethical guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K211. Knowledge of state regulations governing professional continuing education requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K212. Knowledge of ethical standards for developing and maintaining professional competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K213. Knowledge of legal requirements and ethical standards pertaining to notices to consumers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K214. Knowledge of legal and ethical violations by colleagues that require psychologists to respond formally or informally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K215. Knowledge of ethical guidelines for informal resolution of ethical violations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K216. Knowledge of ethical standards for reporting ethical violations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K217. Knowledge of ethical standards regarding cooperating with ethics committees and filing improper complaints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K218. Knowledge of legal requirements and ethical standards for advertising and other public statements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K219. Knowledge of penalties associated with violations of rules on advertising and other public statements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K220. Knowledge of situations that may result in disciplinary actions by the Board of Psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K221. Knowledge of disciplinary actions and sanctions available to the Board of Psychology in case of violations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT IMPORTANT; NOT REQUIRED	OF MINOR IMPORTANCE	FAIRLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
K222. Knowledge of ethical standards for education, training, and supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K223. Knowledge of ethical standards pertaining to accuracy of course content and program description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K224. Knowledge of ethical standards pertaining to assessing the performance of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K225. Knowledge of ethical standards pertaining to mandatory individual or group therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K226. Knowledge of standards and guidelines pertaining to student disclosure of personal information in course- or program-related activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K227. Knowledge of legal requirements and ethical standards prohibiting sexual relationships and other exploitative behaviors with students and supervisees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K228. Knowledge of legal requirements and ethical standards pertaining to pre-licensure practice in psychology (e.g., trainees, interns, psychological assistants, registered psychologists, postdocs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K229. Knowledge of ethical standards pertaining to assessing the performance of supervisees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. THANK YOU

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

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