



Updates & Open Conversation about the EPPP

Hao Song, PhD

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Why do we have an EPPP?



- Provides a standardized way to assess readiness to practice independently
- The Examination for Professional Practice in Psychology (EPPP) was launched in 1965 as a standardized way to assess foundational knowledge in psychology

Common across all 66 jurisdictions in the USA, Canada, and their territories

Result of efforts of psychologists
across all jurisdictions

Enhances Mobility



Why are changes being made to the EPPP?

- The EPPP is always evolving
- Being competent is more than knowing facts

The larger competence conversation

In the 2000s everyone (educators, trainers, program accreditors, regulators) was talking about how competence is more than knowing facts

How this translated in the regulatory world

- 2008 ASPPB starts developing a skill-based part to the EPPP
- The initial plan: **EPPP (Part 1—Knowledge)** and **EPPP (Part 2- Skills)**
- Concerns about the impact of administering two parts
- The plan is now one integrated exam: **EPPP**

What this move to an integrated EPPP means

- **It is the EPPP.** The name will not change
- Exam is designed to be **taken in one sitting**
- **Will assess competence** as including both knowledge and skills
- **Will maintain the high standards of test development**, including existing checks and modification processes, integral to the EPPP
- Integrated blueprint is a **true integration, not mechanical stacking**

Questions from Mr. Burke

- Development and implementation timeline
- The Blueprint
- Eligibility requirements
- Cost and length of the exam
- Potential alternative ways to take the exam (oral, online remote proctoring)
- Diversity and bias controls in item writing, development, and scoring.

Development and implementation timeline for the integrated EPPP





Current EPPP Part 1 and Part 2 exams are continued in development, maintenance, and delivery until the integrated EPPP is fully operational.

Job Task Analysis for Establishing Specifications for the integrated EPPP

Publication of the Integrated EPPP Blueprint; Exam Item Development; Creation of Sample Exams

Beta Testing and Setting Passing Standards of the integrated EPPP

Formation and meetings of the EPPP Collaborative Implementation Task Force (CITF); Quarterly Town Hall Meetings

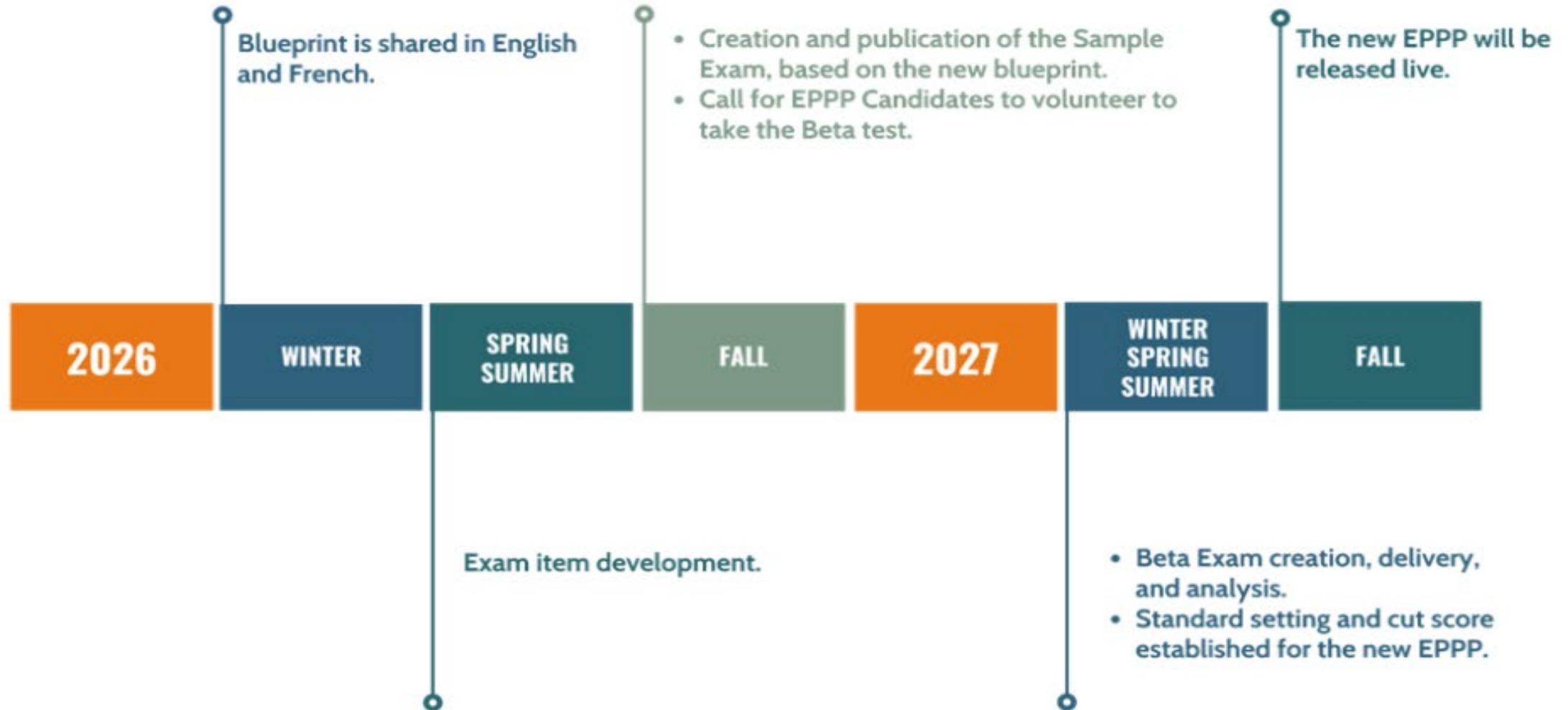
Communication with Regulatory Authorities, Education and Training Community about the integrated EPPP

Recruitment of Participants; Continued Communication and UserX

Full Operation of the integrated EPPP



Development & implementation in 2026-2027



What will the integrated EPPP cover?

- Competencies expected of a psychologist at entry to practice
- Domain

Competency

Knowledge/Skills/Ability



ASPPB Announces Content Specifications for the Examination for Professional Practice in Psychology (EPPP)® Operational in Fall of 2027

Future EPPP Blueprint

Scientific Orientation
to Practice
15%

Assessment
20%

Intervention
20%

Consultation and
Supervision
10%

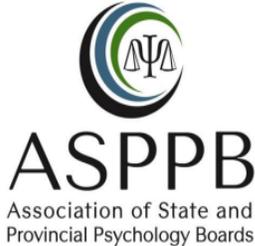
Interpersonal
Relationships
15%

Ethical and
Professional Practice
20%

EPPP Blueprints

- Always publicly available
- Content domains and knowledge statements/behavioral exemplars in each one
- Relative weighting of content domains

The EPPP Candidate Handbook



**EPPP
Candidate
Handbook**
Examination for Professional
Practice in Psychology®

January 2026

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TEST SPECIFICATIONS / SUMMARY OF EPPP (PART 1-KNOWLEDGE) CONTENT AREAS

The knowledge portion of the EPPP contains 225 items, 175 of which are scored and 50 of which are pretest items and do not count in a Candidate's final score. Each item has four possible responses, only one of which is the correct answer.

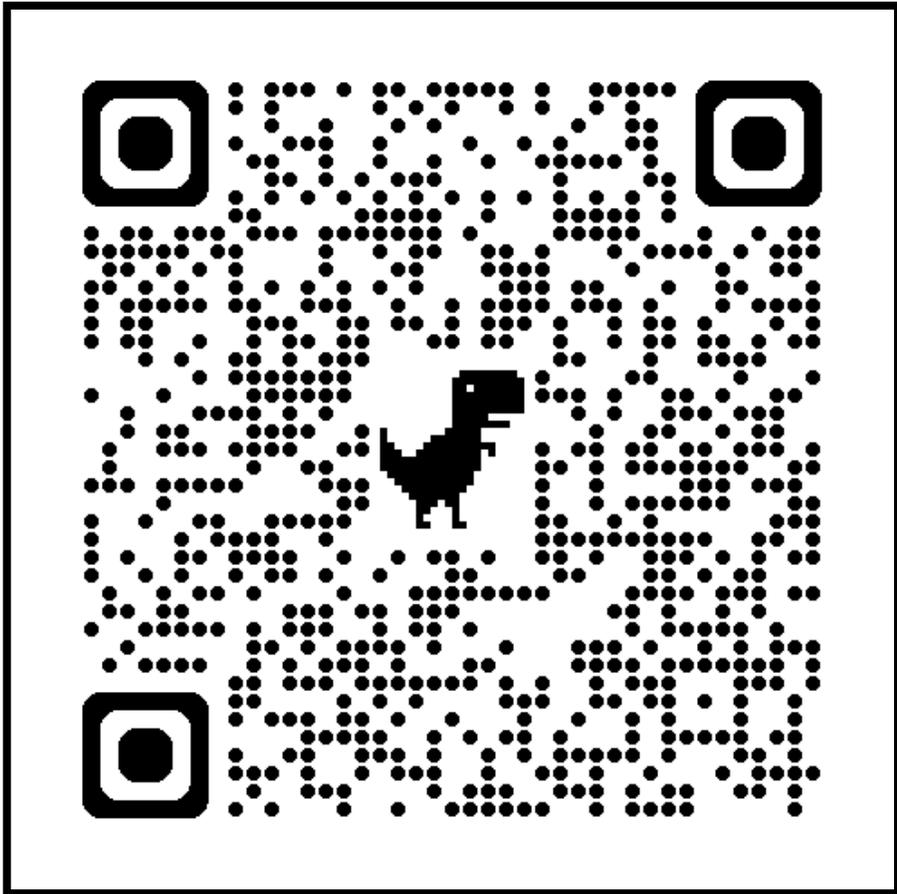
The content areas of the EPPP (Part 1-Knowledge) outlined below are based on the Job Task Analysis that was completed by ASPPB in 2017. This reflects the knowledge base required for the various responsibilities that psychologists are expected to assume in professional practice.

Domain 1. Biological Bases of Behavior (10%)

- KN1. Functional correlates and determinants of the neurobiological and genetic bases of behavior pertaining to perception, cognition, personality, and mood and affect in normal, acute and chronic neurobehavioral disease processes and disease comorbidities
- KN2. Drug classification, mechanisms of action, and desired/adverse effects of therapeutic agents, drugs of abuse, and complementary or alternative agents
- KN3. Results from major trials and general guidelines for pharmacological, psychotherapeutic, and combined treatment of psychological disorders
- KN4. Behavioral genetics, transmission and expression of genetic information and its modification, and the role and limitations of this information in understanding disorders
- KN5. Applications of structural and functional brain imaging methods, electrophysiological methods, therapeutic drug monitoring methods, and genetic screening methodologies, and the evidence for their effectiveness

COMPETENCIES AND BEHAVIORAL EXEMPLARS

Domain		Percentage
Domain 1:	Scientific orientation to practice: This competency domain involves an orientation to the knowledge developed through the science of psychology, including evidence-based practice, as well as a scientific method of looking at and responding to psychological problems. This general competency also involves the knowledge of the core areas of psychology, which will not be assessed by the new competency examination as they are currently well assessed by the Examination for Professional Practice in Psychology (Part 1-Knowledge).	6%
1.1	Select relevant research literature and critically review its assumptions, conceptualization, methodology, interpretation, and generalizability	
1.1.1	Critically evaluate and apply research findings to practice, with attention to its applicability and generalizability	
1.1.2	Interpret and communicate empirical research results in a manner that is easily understood by non-scientific audiences	
1.2	Acquire and disseminate knowledge in accord with scientific and ethical principles	
1.2.1	Critically evaluate the literature relevant to professional practice	
1.2.2	Share psychological knowledge with diverse groups (e.g., students, colleagues, clients, other professionals, the public) within professional settings in an unbiased manner	



<https://asppb.net/exams/asppb-examination-for-professional-psychology-eppp/eppp-handbook/>

Eligibility for the integrated EPPP

Three light green speech bubbles are arranged horizontally. The first bubble on the left contains a white exclamation mark. The middle bubble contains a white scribble of overlapping lines. The third bubble on the right contains a white question mark. A solid orange horizontal line is positioned below the text 'integrated' and above the question mark bubble.

Typical Requirements of Psychology Licensing Laws

✓ Education

- In most jurisdictions, a doctoral degree from a program acceptable to the licensing board; at a minimum, a regionally accredited or government-chartered institution.

✓ Experience

- Virtually all jurisdictions require at least 3000 hours of supervised experience, most with at least 1500 of that experience being postdoctoral.

✓ Examinations

- Passing an objective examination that assesses practice-relevant knowledge such as the EPPP is required in all jurisdictions.
- All psychology licensing boards use the passing score recommended for independent practice by ASPPB.
- Some boards require additional written or oral examinations that assess knowledge of local laws and ethics or competence in the intended area of practice.

Grad School

Supervised Hours

Licensed in a Jurisdiction

Independent Practice

EPPP

Length and Format of the integrated EPPP

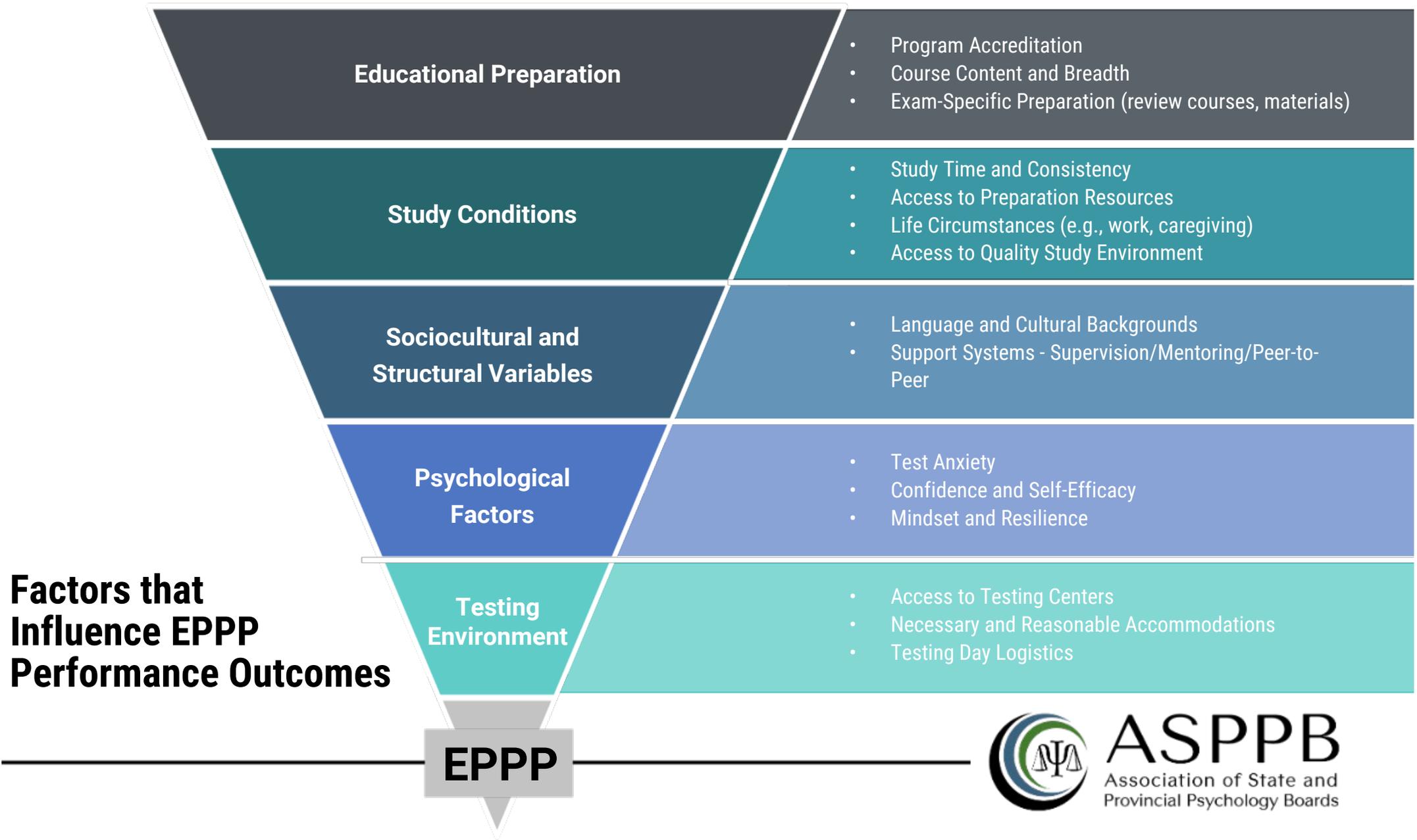
- A computer-based exam administered in Pearson testing centers
- A single-day administration: 5-hour testing + 30-minute break
- The exam will include single-best 3- or 4-option multiple-choice, extended multiple-choice, scenario-based questions with a set of questions, and audio and video portions
- The same number of 175 scored items (plus 40 pretest items) measuring competencies across six content domain areas with specific knowledge and skills
- Will have a pass/fail standard based on an overall score

How will the exam fee be determined?

- Costs part of responsible care in development and maintenance of the Exam
- ASPPB Board of Directors taking into account multiple factors and will decide on the fee using a conservative approach

What factors influence EPPP outcomes?

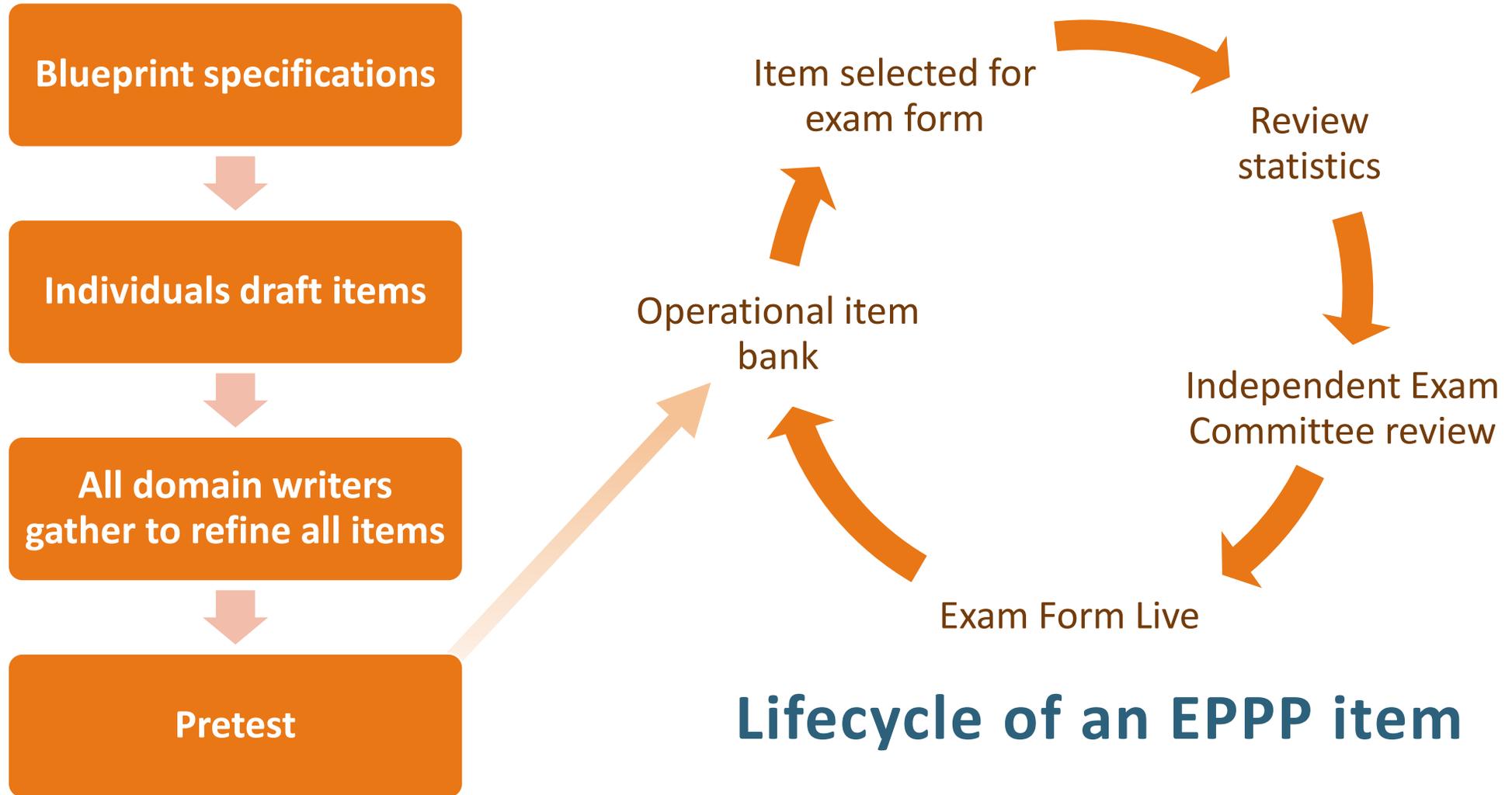




Where do the items come from?

- Iterative process of item development, refinement, and review
- Each domain has a team of psychologists with expertise in that area and training in writing items

Care that goes into crafting an item



Blueprint specifications



Individual drafts item



**All domain writers
gather to refine all items**



Pretest

Thousands of practicing psychologists indicate importance and frequency of each task/competency

Each item maps to the blueprint specifications

Refinement by team of item-writers (academics and psychologists) with expertise in the subject area of each domain

No item counts towards a candidate's score until it has been pretested

Who writes the items?



- Humans – psychologists – who care about candidates, protecting the public, and the integrity of this exam



How can we trust that the items relate to what psychologists need to know?

- A Job Task Analysis completed by thousands of psychologists in the US and Canada (20% were from CA) determines the knowledge and skills needed for independent practice
- Exam Blueprint comes from results of the JTA including content areas and percent of exam covered by each domain
- Exam validated in compliance with Standards for Educational and Psychological Testing and industry best practices

Each person who touches an item is considering

- Is the wording clear, e.g., for non-native speakers?
- Is this entry-level knowledge or skills?
- Does this apply across all jurisdictions?
- Is this trailing-edge content?
- Is this free of stereotypes in all aspects?
- Does the item contain content that will be interpreted differently by certain groups?

What is ASPPB doing to minimize bias in the EPPP?

- Rigorous item development and review process to prevent bias
- Item Review Committee (IRC) (since 2021) found very few items showing differential item functioning

Differential performance \neq Bias

- Bias refers to construct underrepresentation or construct-irrelevant components of test scores (AERA, APA & NCME, 2014)
- Published study suggested differential performance on demographic variables (Sharpless, 2019); readers' inference contributes to the bias narrative
- Differential performance could be from impact of many factors
- Additional investigation is needed to determine whether bias exists

Prevention Against Bias

- **Exam Development and Delivery Process**
 - Extensive training and continued discussion for exam volunteers
 - Iterative process helps different eyes catch different aspects of questions
 - Computer randomized delivery of multiple comparable forms
- **Item Review Committee (IRC)**
 - Review and comment on items before putting on the exam as pretest items
 - Blind review all items flagged for differential item performance:
Retain; retain with revision; remove due to possible bias in content or wording

Work Of The Item Review Committee

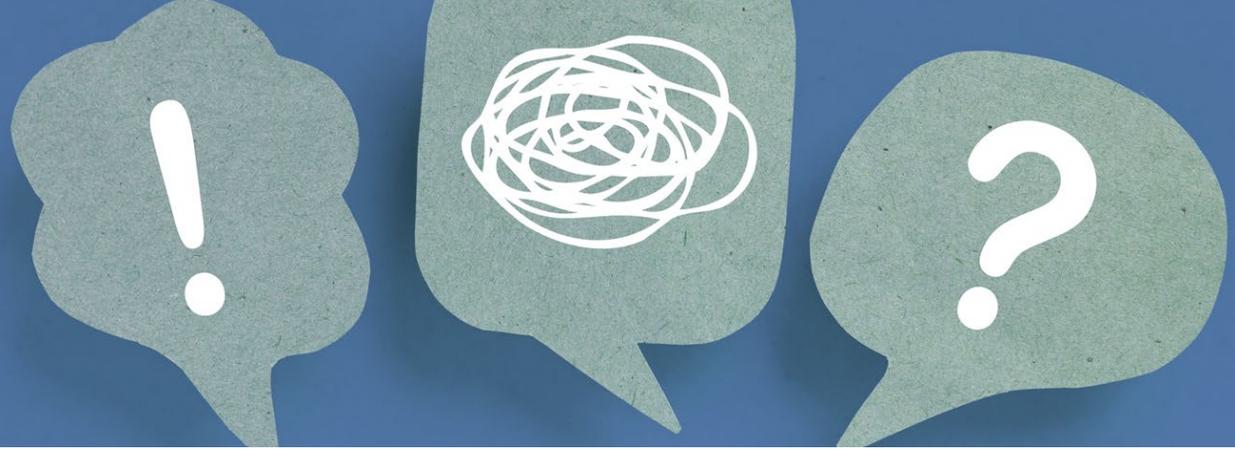
> 3000 items analyzed

87 flagged

Removed
12

6 favored majority group
6 favored minority group

<0.4% potential bias



Thank you

Additional Questions and Comments

Exams@asppb.org