

## Content Specifications for the Examination for Professional Practice in Psychology (EPPP)<sup>®</sup> Operational in Fall of 2027 and Forward

	Domain Weight
<b>1. Scientific Orientation to Practice</b>	<b>15%</b>
<p>This competency domain involves an orientation to the application of knowledge developed through the science of psychology. This competency domain includes knowledge and application of research design, statistical analysis, and psychometrics and the ability to critically review published research studies including methodology, interpretation, and generalizability. This competency also requires facility in sharing psychological knowledge in an unbiased manner with diverse groups within professional settings.</p>	
<b>1.A. Demonstrate knowledge of the core areas of psychology and psychopathology</b>	
1.A.1. Biological bases of behavior (e.g., genetics, neurobiology, psychopharmacology, brain imaging)	
1.A.2. Cognitive-affective bases of behavior (e.g., intelligence, learning, memory, motivation, emotion, cognition), including their interrelations or relations with psychosocial factors	
1.A.3. Social and cultural bases of behavior (e.g., social cognition, social interaction or relationships, group or systems processes, personality, cultural or sociopolitical psychology, social status)	
1.A.4. Development and change across the lifespan (e.g., typical and atypical, individual-environment interaction, risk or protective factors), including the influence of diverse identities, family development, life events, disorders, or diseases	
1.A.5. Psychopathology (e.g., evidence-based theories and models of psychopathology, influence on functional abilities)	
<b>1.B. Demonstrate knowledge of research methods, statistics, and analysis</b>	
1.B.1. Sampling, data collection methods, and research designs (e.g., narrative, case, correlational, community-based, quasi-experimental, experimental studies)	
1.B.2. Data analysis methods (e.g., quantitative, qualitative, mixed) and statistical interpretation (e.g., power, effect size, causation vs. association, clinical vs. statistical significance)	
<b>1.C. Critically evaluate and apply research findings</b>	

1.C.1. Critically evaluate research findings (e.g., methodology, interpretation, assumptions, quality of evidence, researcher positionality)

1.C.2. Apply research findings to practice with attention to applicability, generalizability, and limitations (e.g., validity, sample characteristics, transferability)

**1.D. Disseminate and communicate psychological knowledge in accordance with scientific principles**

1.D.1. Accurately report research findings and other knowledge within professional contexts (e.g., conferences, journals, policy statements)

1.D.2. Disseminate and communicate knowledge with diverse groups (e.g., students, clients, other interdisciplinary professionals, the public) in an easily understandable manner

## 2. Assessment

20%

This competency domain requires knowledge of psychometric principles and application of this knowledge to the provision of psychological assessment services to the public, including differential diagnosis, application of assessment methods, and communicating results.

**2.A. Demonstrate knowledge of psychometric principles and assessment methods**

2.A.1. Psychometric principles (e.g., knowledge of item and test characteristics, test construction principles, standardization procedures, reliability, validity, sensitivity, specificity, test fairness, bias)

2.A.2. Assessment methods appropriate for use with individuals, groups, and organizations (e.g., self-reports, multi-informant reports, direct observations, structured and semi-structured interviews, performance measures) and their strengths and limitations

2.A.3. Criteria for the selection and adaptation of assessment methods (e.g., evidence-based knowledge of assessment limitations,

cultural appropriateness, language accommodations, technology assisted measures, telepsychology, accessibility)

2.A.4. Commonly used instruments for the measurement of characteristics and behaviors of individuals, groups, or organizations and their appropriate use

**2.B. Integrate client characteristics (e.g., diversity factors) when conducting assessments, differentially diagnosing, and providing feedback and recommendations**

2.B.1. Select appropriate instruments and assessment methods, considering the characteristics of the client

2.B.2. Demonstrate a flexible, appropriate, and tailored use of a broad range of assessment methods

2.B.3. Use contextual information (e.g., reason for assessment, possible legal or forensic considerations) when refining working hypotheses

2.B.4. Synthesize client-specific and scientific findings with contextual factors to differentially diagnose and develop conclusions and recommendations

2.B.5. Integrate relevant factors (e.g., base rates, group differences, cultural biases and differences, heuristics, typical growth and development, risk and protective factors) when interpreting assessment findings and making clinical decisions

**2.C. Administer, score, and interpret instruments, and synthesize findings across assessment methods, consistent with current guidelines and research**

2.C.1. Administer, score, and interpret a range of frequently used standardized assessment instruments based on psychometric properties, available normed data and criterion-referenced standards, and address any limitations in the selection of instruments

2.C.2. Use relevant guidelines in situations requiring non-standard administration, scoring, and interpretation of assessment results

2.C.3. Interpret and synthesize results from various sources (e.g., multiple methods of assessment, written documentation, collateral sources of information) using relevant guidelines and research

**2.D. Formulate and communicate diagnoses, recommendations, and professional opinions considering all relevant findings and criteria**

- 2.D.1. Distinguish between relevant and non-relevant information as it pertains to assessment goals
- 2.D.2. Apply evidence-based theories or models of psychopathology when formulating diagnoses, recommendations, or professional opinions
- 2.D.3. Use current taxonomies to determine diagnoses
- 2.D.4. Communicate assessment processes and results, recommendations, and professional opinions in an integrative manner to clients, referral sources, and other stakeholders

**3. Intervention**

**20%**

This competency domain requires knowledge of treatment, intervention, and prevention, and application of this knowledge to plan, implement, and adapt psychological treatment, intervention, and prevention services to the public.

**3.A. Demonstrate knowledge of treatment, intervention, and prevention**

- 3.A.1. Evidence-based theories and models of treatment, intervention, and prevention, including treatment techniques and methods across populations
- 3.A.2. Factors related to treatment/intervention decision-making (e.g., relevant research, matching treatments/interventions to assessment/diagnoses, diversity considerations, societal context, cost-benefit analysis, readiness to change, knowledge and use of allied services)
- 3.A.3. Technologies in providing psychological services (e.g., telepsychology, digital therapeutics)

**3.B. Plan and implement interventions based on assessment findings, research evidence, context, or the intersection of different systems (e.g., individual, groups, community, societal)**

- 3.B.1. Plan and implement treatments/interventions based on assessment findings and research, including evidence for their comparative efficacy and effectiveness
- 3.B.2. Plan and implement treatments/interventions to meet the goals (e.g., positive change, symptom reduction, crisis stabilization,

quality of life) of individuals, couples, families, groups, systems, or organizations

3.B.3. Appropriately integrate client or stakeholder (e.g., family, justice systems, school) opinions, preferences, readiness to change, intervention history, and improvement potential into the treatment/intervention plan

3.B.4. Provide evidence-based rationale for treatment/intervention decisions, recommendations, and opinions to clients or others as indicated

**3.C. Adapt and/or change treatments/interventions based on assessment findings, research evidence, context, or the intersection of different systems (e.g., individual, groups, community, societal)**

3.C.1. Continually monitor client responses to treatments/interventions

3.C.2. Use relevant factors (e.g., client preferences, responses to treatments/interventions, individual/diversity considerations) to adapt or change treatments/interventions

3.C.3. Explain the rationale for adapting or changing treatment/intervention plan with clients or stakeholders and integrate their input into the updated plan

3.C.4. Evaluate treatment/intervention outcomes.

**3.D. Plan and implement prevention strategies based on assessment findings, research evidence, context, or the intersection of different systems (e.g., individual, groups, community, societal)**

3.D.1. Plan and implement prevention strategies based on relevant data and research, including evidence for their comparative efficacy and effectiveness, to meet the goals of individuals, couples, families, groups, communities, or organizations

3.D.2. Integrate client and stakeholder opinions, preferences, intervention history, and improvement potential into the prevention plan, and provide evidence-based rationale for prevention strategies, recommendations, and opinions to clients or other stakeholders

3.D.3. Continually assess effectiveness and as needed, modify or change prevention strategies, considering all relevant factors (e.g., client and/or community preferences)

- 3.D.4. Explain rationale for modifying or changing prevention strategies with clients and other stakeholders and integrate their input into an updated plan
- 3.D.5. Evaluate prevention strategy outcomes

#### **4. Consultation and Supervision**

**10%**

This competency domain requires knowledge of consultation and supervision and application of this knowledge to work effectively and ethically both (a) within organizations and systems, and (b) in providing supervision to students, trainees, and other professionals.

##### **4.A. Demonstrate knowledge required for consultation and supervision**

- 4.A.1. Consultation models and processes
- 4.A.2. Supervision models and their evidence
- 4.A.3. Consultation and supervision evaluation strategies and techniques (e.g., needs assessment, outcome evaluation, formative and summative evaluation)

##### **4.B. Provide consultation to individuals, organizations, and systems**

- 4.B.1. Apply knowledge of organizations and systems to optimize delivery of psychological services
- 4.B.2. Provide consultation based on knowledge of others' professional needs or viewpoints (e.g., diversity factors, societal context)
- 4.B.3. Apply evidence-based psychological theories and decision-making strategies when consulting

##### **4.C. Evaluate services or programs across a variety of contexts**

- 4.C.1. Develop, implement, continually monitor, and modify evaluation activities, considering all relevant factors (e.g., stakeholder preferences, logistic limitations, societal context)
- 4.C.2. Communicate evaluation results to stakeholders in an easily understandable manner

##### **4.D. Ensure supervisee awareness of, and compliance with, requirements and procedures of the setting, the profession, and the jurisdiction**

- 4.D.1. Provide and implement a supervision plan that details the supervisory relationship and the policies and procedures of supervision (e.g., managing high-risk situations, record keeping, areas of competence)

4.D.2. Communicate with supervisees their responsibilities toward clients (e.g., informed consent, supervisory status)

4.D.3. Monitor supervisee compliance and address situations in which a supervisee does not meet standards and procedures

**4.E. Monitor, evaluate, and communicate performance to the supervisee**

4.E.1. Regularly provide behaviorally anchored feedback about supervisee strengths and areas that need further development

4.E.2. Ensure that supervisees practice within their current level of training and within their own and the supervisor's areas of competence

## 5. Interpersonal Relationships

15%

This competency domain requires knowledge of factors affecting interpersonal relationships and application of this knowledge to (a) engage in ongoing, meaningful, and helpful professional relationships, (b) understand and interact appropriately in a variety of diverse cultural and social contexts, and (c) be self-reflective and receive feedback from others.

**5.A. Demonstrate knowledge of factors affecting interpersonal relationships**

5.A.1. Influence of psychosocial factors (e.g., affective state, personality, racism, sexism, the intersection of individual and societal systems) on cognitions, beliefs, attitudes, values, and behaviors

5.A.2. Interpersonal dynamics (e.g., attraction, aggression, organizational justice, verbal and non-verbal communication, Internet communication, empathy, power differential)

5.A.3. Identity, diversity, and intersectionality (e.g., psychological influence of diversity on identities at the intrapersonal, interpersonal, group, and systems levels)

**5.B. Use professional and evidence-based guidelines, observation, feedback, and active self-reflection to influence interpersonal interactions**

5.B.1. Engage in ongoing, active self-reflection to enhance self-awareness (e.g., motivation, values, bias, well-being) and integrate this into one's professional practice

5.B.2. Adapt one's professional behavior (e.g., eye contact, speech) based on active self-reflection, guidelines, and an understanding of the influence of social, cultural, or organizational contexts

5.B.3. Identify and address incompatibility or differences (e.g., goals, values, needs, scope of practice, power differential) between the psychologist and others when indicated

5.B.4. Consult with others to examine and address one's reactions and behaviors in relation to others when indicated

**5.C. Interact with diverse clients, supervisees, peers, communities, interprofessional teams, and other stakeholders**

5.C.1. Engage in respectful, empathic interactions with an awareness of individual, community, and organizational differences

5.C.2. Use culturally appropriate interpersonal skills (e.g., personal distance, use of language) to engage, establish, and maintain collaborative relationships and alliances

5.C.3. Consult and collaborate with relevant stakeholders when engaging with diverse populations or advocating for clients

**6. Ethical and Professional Practice**

**20%**

This competency domain requires knowledge of ethical codes and professional standards, the laws and regulations that govern its practice, and application of this knowledge to (a) professional practice and (b) the scope and limit of one's own competence.

**6.A. Demonstrate knowledge of ethical and professional issues**

6.A.1. Current ethical principles and codes for psychologists (American Psychological Association, Canadian Psychological Association)

6.A.2. Professional standards and relevant guidelines for the practice of psychology (e.g., Standards for Educational and Psychological Testing, telepsychology guidelines)

**6.B. Integrate and apply ethical and legal principles in all professional interactions**

6.B.1. Practice ethical behavior when working with clients and stakeholders including use of ethical decision-making models and processes to identify and manage potential ethical issues (e.g.,

informed consent, confidentiality, record keeping, multiple roles, use of technology)

6.B.2. Seek professional consultation when appropriate on ethical issues, including questions about one's own professional competence in a specific area of practice

6.B.3. Discuss with peers or colleagues any ethical concerns with their behavior in a timely manner and, if necessary, take appropriate additional action

6.B.4. Identify and address conflicts between legal and ethical issues (e.g., court order, mandated reporting, billing practices) in professional practice

6.B.5. Practice ethical behavior when conducting psychological research and when communicating research findings (e.g., teaching, publications, presentations, media, community feedback)

**6.C. Evaluate, identify, and act within the limits of one's competence and professional practice**

6.C.1. Engage in ongoing evaluation and identification of one's limits of professional competence and, when necessary, refer to a more appropriate resource (e.g., another professional, peer support, self-help groups, community elder, spiritual or religious leader)

6.C.2. Obtain additional knowledge, training, and supervision when expanding one's scope of practice, including the use of evolving technologies

6.C.3. Engage in ongoing appraisal of areas of professional growth and update knowledge and skills to maintain one's competence

6.C.4. Accept responsibility for one's professional activities and take corrective action when needed