

NOTICE OF TELECONFERENCE BOARD MEETING**Thursday & Friday, November 18-19, 2021
9:30 a.m. – 4:00 p.m. or until Completion of Business****For Thursday, November 18, 2021:**If Joining by Computer:<https://dca-meetings.webex.com/dca-meetings/j.php?MTID=m2b532f47b707a28c96ccd94abbc200fa>

Event number: 2485 428 8196

Event password: BOP11182021

If Joining by Phone:

+1-415-655-0001 US Toll

Access code: 248 542 88196, followed by #

Passcode: 26711182, followed by #

For Friday, November 19, 2021:If Joining by Computer:<https://dca-meetings.webex.com/dca-meetings/j.php?MTID=mcec7aedd21f135b4fee415b30280d2bc>

Event number: 2493 506 7782

Event password: BOP11192021

If joining by phone

+1-415-655-0001 US Toll, followed by #

Access code: 249 350 67782, followed by #

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

Due to potential technical difficulties, please consider submitting written comments by November 12, 2021, to bopmail@dca.ca.gov for consideration.

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

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

Board Members

Seyron Foo, President
Lea Tate, PsyD, Vice President
Sheryll Casuga, PsyD
Marisela Cervantes, EdD, MPA
Mary Harb Sheets, PhD
Julie Nystrom
Stephen Phillips, JD, PsyD
Ana Rescate
Shacunda Rodgers, PhD

Board Staff

Antonette Sorrick, Executive Officer
Jon Burke, Assistant Executive Officer
Stephanie Cheung, Licensing Manager
Jason Glasspiegel, Central Services Manager
Sandra Monterrubio, Enforcement Program Manager
Liesel McCockran, CE/Renewals Coordinator
Suzanne Costa, Legislative and Regulatory Analyst
Sarah Proteau, Central Services Office Technician
Rebecca Bon, Board Counsel
Heather Hoganson, Regulatory Counsel

Thursday, November 18, 2021

AGENDA

9:30 a.m. – 4:00 p.m. or until Completion of Business

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

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

1. Call to Order/Roll Call/Establishment of a Quorum
2. President's Welcome
3. Public Comment for Items Not on the Agenda. Note: The Board May Not Discuss or Take Action on Any Matter Raised During this Public Comment Section, Except to Decide Whether to Place the Matter on the Agenda of a Future Meeting [Government Code sections 11125 and 11125.7(a)].
4. Executive Officer's Report (A. Sorrick)

- a) Personnel Update
 - b) COVID-19 Update
5. President's Report (S. Foo)
 - a) Dates and Locations of 2022 Board and Committee Meetings
 - b) Committee Updates
 6. Discussion and Possible Approval of the Board Meeting Minutes: August 27, 2021
 7. Department of Consumer Affairs (DCA) Update
 8. Budget Report (J. Glasspiegel)
 9. Outreach and Communications Committee Report and Consideration of and Possible Action on Committee Recommendations (Tate – Chairperson, Rescate, Rodgers)
 - a) Strategic Plan Action Plan Update
 - b) Social Media Update
 - c) Website Statistics Update
 - d) Update on Newsletter
 - e) Outreach Activities Update
 - f) Updates on Communications and/or Activities of the Association of State and Provincial Psychology Boards (ASPPB)
 - g) Discuss and Develop Plan to Update "For Your Peace of Mind – A Consumer's Guide to Psychological Services"
 - h) Action - Digital Divide – How Does the Digital Divide Impact Access to Telehealth
 - a. Draft Survey Questions to Assess Barriers to Telehealth
 - b. Determine Next Steps
 10. Legislative and Regulatory Affairs Committee Updates (Cervantes – Chairperson, Casuga, Phillips)
 - a) Board Sponsored Legislation for the 2021 Legislative Session: Review and Possible Action (M. Cervantes)
 - b) SB 401 (Pan) Healing arts: psychology - Amendments to sections 2960 and 2960.1 of the Business and Professions Code Regarding Denial, Suspension and Revocation for Acts of Sexual Contact
 - c) SB 801 (Roth) Healing arts: Board of Behavioral Sciences: Board of Psychology: licensees.
 - d) Legislative Update, Review, and Consideration of Additional Changes (M. Cervantes)
 - e) Bills with Active Positions Taken by the Board
 1. AB 32 (Aguiar-Curry) Telehealth
 2. AB 107 (Salas) Department of Consumer Affairs: boards: temporary licenses: military spouses
 3. SB 221 (Wiener) Health care coverage: timely access to care
 4. SB 731 (Durazo) Criminal records: relief

5. SB 772 (Ochoa Bogh) Professions and vocations: citations: minor violations
- f) Watch Bills
 1. AB 29 (Cooper) State bodies: meetings
 2. AB 54 (Kiley) COVID-19 emergency order violation: license revocation
 3. AB 225 (Gray) Department of Consumer Affairs: boards: veterans: military spouses: licenses
 4. AB 339 (Lee) State and local government: open meetings
 5. AB 361 (Rivas, Robert) Open meetings: state and local agencies: teleconferences
 6. AB 562 (Low) Frontline COVID-19 Provider Mental Health Resiliency Act of 2021: health care providers: mental health services
 7. AB 646 (Low) Department of Consumer Affairs: boards: expunged convictions
 8. AB 657 (Bonta) State civil service system: personal services contracts: professionals
 9. AB 810 (Flora) Healing arts: reports: claims against licensees
 10. AB 830 (Flora) Department of Consumer Affairs: director: powers and duties.
 11. AB 885 (Quirk) Bagley-Keene Open Meeting Act: teleconferencing
 12. AB 1026 (Smith) Business licenses: veterans.
 13. AB 1236 (Ting) Healing arts: licensees: data collection
 14. AB 1386 (Cunningham) License fees: military partners and spouses
 15. SB 102 (Melendez) COVID-19 emergency order violation: license revocation
 16. SB 224 (Portantino) Pupil instruction: mental health education
- g) Legislative Items for Future Meeting. The Board May Discuss Other Items of Legislation in Sufficient Detail to Determine Whether Such Items Should be on a Future Board Meeting Agenda and/or Whether to Hold a Special Meeting of the Board to Discuss Such Items Pursuant to Government Code Section 11125.4
11. Enforcement Unit Report (S. Monterrubio)
12. Licensing Unit Report (S. Cheung)
13. Continuing Education and Renewals Program Report (L. McCockran)
14. Regulatory Update, Review, and Consideration of Additional Changes (M. Cervantes)
 - a) 16 CCR sections 1391.1, 1391.2, 1391.5, 1391.6, 1391.8, 1391.10, 1391.11, 1391.12, 1392.1 – Psychological Assistants
 - b) 16 CCR sections 1381.9, 1381.10, 1392 – Retired License, Renewal of Expired License, Psychologist Fees
 - c) 16 CCR sections 1381.9, 1397.60, 1397.61, 1397.62, 1397.67 – Continuing Professional Development

- d) 16 CCR sections 1391.13, and 1391.14 – Inactive Psychological Assistant Registration and Reactivating a Psychological Assistant Registration
- e) 16 CCR 1392 – Psychologist Fees – California Psychology Law and Ethics Examination (CPLEE) and Initial License and Biennial Renewal Fee for a Psychologist
- f) 16 CCR 1395.2 – Disciplinary Guidelines and Uniform Standards Related to Substance-Abusing Licensees

15. **CLOSED SESSION**

The Board Will Meet in Closed Session Pursuant to Government Code Section 11126(c)(3) to Discuss Disciplinary Matters Including Proposed Decisions, Stipulations, Petitions for Reinstatement or Modification of Penalty, Petitions for Reconsideration, and Remands.

Recess for the day.

Friday, November 19, 2021

9:30 a.m. – 4:00 p.m. or until Completion of Business

16. Call to Order/Roll Call/Establishment of a Quorum

CLOSED SESSION

17. The Board will Meet in Closed Session Pursuant to Government Code Section 11126(a)(1) to Conduct its Annual Evaluation of its Executive Officer.

CLOSED SESSION

18. The Board will Meet in Closed Session Pursuant to Government Code Section 11126(c)(3) to Discuss Disciplinary Matters Including Proposed Decisions, Stipulations, Petitions for Reinstatement and Modification of Penalty, Petitions for Reconsideration, and Remands.

RETURN TO OPEN SESSION

19. Public Comment for Items Not on the Agenda. Note: The Board May Not Discuss or Take Action on Any Matter Raised During this Public Comment Section, Except to Decide Whether to Place the Matter on the Agenda of a Future Meeting [Government Code sections 11125 and 11125.7(a)].
20. EPPP2 Ad Hoc Committee Report and Consideration of and Possible Action on Committee Recommendations (Casuga – Chairperson, Foo, Harb Sheets)
- a) Establish Committee Goal
 - b) Historical Overview of the EPPP (Part 2-Skills)
 - 1. Timeline of Examination

2. Correspondence between the Board of Psychology and the Association of State and Provincial Psychology Boards (ASPPB)
 3. Identify Outstanding Issues
 - c) ASPPB Report on the EPPP (Part 2-Skills)
 1. Participating States
 2. Data from Initial Administrations
 - d) General Input Regarding the EPPP (Part 2-Skills)
 - e) DCA's Office of Professional Examination Services (OPES) Status Report of the EPPP Audit
21. Enforcement Committee Report and Consideration of and Possible Action on Committee Recommendations (Phillips – Chairperson, Cervantes)
- a) Statutory and Regulatory Update, Review, and Consideration of Additional Changes
 1. 16 CCR Section 1380.6 – Display of License Number
 2. 16 CCR Sections 1393 – Requirements for Psychologists on Probation
 3. 16 CCR Sections 1396 – Competence; 1396.1 – Interpersonal Relations; 1396.2 – Misrepresentation; 1396.3 – Test Security; 1396.4 – Professional Identification; 1396.5 – Consumer Information; 1397 – Advertising; 1397.1 – Child Abuse Reporting requirements; 1397.2 – Other Actions Constituting Unprofessional Conduct
 4. 16 CCR Sections 1397.30 – Citation; 1397.36 – Requirements for Professional Corporations; 1397.37 – Shares: Ownership and Transfer; 1397.39 – Corporate Activities; 1397.40 – Trusts
 5. 16 CCR Sections 1397.50 – Citations and Fines; 1397.51 – Amount of Fines; 1397.52 – Compliance with Orders of Abatement; 1397.53 – Citations for Unlicensed Practice; 1397.54 – Contest of Citations; 1397.55 – Disconnection of Telephone Service
 6. BPC Sections 2902 – Definitions; 2903 – Licensure requirement; Practice of psychology; Psychotherapy; 2903.1 – Biofeedback instruments; 2908 – Exemption of other professions; 2912 – Temporary practice by licensees of other state or foreign country
 7. BPC Section 2934.1 – Posting of license status on Web site
 8. BPC 2936 – Consumer and professional education in matters relevant to ethical practice; Standards of ethical conduct; Notice
 9. BPC Sections 2960 – Grounds for action; 2960 (a)-(r) (o); 2960.05 – Limitations period for filing accusation against licensee; 2960.1 – Sexual contact with patient; Revocation; 2960.2 – Licensee's physical, emotional and mental condition evaluated; 2960.5 – Mental illness or chemical dependency; 2960.6 – Actions by other states; 2961 – Scope of action; 2962 – Petition for reinstatement or modification of penalty; 2963 – Matters deemed conviction; 2964 – Report of license revocation or restoration; 2964.3 – Persons required to register as sex offender; 2964.5 – Conditions of probation or suspension; 2964.6 – Payment of probationary costs; 2965 – Conduct of proceedings; 2966 – Suspension during incarceration for felony conviction; Determination of substantial relationship of felony to functions of psychologist;

- Discipline or denial of license; 2969 – Penalties for failure to provide medical records; Failure to comply with court order; Multiple acts
- 10. BPC Sections 2970 – Violation of chapter as misdemeanor; 2971 – Injunctions
- 11. BPC 2985 – Renewal of suspended licenses; Reinstatement of revoked licenses, 2986 – Effect of failure to renew within prescribed time
- 12. BPC Section 2995 – Psychological corporation, 2996 – Violation of unprofessional conduct, 2996.1 – Conduct of practice, 2996.2 – Accrual of income to shareholder while disqualified prohibited, 2997 – Shareholders, directors and officers to be licensees, 2998 – Name, 2999 – Regulation by committee
- 13. Disciplinary Guidelines – Review and Consider Draft Language for Violations of Prohibition on Conversion Therapy

22. Election of Officers

23. Recommendations for Agenda Items for Future Board Meetings. Note: The Board May Not Discuss or Take Action on Any Matter Raised During This Public Comment Section, Except to Decide Whether to Place the Matter on the Agenda of a Future Meeting [Government Code Sections 11125 and 11125.7(a)].

ADJOURNMENT

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

In the event a quorum of the Board is unable to attend the meeting, or the Board is unable to maintain a quorum once the meeting is called to order, the president may, at his discretion, continue to discuss items from the agenda and to vote to make recommendations to the full board at a future meeting [Government Code section 11125(c)].

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

This meeting is being held via WebEx Events. The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Antonette Sorrick, Executive Officer, at (916) 574-7720 or email bopmail@dca.ca.gov or send a written request addressed to **1625 N. Market Boulevard, Suite N-215,**

Sacramento, CA 95834. Providing your request at least five (5) business days before the meeting will help ensure availability of the requested accommodation. Links to agenda items, with exhibits are available at www.psychology.ca.gov, prior to the meeting date.

The Board of Psychology protects consumers of psychological services by licensing psychologists, regulating the practice of psychology, and supporting the evolution of the profession.

HOW TO – Join – DCA WebEx Event

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

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

Example link:

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

California Department of Technology

dca-ca.webex.com/mw3300/mywebex/default.do?nomenu=true&siteurl=dca-ca&service=6&rnd=0.562003235914354&main_url=https%3A%2F%2Fdca-ca.webex.com%2Fec3300%2Feventcenter%2Fevent%2FeventAction.do%3F

Apps PreProd SimpliGov Prod SimpliGov Christian Brothers... Web Content Acces... Ferris Bueller's Day... PDF Techniques | Te... DCA Password Rese...

dca **CA** **.GOV** California Department of Consumer Affairs

Event Information: 3/26

Event status: Started

Date and time: Thursday, March 26, 2020 10:30 am
Pacific Daylight Time (San Francisco, GMT-07:00)
[Change time zone](#)

Duration: 1 hour

Description:

By joining this event, you are accepting the Cisco Webex [Terms of Service](#) and [Privacy Statement](#).

Join Event Now

To join this event, provide the following information.

First name:

Last name:

Email address:

Event password:

Join Now

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

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

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

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

California Department of Technology

dca-ca.webex.com/mw3300/mywebex/default.do?nomenu=true&siteurl=dca-ca&service=6&rnd=0.562003235914354&main_url=https%3A%2F%2Fdca-ca.webex.com%2Fec3300%2Feventcenter%2Fevent%2FeventAction.do%3F

Apps PreProd SimpliGov Prod SimpliGov Christian Brothers... Web Content Acces... Ferris Bueller's Day... PDF Techniques | Te... DCA Password Rese...

dca **CA** **.GOV** California Department of Consumer Affairs

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To join this event, provide the following information.

First name:

Last name:

Email address:

Event password:

Join Now

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

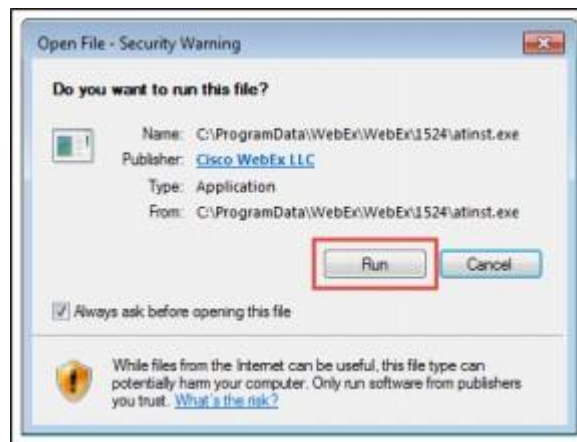
If you are the host, [start your event](#).

HOW TO – Join – DCA WebEx Event

3. Click the 'Join Now' button.

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

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



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

HOW TO – Join – DCA WebEx Event

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

Starting Webex...



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

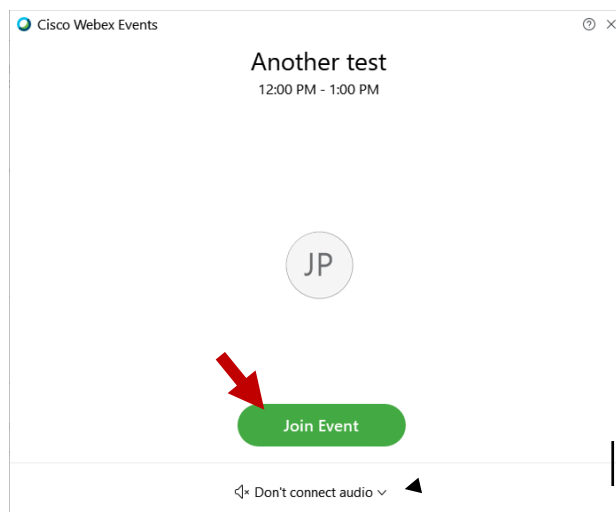
- A dialog box will appear at the bottom of the page, click 'Run'.



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

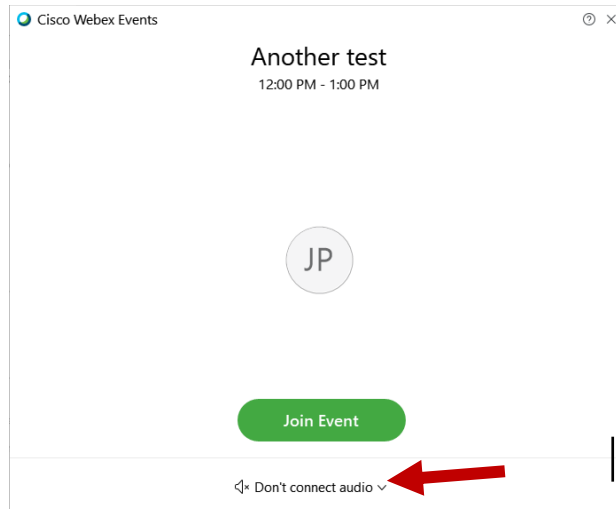
NOTE: The preferred audio connection to our event is via telephone conference or headset. Use of an open microphone and speakers through your computer could result in issue with audio clarity and potential feedback/echo.

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

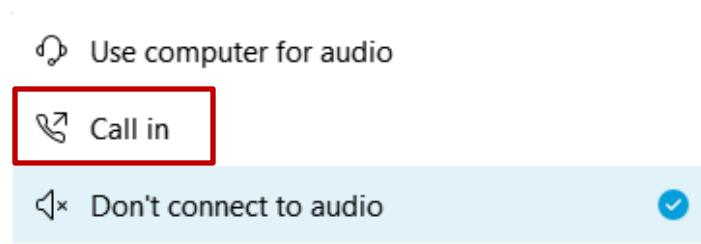


HOW TO – Join – DCA WebEx Event

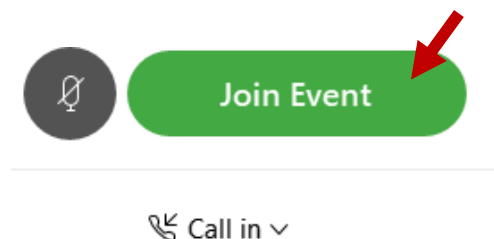
8. If using teleconference via your phone for audio, click the audio menu below the green 'Join Event' button.



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

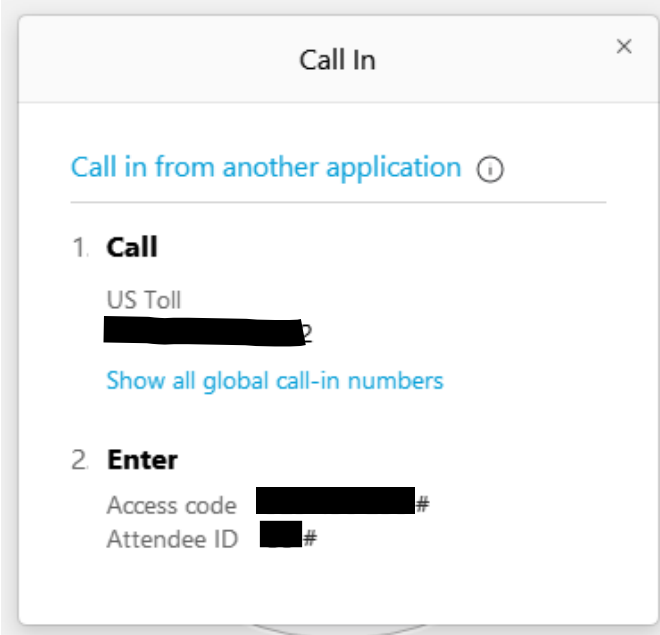


10. Click 'Join Event'. The audio conference call in information will be available after you join the Event.



HOW TO – Join – DCA WebEx Event

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



Call In

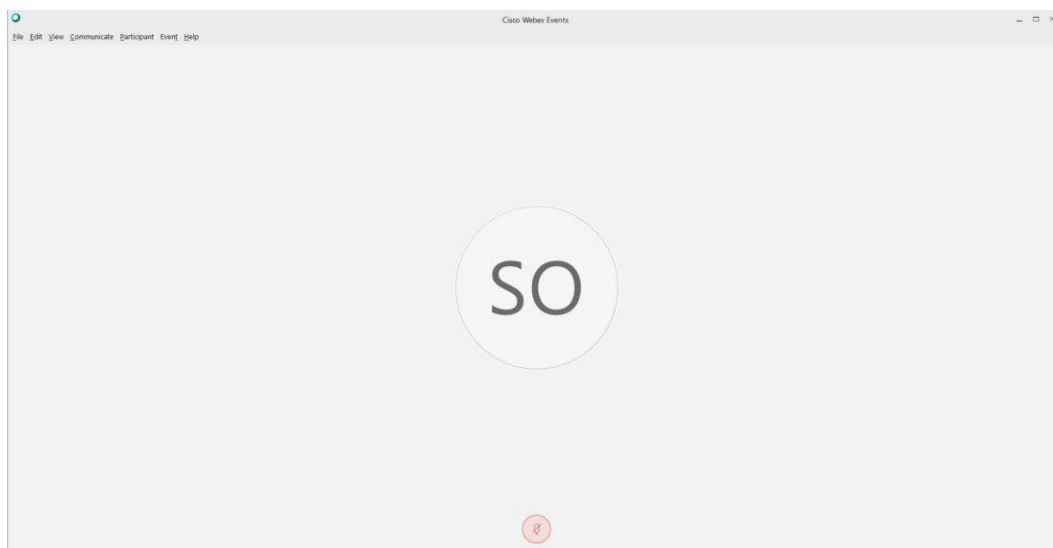
Call in from another application ⓘ

- Call**
US Toll
[redacted]
[Show all global call-in numbers](#)
- Enter**
Access code [redacted] #
Attendee ID [redacted] #

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

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

Congratulations!



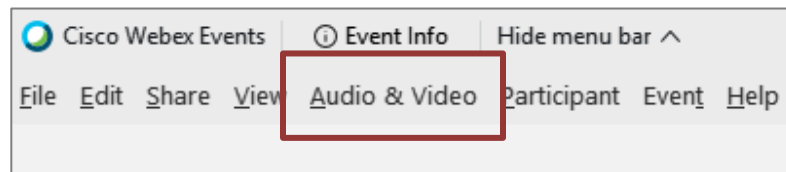
NOTE: Your audio line is muted and can only be unmuted by the event host.

HOW TO – Join – DCA WebEx Event

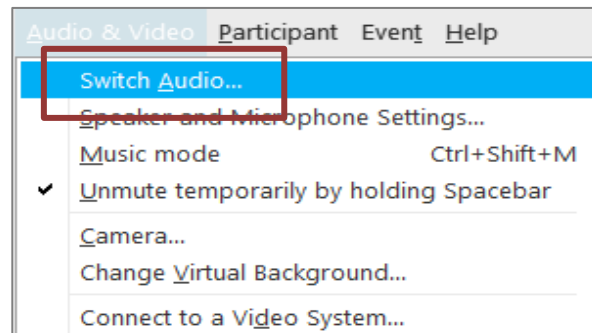
Selecting Audio Connection After Joining

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

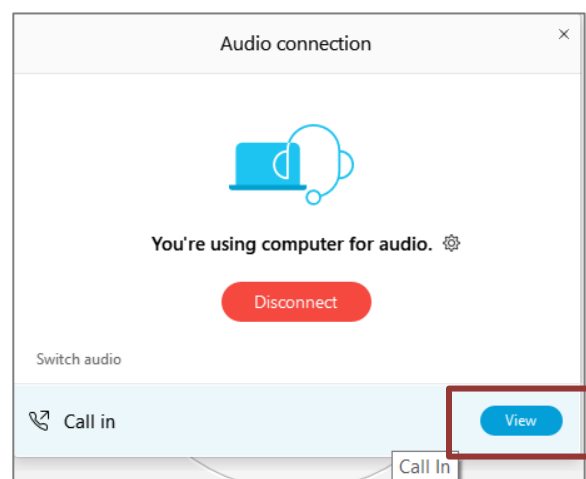
1. Select 'Audio & Video' from the menu bar at the top of your screen.



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



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



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

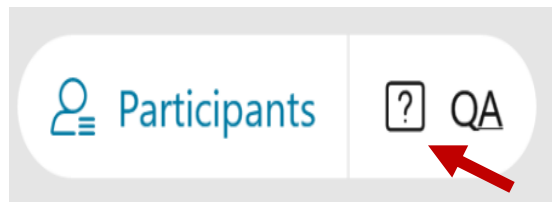
HOW TO – Join – DCA WebEx Event

Participating During a Public Comment Period

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

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

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



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

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

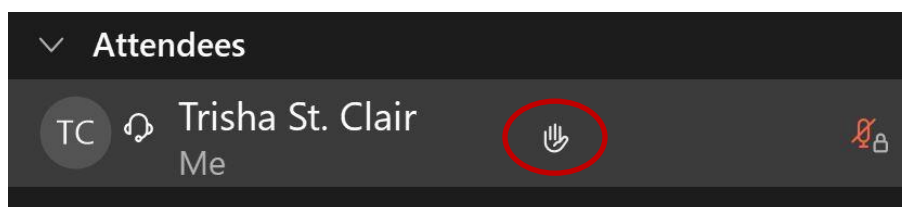
Make sure the 'Ask' menu is set to 'All panelists' and type 'I would like to make a public comment'.

Ask: ▼

Select a panelist in the Ask menu first and then type your question

Using the hand raise feature:

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



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

HOW TO – Join – DCA WebEx Event

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

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



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

MEMORANDUM

DATE	October 21, 2021
TO	Psychology Board Members
FROM	Antonette Sorrick, Executive Officer
SUBJECT	Executive Officer's Report: Agenda Item 4

Personnel Update

Authorized Positions: 26.30

Temp Help: 1.7

Vacancies: 1.0

New Hires	
Classification	Program
Central Services Technician (OT)	Central Services
Legislative and Regulatory Analyst (AGPA)	Central Services

Promotions
None

Vacancies
1. Enforcement Analyst (AGPA) Vacancy. Vacancy effective 10/29/21

Waiver Wind Down

Several DCA waivers are expected to expire at the end of the year and will not be issued any further extensions. DCA will be in touch in the future with additional information about the waivers set to expire and will work with Boards and Bureaus. DCA continues to encourage Boards and Bureaus to look at laws and regulations that were waived, determine if statutory or regulatory changes are needed in the future, and move forward with such changes.

The full list of current waivers and guidance can be found on the [DCA website](#).

- Other important information:

- Individuals with a current/active out-of-state license who want to assist with COVID-19 in California should email Emergency Medical Services Authority (EMSA) at: Covid19@emsa.ca.gov
- The Department of Health Care Services issued a bulletin, [*Guidance Relating to Non-Discrimination in Medical Treatment for Novel Coronavirus 2019 \(COVID-19\)*](#), for the attention of all licensed health care workers. DCA healing arts boards are requested to provide this information to all health care licensees.
- Call to ACTION: On Monday, March 31, 2020, the Governor put out a call to action asking those licensed in California to join the fight in battling the COVID-19 pandemic. In addition, he launched the [California Health Corps](#) where individuals can go to sign up to be deployed to assist providing care to those in need. Please encourage those around you to sign up to help!
- **All Californians 16+ Eligible for COVID-19 Vaccines**
- As of April 15, all Californians aged 16 and older are eligible for COVID-19 vaccinations. Individuals seeking an opportunity to get vaccinated may still need to wait for an appointment. Every Californian can schedule with My Turn by signing up at [MyTurn.ca.gov](https://myturn.ca.gov) ([available](#) in 12 languages) or call the COVID-19 hotline at (833) 422-4255 (assistance available in 250+ languages). Some local health authorities have additional vaccination appointments. The CDC's [VaccineFinder](#) may help Californians to locate nearby opportunities.

Attachment
Waiver Update

Action Requested:
This item is for informational purposes only.

Waiver Topic	Code Section(s) Waived	Summary	Submission Date	Approval Status	Submitted By	Waiver Status
Reinstatement of Inactive or Canceled License	All DCA Boards	<p>Accordingly, the Director temporarily waives any statutory or regulatory requirement that an individual seeking to reactivate or restore a license originally issued pursuant to Division 2 of the Code:</p> <ul style="list-style-type: none"> • Complete, or demonstrate compliance with, any continuing education requirements in order to reactivate or restore a retired, inactive, or canceled license; and • Pay any fees in order to reactivate or restore a retired, inactive, or canceled license (including renewal, delinquency, penalty, or late fees, or any other statutory or regulatory fees). <p>These waivers apply only to an individual's license that: (1) is in a retired, inactive, or canceled status, and (2) has been in such status no longer than five years. These waivers do not apply to any license that was surrendered or revoked pursuant to disciplinary proceedings or any individual who entered a retired, inactive, or canceled status following initiation of a disciplinary proceeding. A license reactivated or restored pursuant to these waivers is valid for a maximum of six months, or when the State of Emergency ceases to exist, whichever is sooner.</p>	N/A	This waiver was extended on 10/29/21 with an expiration date of 1/1/22 .	DCA	Active
Face to Face Supervision	California Code of Regulations Sections 1387(b)(4) and 1391.5(b)	This waiver would allow the Board to relax the requirement of face-to-face supervision to a psychological trainee by allowing the one hour face-to-face, direct, individual supervision to be conducted via HIPAA-compliant means from March 16, 2020, until June 30, 2020, or when the state declaration of emergency is lifted, whichever is sooner. The Board would still require that the trainee indicate the type of supervision on the required weekly log and the primary supervisor should verify this information. This waiver would help with the workforce surge.	Submitted to Director Kirchmeyer on 4/9/2020	Approved by DCA on 5/6/20. Waiver extended on 8/31/21 and now expires 10/31/21. The Board has issued a six-month grace period for face-to-face supervision which will allow for HIPAA compliant technology to count towards this requirement. The six-month grace period expires on 1/1/22.	Board of Psychology	Active
CE Extra Six Months	All DCA Boards	<p>Accordingly, for individuals whose active licenses expire between March 31, 2020, and June 30, 2020, the Director temporarily waives:</p> <ol style="list-style-type: none"> 1. any statutory or regulatory requirement that individuals renewing a license pursuant to Division 2 of the Code take and pass an examination in order to renew a license; and, 2. any statutory or regulatory requirement that an individual renewing a license pursuant to Division 2 of the Code complete, or demonstrate compliance with, any continuing education requirements in order to renew a license. <p>These temporary waivers do not apply to any continuing education, training, or examination required pursuant to a disciplinary order against a license. Licensees must satisfy any waived renewal requirements within six months of this order, unless further extended.</p>	N/A	Newest waiver published by DCA on September 28, 2021 allows licenses expiring between October 1, 2021, and October 31, 2021, six extra months from the date of the order to complete continuing education in order to renew their licenses. A renewal must still be submitted before the expiration date..	DCA	Active
Withdraw Application	California Code of Regulations Section 1381.4	This waiver extends the eligibility period for candidates to take or re-take an examination from 12 to 18 months prior to their application is deemed withdrawn by the Board due to failing to appear for, take, or re-take the examination. This waiver applies to psychologist applicants whose applications are deemed to be withdrawn within a specific period per the waiver, but does not retroactively apply to withdrawn applications prior to September 30, 2020 where applicants have already reapplied.	Submitted to Director Kirchmeyer on 4/10/2020	Extends prior waiver by 30 days to applications expiring between October 1, 2021, and October 31, 2021, and extends their eligibility to take examinations by six extra months , as discussed in the waiver.	Board of Psychology	Active

CPLEE for Restoration of License	Business and Professions Code Section 2986 California Code of Regulation Section 1397.67(b)	This waiver would allow the board to restore licenses of psychologists whose California licenses have cancelled without requiring the board's law and ethics examination (CPLEE). This waiver would become effective 3/4/20 until 6/30/20, or when the declaration of emergency is lifted. This would be consistent with the DCA Waiver DCA 20-02 Reinstatement of Licensure. This waiver would help with the workforce surge.	Submitted to Director Kirchmeyer on 4/9/2020	Referred to the Board for Delegation. Approved by Board on 4/17/20. Expires when declared emergency is lifted.	Board of Psychology	Active
SPE Time Limitation	California Code of Regulations Section 1387(a)	The regulation allows a psychological trainee to request that the Board extend the time limitations of 30/60 consecutive months to accrue their pre-doctoral and post-doctoral hours of supervised professional experience (respectively) required for licensure. The waiver requested would be to allow applicants who reach the 30/60 month limitations between 3/4/20 and 6/30/20 up to an additional 6 months, or when the declaration of emergency is lifted, whichever is sooner, to accrue their hours. This waiver would help with the workforce surge.	Submitted to Director Kirchmeyer on 4/9/2020	Referred to the Board for Delegation. Approved by Board on 4/17/20. Expires when declared emergency is lifted.	Board of Psychology	Active
Psych Asst 72 month Limit	California Code of Regulations Section 1391.1(b)	This waiver would allow a psychological assistant to continue their registration, beyond the 72 months limit upon request, and to provide services to clients for up to six months from the expiration date, or when the state of emergency ceases to exist, whichever is sooner. A psychological assistant who has reached the registration limit between 3/4/2020 and 6/30/2020 will qualify for the wavier and can request for such waiver during the state of emergency. This will help with the workforce surge.	Submitted to Director Kirchmeyer on 4/9/2020	Referred to the Board for Delegation. Approved by Board on 4/17/20. Expires when declared emergency is lifted.	Board of Psychology	Active

MEMORANDUM

DATE	October 26, 2021
TO	Board of Psychology
FROM	Sarah Proteau, Central Services Technician
SUBJECT	a) Agenda Item 5(a). Dates and Locations of 2022 Board and Committee Meetings

Proposed 2021 Board Meeting/Event Calendar

Board Meetings

February 17-18, 2022
April 29, 2022
August 19, 2022
November 17-18, 2022

Committees

Legislative and Regulatory Affairs Committee

March 25, 2022
June 10, 2022

Licensure Committee

January 7, 2022
July 22, 2022

Outreach and Communications Committee

September 23, 2022

EPPP2 Skills Ad hoc Committee

TBD (April 7 or 8)

Budget Committee

TBD

MEMORANDUM

DATE	November 4, 2021
TO	Board of Psychology
FROM	Jason Glasspiegel Central Services Manager
SUBJECT	Agenda Item #8 - Budget Report

Background:

In the Governor's 2021-22 Budget, the Board has an appropriation of \$6,995,000. Current year budget report and expenditure projections are not yet available, but will be presented at the February 2022 Board Meeting.

Attachment A shows the Board with 8.9 months in reserve this fiscal year. As illustrated in Attachment A, the Board's months in reserve will be in the negative by Fiscal Year 2023-2024. The regulatory change to increase the Board's fees to the statutory limit (combined with the CPLEE fee Increase), as well as repayment of our general fund loan is anticipated to provide the Board an additional \$2,074,000 in revenue, prolonging the Board's insolvency to Fiscal Year 2024-2025.

The Board's current plan to end its structural imbalance and eventual insolvency is as follows:

1. Internal fee analysis currently being prepared by staff.
2. Ad Hoc Budget Committee to meet in January 2022.
3. Stakeholder Meeting for internal fee analysis and Ad Hoc Budget Committee recommendation in February 2022.
4. Board to review Ad Hoc Budget Committee recommendation at April 2022 Board Meeting.
5. If statutory fee increase approved by the Board, seek author for bill to be introduced in 2023
6. Legislation effective January 2024
7. Section 100 regulatory change to move fees to the new statutory minimum submitted January 2024, can be made affective July 1, 2024 (beginning of Fiscal Year 2024-2025)

Action Requested:

This item is informational purposes only. No action is required.

Attachment A: Fund Condition

0310 - Psychology

Fund Condition Analysis

2021-22 Budget Act

(Dollars in Thousands)

BEGINNING BALANCE

Prior Year Adjustment

Adjusted Beginning Balance

PY	CY	BY	BY+1	BY+2
2020-21	2021-22	2022-23	2023-24	2024-25
\$ 11,396	\$ 8,988	\$ 5,789	\$ 3,224	\$ -508
\$ -354	\$ -	\$ -	\$ -	\$ -
\$ 11,042	\$ 8,988	\$ 5,789	\$ 3,224	\$ -508

REVENUES, TRANSFERS AND OTHER ADJUSTMENTS

Revenues

4121200 - Delinquent fees

4127400 - Renewal fees

4129200 - Other regulatory fees

4129400 - Other regulatory licenses and permits

4150500 - Interest from interfund loans

4163000 - Income from surplus money investments

4171400 - Escheat of unclaimed checks and warrants

4172500 - Miscellaneous revenues

4173500 - Settlements and Judgements - Other

Totals, Revenues

\$ 79	\$ 49	\$ 49	\$ 49	\$ 49
\$ 3,798	\$ 3,459	\$ 3,459	\$ 3,459	\$ 3,459
\$ 178	\$ 199	\$ 199	\$ 199	\$ 199
\$ 574	\$ 604	\$ 604	\$ 604	\$ 604
\$ -	\$ -	\$ 19	\$ -	\$ -
\$ 55	\$ 107	\$ 32	\$ -	\$ -
\$ 2	\$ 1	\$ 1	\$ 1	\$ 1
\$ -	\$ 1	\$ 1	\$ 1	\$ 1
\$ 4	\$ -	\$ -	\$ -	\$ -
\$ 4,690	\$ 4,420	\$ 4,364	\$ 4,313	\$ 4,313

Transfers from Other Funds

GF Loan Repayment Per Item 1110-011-0310 BA of 2020

Operating Transfers From BU8860 per Control Section 11.90

Transfers to Other Funds

GF Loan Per Item 1111-011-0310 BA of 2020

GF Loan Per Item per CS 3.92 BA of 2020

GF Loan Per Item per CS 3.92 BA of 2020

\$ -	\$ -	\$ 900	\$ -	\$ -
\$ 2	\$ -	\$ -	\$ -	\$ -
\$ -900	\$ -	\$ -	\$ -	\$ -
\$ -330	\$ -	\$ -	\$ -	\$ -
\$ 330	\$ -	\$ -	\$ -	\$ -
\$ 3,792	\$ 4,420	\$ 5,264	\$ 4,313	\$ 4,313

TOTALS, REVENUES, TRANSFERS AND OTHER ADJUSTMENTS

TOTAL RESOURCES

\$ 14,834	\$ 13,408	\$ 11,053	\$ 7,537	\$ 3,805
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EXPENDITURES AND EXPENDITURE ADJUSTMENTS

Expenditures:

1111 Program Expenditures (State Operations)

Estimated GSI 4.55 Percent Increase

8880 Financial Information System for California (State Operations)

9892 Supplemental Pension Payments (State Operations)

9900 Statewide Pro Rata

PY	CY	BY	BY+1	BY+2
2020-21	2021-22	2022-23	2023-24	2024-25
\$ 5,784	\$ 6,995	\$ 7,205	\$ 7,421	\$ 7,644
\$ -	\$ 181	\$ 181	\$ 181	\$ 181
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 94	\$ 94	\$ 94	\$ 94	\$ 94
\$ 290	\$ 349	\$ 349	\$ 349	\$ 349
\$ 6,168	\$ 7,619	\$ 7,829	\$ 8,045	\$ 8,268

TOTALS, EXPENDITURES AND EXPENDITURE ADJUSTMENTS

FUND BALANCE

Reserve for economic uncertainties

\$ 8,666	\$ 5,789	\$ 3,224	\$ -508	\$ -4,462
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Months in Reserve

13.6	8.9	4.8	-0.7	-6.5
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NOTES:

Assumes workload and revenue projections are realized in BY +1 and ongoing.

Expenditure growth projected at 3% beginning BY +1.

MEMORANDUM

DATE	October 27, 2021
TO	Board of Psychology
FROM	Antonette Sorrick, Executive Officer
SUBJECT	Strategic Plan Action Plan Update: Agenda Item 9(a)

Background:

The Board convened for Strategic Planning on December 3-4, 2018. The Board ratified the 2019-2023 Strategic Plan (Plan) at the February 2019 Board Meeting.

Attachment:

Strategic Plan Action Plan

Action Requested:

No action required.



BOARD OF PSYCHOLOGY

Action Plan 2019-2023

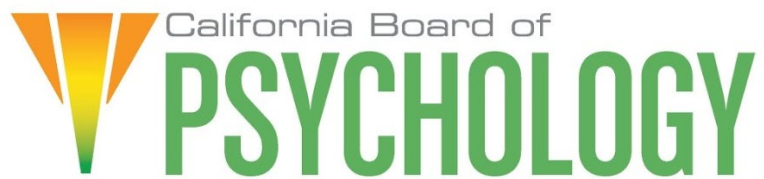


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Board of Psychology of California Members

Stephen Phillips, JD, PsyD (President)

Seyron Foo, Public Member (Vice President)

Lucille Acquaye-Baddoo, Public Member

Alita Bernal, Public Member

Marisela Cervantes, Public Member

Sheryll Casuga, PsyD

Jacqueline Horn, PhD

Mary Harb Sheets, PhD

Lea Tate, PsyD

Gavin Newsom, Governor

Alexis Podesta, Secretary, Business, Consumer Services, and Housing Agency

Chris Shultz, Chief Deputy Director, Department of Consumer Affairs

Antonette Sorrick, Executive Officer

Jeffrey Thomas, Assistant Executive Officer

About the Board

The California Board of Psychology dates back to 1958 when the first psychologists were certified in the state. The Board of Psychology is one of 30 regulatory entities which fall under the organizational structure of the Department of Consumer Affairs. Historically, the Board has been closely affiliated with the Medical Board of California.

The Board consists of nine members (five licensed psychologists and four public members) who are appointed to the Board for four-year terms. Each member may serve a maximum of two terms. The five licensed members and two public members are appointed by the Governor. One public member is appointed by the Senate Rules Committee, and one public member is appointed by the Speaker of the Assembly. Public members cannot be licensed by the Board of Psychology or by any other Department of Consumer Affairs healing arts board.

The Board's executive officer is appointed by the Board to ensure that the Board functions efficiently and serves solely in the interests of the consumers of psychological services in the State of California.

The Board of Psychology is funded totally through license, application, and examination fees. The Board receives absolutely no tax money from the general Revenue Fund of the State of California.

The Board of Psychology exists solely to serve the public by:

- Protecting the health, safety, and welfare of consumers of psychological services with integrity honesty, and efficiency;
- Advocating the highest principles of professional psychological practice;
- Empowering the consumer through education on licensee/registrant disciplinary actions and through providing the best available information on current trends in psychological service options.

Who Does the Board Regulate?

- Licensed psychologists may practice independently in any private or public setting.
- Psychological assistants must possess a qualifying master's degree and are registered to a licensed psychologist or to a board-certified psychiatrist as employees who may provide limited psychological services to the public under the direct supervision of the psychologist or psychiatrist to whom they are registered.
- Registered psychologists must possess a doctoral degree which meets licensure requirements and possess at least 1,500 hours of qualifying supervised professional experience.

- Registered psychologists are registered to engage in psychological activities at nonprofit community agencies that receive a minimum of 25% of their funding from some governmental source. Registered psychologists may not engage in psychological activities outside the approved nonprofit community agency where they are registered.

How Does the Board Accomplish Its Mission?

The Board accomplishes its mission by working to ensure that psychologists provide consumers appropriate and ethical psychological services and do not exploit consumers by abusing the power advantage inherent in any psychotherapeutic relationship. The Board also works to ensure that:

- Those entering the profession of psychology possess minimal competency to practice psychology independently and safely. This is achieved by requiring candidates for a license to possess an appropriate doctorate degree from an approved or accredited university and by requiring the completion of a minimum of 3,000 hours of supervised professional experience. Each license applicant must also pass a national written examination and a California examination. In addition, in order to renew a license, a psychologist must complete 36 hours of approved continuing education every two years.
- The Board's enforcement efforts are focused on protecting a vulnerable consumer population from exploitative, unscrupulous, and/or otherwise incompetent licensed psychologists.

Mission, Vision, and Values

Mission

The Board of Psychology protects consumers of psychological services by licensing psychologists, regulating the practice of psychology, and supporting the evolution of the profession.

Vision

A healthy California where our diverse communities enjoy the benefits of the highest standard of psychological services.

Values

Transparency

Integrity

Fairness

Responsiveness

Professionalism

Strategic Goal Areas

Goal 1: Licensing

The Board of Psychology (Board) establishes pathways to obtain and maintain a license to provide psychological services in California.

Goal 2: Continuing Professional Development

The Board ensures that licensees maintain competency to practice psychology in California.

Goal 3: Policy and Advocacy

The Board advocates for statutes and develops regulations that provide for the protection of consumer health and safety.

Goal 4: Enforcement

The Board investigates complaints and enforces the laws governing the practice of psychology in California.

Goal 5: Outreach and Education

The Board engages, informs, and educates consumers, licensees, students, and other stakeholders about the practice of psychology and the laws that govern it.

Goal 6: Board Operations

The Board Members and Staff work together to maintain the resources necessary to implement the Board's mission and meet its goals.

Acronyms

AEO – Assistant Executive Officer

CE – Continuing Education

CERC – Continuing Education and Renewals Coordinator

CPD – Continuing Professional Development

CSC – Central Services Coordinator

CSM – Central Services Manager

DCA – Department of Consumer Affairs

DOI – Department of Investigation

EO – Executive Officer

EPM – Enforcement Program Manager

LBC – Licensing and BreEZe coordinator

LM – Licensing Manager

OAG – Office of the Attorney General

OAH – Office of Administrative Hearings

OCM – Organizational Change Management

OCC – Outreach and Communication Committee

Goal 1: Licensing

1.1 Implement electronic submission of application and renewal processes to reduce paper and administrative costs.

Start Date: Q2 2019		End Date: Q4 2023	
Success Measure: Increase percentage of applications received online.			
Major Tasks	Responsible Party	Completion Date	Status
Conduct organizational change management process to review application and renewal procedures for paper lite in both Central Services and Licensing Units.	CSM and LM	Q2 2019	Q1 2022
Implement recommendations from OCM.*	LBC and CERC	Q2 2020	Q2 2022
Outreach and education regarding paper lite processes.	All Staff	Q2 2020 (ongoing)	Q3 2022

1.2 Examine reliability and accuracy of license application and renewal data to reduce unnecessary and duplicative requests to licensees.

Start Date: Q2 2019		End Date: Q1 2021	
Success Measure: Decrease unnecessary and duplicative requests.			
Major Tasks	Responsible Party	Completion Date	Status
Collaborate with OCM to address issue.	CSM and LM	Q2 2019	Q1 2021
Implement recommendations from OCM.*	BC and CERC	Q1 2021	Q2 2022

*Implementation includes training

1.3 Implement the “Pathways to Licensure” as approved by the Board to reduce barriers to licensure, eliminate confusion, and streamline the process.

Start Date: Q4 2019		End Date: Q3 2023	
Success Measure: Decrease in phone calls and emails regarding the licensure process and processing times.			
Major Tasks	Responsible Party	Completion Date	Status
Draft legislative proposals 1 Substantive changes 2 Non-substantive changes	CSM	Q4 2019	Completed
Create advisories to applicants, licensees and supervisors regarding statutory changes.	CSC and LBC	Q1 2021	Completed
Implement statutory changes.*	CSC and LBC	Q1 2021	Q1 2022
Draft regulatory proposal.	LM and AEO	Q3 2021	Q2 2022
Create advisories to applicants, licensees and supervisors regarding regulatory changes.	CSC and LBC	Q3 2023	Q3 2023
Implement regulatory changes.*	CSC and LBC	Q3 2023	Q3 2023

1.4 Create an online system to check application process for applicants to easily check their application or renewal status.

Start Date: Q1 2022		End Date: Q1 2023 (ongoing)	
Success Measure: Increase applicant and licensee autonomy regarding the application status.			
Major Tasks	Responsible Party	Completion Date	Status
Identify BreEZe enhancements.	LBC and CERC	Q1 2022	On Schedule
Request BreEZe enhancements.	LBC and CERC	Q2 2022	On Schedule
Educate licensees and applicants regarding new functionality.	Licensing and Central Services Staff	Q1 2023 (ongoing)	On Schedule

1.5 Establish and implement a plan to improve responsiveness to address stakeholder concerns.

Start Date: Q2 2019		End Date: Q3 2023	
Success Measure: Improved accessibility to staff and customer service for stakeholders.			
Major Tasks	Responsible Party	Completion Date	Status
Process improvement through OCM, Pathways to Licensure, and BreEZe enhancements to make staff more accessible to stakeholders.	All Staff	Q3 2023 (ongoing)	On Schedule

1.6 Implement retired status regulations and ensure Board staff and licensees are educated about the new requirements to provide licensees an additional option.

Start Date:Q2 2021		End Date:Q4 2021	
Success Measure: The number of licensees using the retired status option.			
Major Tasks	Responsible Party	Completion Date	Status
Identify and request BreEZe enhancements.	LBC and CSC	Q2 2021	Q4 2022
Implement retired status regulations.*	CSM	Q4 2021	Q4 2022
Train Central Services staff on new regulations.	CSM	Q4 2021	Q4 2022
Outreach and education to licensees regarding the new status.	Central Services Staff	Q4 2021	Q4 2022

Goal 2: Continuing Professional Development

2.1 Implement licensed Board member Continuing Professional Development (CPD) audits each license renewal cycle for transparency.

Start Date: Q1 2019		End Date: Q4 2023	
Success Measure: Increased transparency for Board member CPD compliance.			
Major Tasks	Responsible Party	Completion Date	Status
Conduct audits for Board members.*	CERC	Ongoing	On Schedule

*Add this to New Board Member orientation

2.2 Create a media presentation for Continuing Education/Continuing Professional Development process to improve clarity, reduce confusion, and increase stakeholder satisfaction.

Start Date: Q4 2020		End Date: Q1 2021	
Success Measure: Number of YouTube views.			
Major Tasks	Responsible Party	Completion Date	Status
Create presentation.	CERC and AEO	Q4 2020	Q1 2022
Post presentation on YouTube.	CERC	Q1 2021	Q1 2022

2.3 Create a web page that links to American Psychological Association, California Psychological Association, Accreditation Council for Continuing Medical Education, Association of Black Psychologists, and their approved providers to assist licensees in selecting available CE courses.

Start Date: Q2 2019		End Date: Q2 2019	
Success Measure: Links are accessible to licensees on Board’s website.			
Major Tasks	Responsible Party	Completion Date	Status
Create and maintain web page.	CERC	Q2 2019	Completed
Outreach and education to licensees regarding the new web page.	CERC	Q2 2019 (ongoing)	Completed

2.4 Implement Continuing Professional Development regulations and ensure Board staff and licensees are educated about the new requirements to broaden licensees' opportunities to maintain professional competence.

Start Date: Q1 2020		End Date: Q1 2021	
Success Measure: Additional opportunities to maintain competence.			
Major Tasks	Responsible Party	Completion Date	Status
Identify and request BreEZe enhancements.	LBC and CERC	Q1 2020	Q1 2022
Implement CPD regulations.	CERC	Q1 2021	Q1 2022
Train Central Services staff on new regulations.	CERC	Q4 2020	Q1 2022
Outreach and education to licensees regarding the new CPD regulations.	Central Services Staff	Q4 2020	Q1 2022

Goal 3: Policy and Advocacy

3.1 Conduct landscape analysis of potential partners for legislative advocacy to implement the Board's mission and meet its goals.

Start Date: Q4 2021		End Date: Q1 2022	
Success Measure: More effective advocacy for legislative goals.			
Major Tasks	Responsible Party	Completion Date	Status
Conduct analysis to identify groups in various areas of interest.	EO and CSM	Q4 2021	Q1 2022
Utilize partnerships to assist the Board in meeting its legislative goals.	CSM and CSC	Q1 2022	On Schedule

3.2 Increase the effectiveness of communication regarding the Board's legislative efforts to help stakeholders understand the policy priorities of the Board.

Start Date: Q3 2022		End Date: Q1 2023	
Success Measure: Additional communication tools put in place.			
Major Tasks	Responsible Party	Completion Date	Status
Evaluate current communication modalities.	EO and CSM	Q3 2022	On Schedule
Identify more effective communication tools.	EO and CSM	Q4 2022	On Schedule
Implement identified communication tools.	CSC	Q1 2023	On Schedule

3.3 Implement telepsychology regulations and ensure Board staff and licensees are educated about the new regulations to allow licensees to incorporate technology into their practices.

Start Date: Q2 2020		End Date: Q2 2020	
Success Measure: The availability of information on the new regulations to staff and licensees.			
Major Tasks	Responsible Party	Completion Date	Status
Train all staff on new regulations.	AEO	Q2 2020	Completed
Outreach and education to licensees regarding the new regulations.	All Staff	Q2 2020	Completed
Create advisory for licensees	CSC/CERC	Q2 2020	Completed

Goal 4: Enforcement

4.1 Develop and implement effective communication process from open to close of a case to better inform complainants and respondents.

Start Date: Q2 2021		End Date: Q4 2021	
Success Measure: More effective communication.			
Major Tasks	Responsible Party	Completion Date	Status
Evaluate current communication tools to complainants and respondents.	Enforcement Staff	Q2 2021	Completed
Identify more effective communication tools.	Enforcement Staff	Q3 2021	Completed
Implement identified communication tools.*	Enforcement Staff	Q4 2021	Completed

* Communication tools include acknowledgement, subject letter, and flow chart

4.2 Educate licensees and consumers about the enforcement process to clarify for stakeholders the roles and responsibilities in the decision-making process.

Start Date: Q1 2022		End Date: Q3 2022	
Success Measure: The availability of information on the enforcement process to stakeholders.			
Major Tasks	Responsible Party	Completion Date	Status
Evaluate the enforcement page on the Board’s website.	Enforcement Staff	Q1 2022	On Schedule
Identify areas for improvement.	EPM	Q2 2022	On Schedule
Develop and publish a fact sheet regarding roles and responsibilities of the different government entities* involved in the decision-making process.	EPM	Q3 2022	On Schedule

*Government entities include the Board, DCA, DOI, OAG, and OAH

4.3 Support DCA's efforts to recruit and maintain investigative staff and resources to reduce investigative timeframes.

Start Date: Q1 2019		End Date: Q1 2019	
Success Measure: Additional investigative staff.			
Major Tasks	Responsible Party	Completion Date	Status
Advocate for additional investigative staff.	EO	Q1 2019	Completed

4.4 Complete review of the Board's existing and proposed enforcement statutes and regulations for clarity, cohesiveness, and effectiveness.

Start Date: Q4 2019		End Date: Q4 2023	
Success Measure: Enforcement laws are more clear, cohesive and effective.			
Major Tasks	Responsible Party	Completion Date	Status
Evaluate existing statutes and regulations.	Enforcement Staff	Q4 2019	Completed
Identify amendments and additions to statutes and regulations.	Enforcement Staff	Q2 2020	Q4 2021
Draft legislative proposal.	EPM and CSM	Q4 2020	Q4 2021
Create advisories to stakeholders regarding statutory changes.	CSC and EPM	Q1 2022	Q1 2023
Implement statutory changes.	Enforcement Staff	Q1 2022	Q1 2023
Draft regulatory proposal.	EPM	Q2 2022	Q1 2023
Create advisories to stakeholders regarding regulatory changes.	CSC and EPM	Q4 2023	Q4 2023
Implement regulatory changes.	Enforcement Staff	Q4 2023	Q4 2023

4.5 Evaluate internal policies and procedures related to evolving enforcement issues, such as child custody evaluations, to ensure a fair and equitable process.

Start Date: Q3 2019		End Date: Q2 2021	
Success Measure: Enforcement processes evaluated.			
Major Tasks	Responsible Party	Completion Date	Status
Collaborate with OCM to evaluate current processes.	Enforcement Staff	Q3 2019	Q4 2021
Implement recommendations from OCM.	Enforcement Staff	Q2 2021	Q1 2022

4.6 Increase pool of qualified enforcement subject matter experts to ensure effective and fair enforcement proceedings.

Start Date: Q3 2020		End Date: Q1 2021	
Success Measure: Larger pool of qualified experts.			
Major Tasks	Responsible Party	Completion Date	Status
Evaluate recruitment tools for subject matter experts.	EO and EPM	Q3 2020	Q1 2022
Identify more effective recruitment tools.	EO and EPM	Q4 2020	Q2 2022
Implement identified recruitment tools.	Enforcement Staff	Q1 2021	Q2 2022

Goal 5: Outreach and Education

5.1 Expand current communication plan and collaborate with entities that work with consumers to increase community outreach.

Start Date: Q2 2022		End Date: Q4 2023	
Success Measure: More effective communication plan.			
Major Tasks	Responsible Party	Completion Date	Status
Evaluate current plan.	EO and CSM	Q2 2022	On Schedule
Identify entities that work with consumers.	EO and CSM	Q3 2022	On Schedule
Identify necessary amendments to plan.	EO and CSM	Q3 2023	On Schedule
Implement new plan.	CSM	Q4 2023	On Schedule

5.2 Update instructional videos regarding licensing application to better inform stakeholders.

Start Date: Q1 2020		End Date: Q3 2021	
Success Measure: Availability of instructional videos.			
Major Tasks	Responsible Party	Completion Date	Status
Evaluate current videos.	Licensing Staff	Q1 2020	Q4 2022
Identify need for updating existing videos.	Licensing Staff	Q1 2020	Q4 2022
Identify need for additional videos.	LM	Q2 2020	Q4 2022
Work with Office of Public Affairs to produce videos.	LM	Q4 2020	Q1 2023
Outreach and education regarding availability of videos.	Licensing Staff	Q3 2021	Q4 2023

5.3 Increase Board engagement with schools, training programs, public events, and relevant professional organizations to raise awareness of the Board's activities.

Start Date: Q1 2019		End Date: Q4 2023 (ongoing)	
Success Measure: Increase in number of outreach events attended.			
Major Tasks	Responsible Party	Completion Date	Status
Identify opportunities for outreach and education.	EO, AEO, CSM, LM, EPM	Q1 2019 (ongoing)	On Schedule
Participate in outreach activities.	All Staff	Ongoing	On Schedule

5.4 Analyze resources allocated to outreach and education to maximize outreach and education efforts.

Start Date: Q4 2019		End Date: Q4 2020	
Success Measure: Resource allocation analyzed.			
Major Tasks	Responsible Party	Completion Date	Status
Collaborate with OCM to address issue.	CSM	Q4 2019	BCP for Position Denied
Implement recommendations from OCM.	CSM	Q4 2020	N/A

5.5 Improve communication of the Board's activities to interested parties list to expand understanding of the Board's actions.

Start Date: Q4 2021		End Date: Q1 2023	
Success Measure: More effective communication of Board activities.			
Major Tasks	Responsible Party	Completion Date	Status
Evaluate current communication tools.	EO and CSM	Q4 2021	On Schedule
Identify need for additional communication tools.	EO, AEO, CSM, and CSC	Q4 2022	On Schedule
Implement necessary communication tools.	All Staff	Q1 2023	On Schedule

5.6 Review, update, and create informational publications to foster effective communication and reduce stakeholder confusion.

Start Date: Q1 2019		End Date: Q3 2023	
Success Measure: Relevant publications available to stakeholders.			
Major Tasks	Responsible Party	Completion Date	Status
Evaluate current publications.	All Staff	Q1 2019 (ongoing)	On Schedule
Identify need for updating existing publications.	All Staff	Q1 2022	On Schedule
Identify need for additional publications.	All Staff	Q2 2022	On Schedule
Work with Office of Publications, Design, & Editing to produce publications.	EO	Q3 2023	On Schedule
Outreach and education regarding availability of publications.	All Staff	Q3 2023	On Schedule

5.7 Develop campaign(s) to communicate what the Board is and what it does to promote a better understanding to specific stakeholders of the purpose, activities, and processes of the Board.

Start Date: Q2 2022		End Date: Q2 2023	
Success Measure: Increased stakeholder awareness of the Board.			
Major Tasks	Responsible Party	Completion Date	Status
Develop a campaign plan with the Outreach and Communication Committee (OCC).	EO, AEO, CSM, and OEC	Q2 2022	Q4 2022
Implement plan.	All Staff	Q2 2023	On Schedule

Goal 6: Board Operations

6.1 Strengthen internal culture of customer service to respond to consumers, applicants, and licensees of the Board.

Start Date: Q3 2019		End Date: Q3 2020	
Success Measure: Improved customer service.			
Major Tasks	Responsible Party	Completion Date	Status
Conduct analysis.	AEO	Q3 2019	Q4 2022
Utilize SOLID to implement changes identified by analysis to improve customer service.	EO, AEO, CSM, LM, and EPM	Q3 2020	Q1 2023

6.2 Collaborate with DCA to review internal processes and implement recommended improvements to better serve the stakeholders of the Board.

Start Date: Q1 2020		End Date: Q4 2023	
Success Measure: More effective and efficient internal processes.			
Major Tasks	Responsible Party	Completion Date	Status
Collaborate with OCM to review internal processes.	All Staff	Q1 2020	Q1 2022
Implement recommendations from OCM.	All Staff	Q4 2023	On Schedule

6.3 Advance transition to reduce the use of paper documents to promote environmental friendliness and reduce costs over time.

Start Date: Q1 2020		End Date: Q4 2023	
Success Measure: Reduction in the use of paper documents.			
Major Tasks	Responsible Party	Completion Date	Status
Collaborate with OCM to reduce paper processes.	All Staff	Q1 2020	Q1 2022
Implement recommendations from OCM.*	All Staff	Q4 2023	On Schedule

MEMORANDUM

DATE	October 27, 2021
TO	Board of Psychology
FROM	Jason Glasspiegel Central Services Coordinator
SUBJECT	Agenda Item #9(b): Social Media Update

Background:

- a) **Facebook:** <https://www.facebook.com/BoardofPsychology>

Total “Likes”: 849 (**For “Likes” over time, please see attached chart**)

Most popular post of 2021 so far:

8/17/2021 – Standards of Practice for Telehealth Regulation Advisory – 163 views, 23 “Post Clicks”, 1 “Like”.

- b) **Twitter:** <https://twitter.com/CABDofPsych>

Followers: 499 (**For Followers over time, please see attached chart**)

Following: 642

Total Tweets: 1,131

- c) **Board/Committee Meeting Webcast:**

2021

Board Meetings

August 27th Part 1 - 56 Views

August 24th Part 2 - 55 Views

May 21st Part 1 - 75 Views

May 21st Part 2 - 77 Views

April 2nd Part 1 - 49 Views

April 2nd Part 2 - 85 Views

February 18th Part 1 - 105 Views

February 18th Part 2 - 47 Views

February 19th - 63 Views

Legislative and Regulatory Affairs Committee

March 19th – 54 Views

June 11th – 25 Views

Licensure Committee

January 7th – 117 Views

July 16th – 39 Views

Outreach and Communications Committee

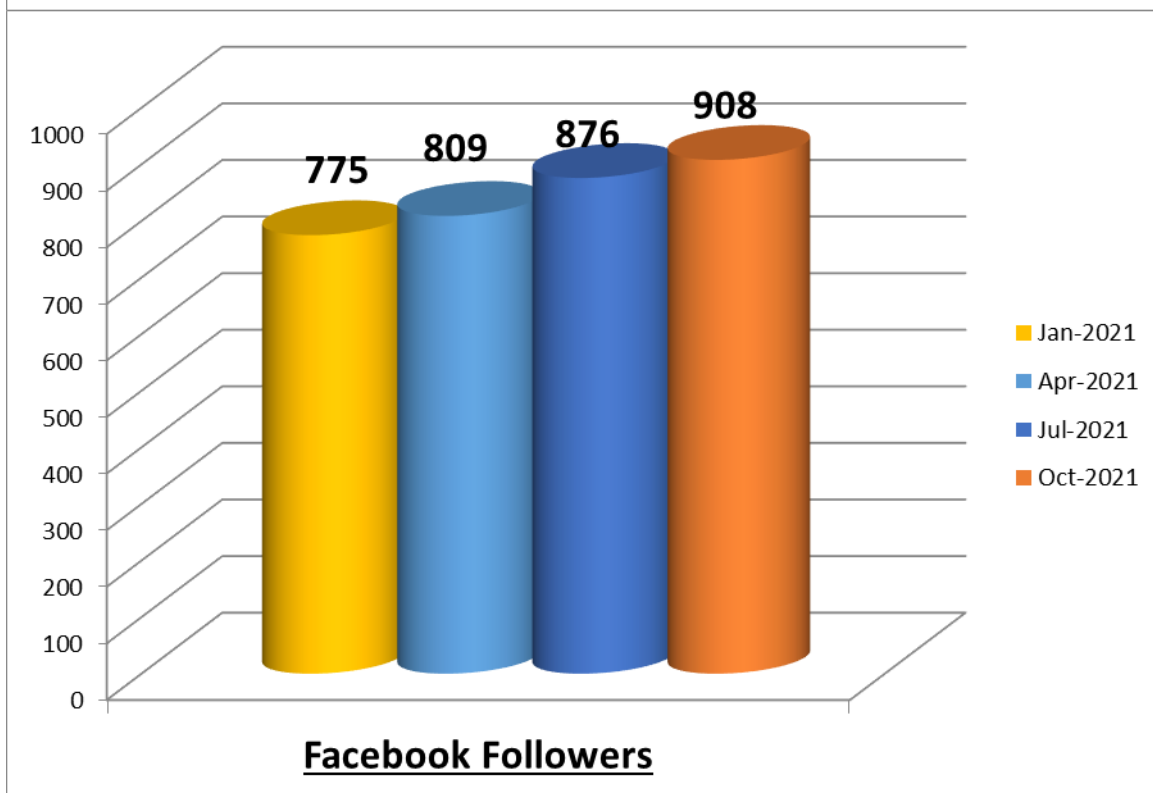
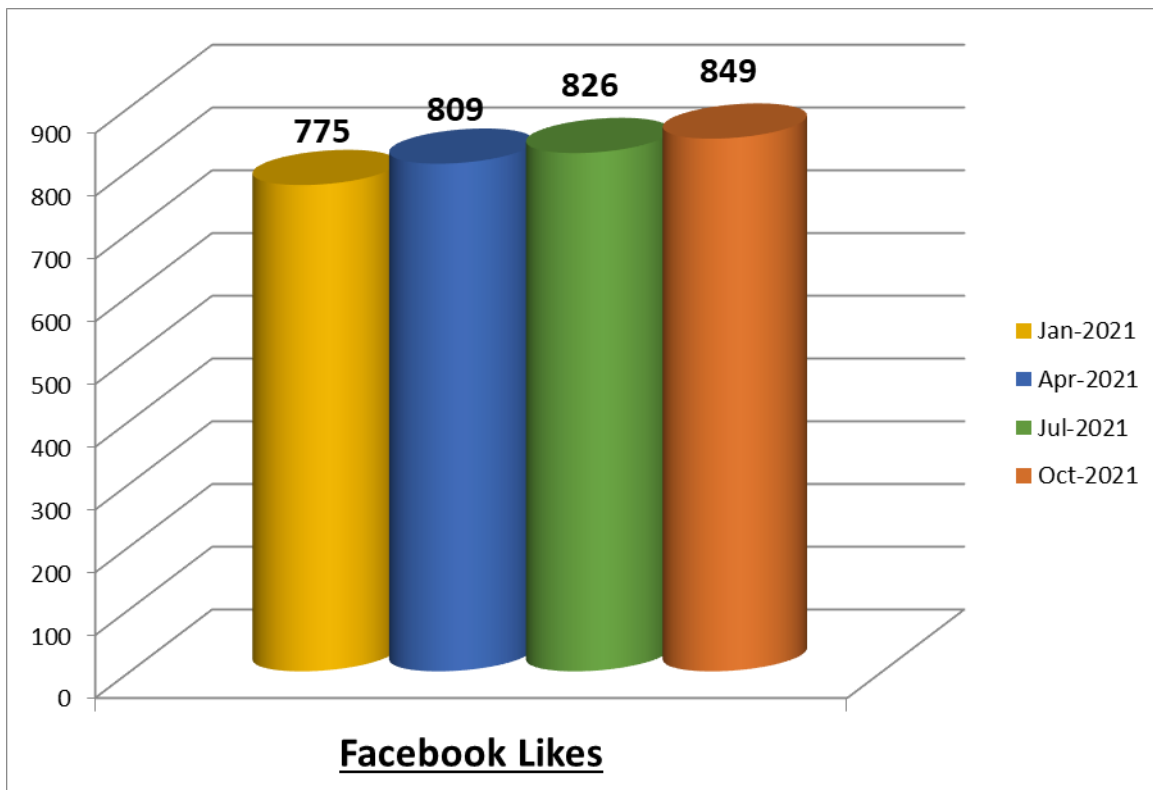
September 23rd – 24 Views

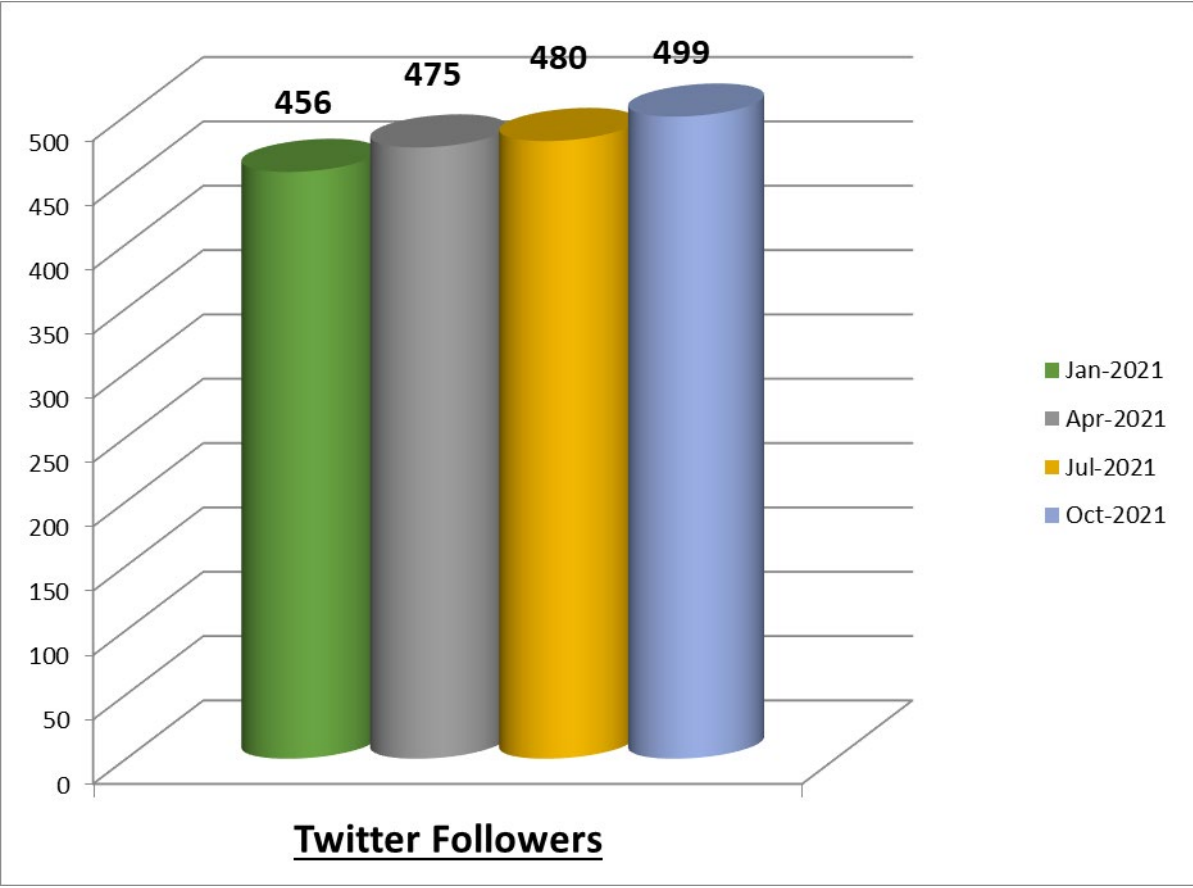
Telepsychology Committee

May 7th – 57 Views

Action Requested:

This item is for informational purposes only. No action is required.





MEMORANDUM

DATE	October 27, 2021
TO	Board of Psychology
FROM	Jason Glasspiegel Central Services Manager
SUBJECT	Agenda Item #9(c): Website Update

Website Background:

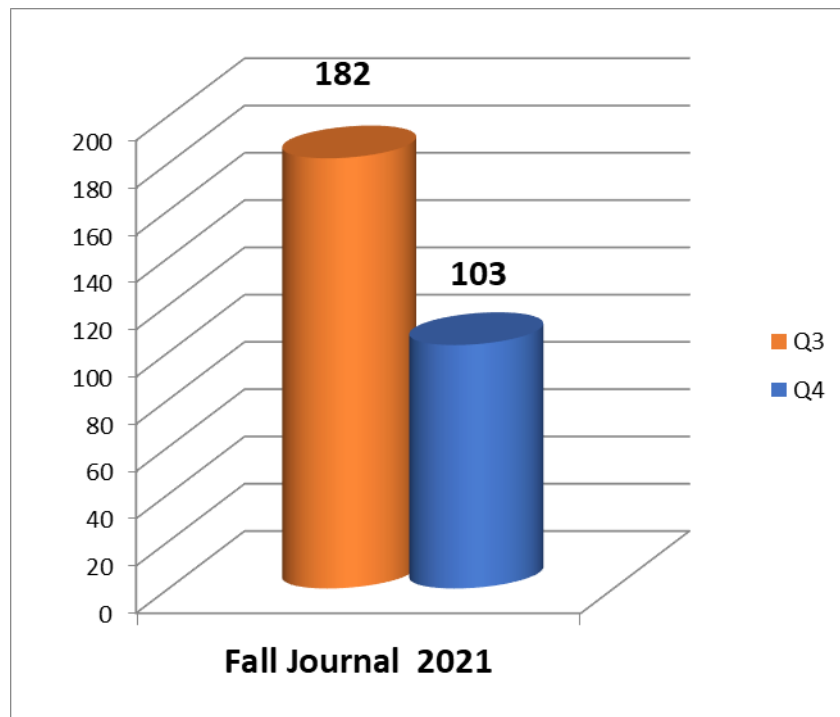
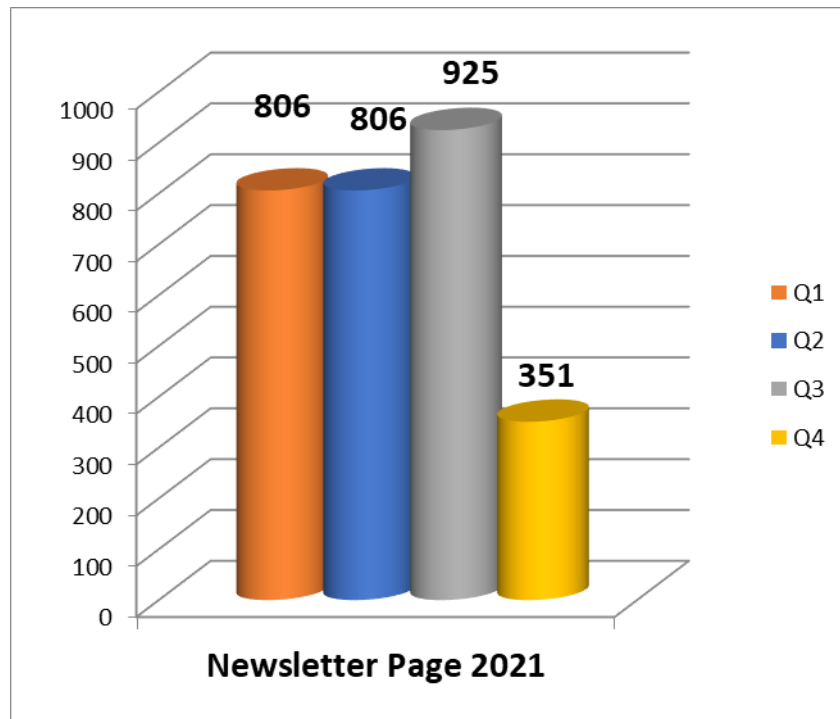
Website: www.psychology.ca.gov

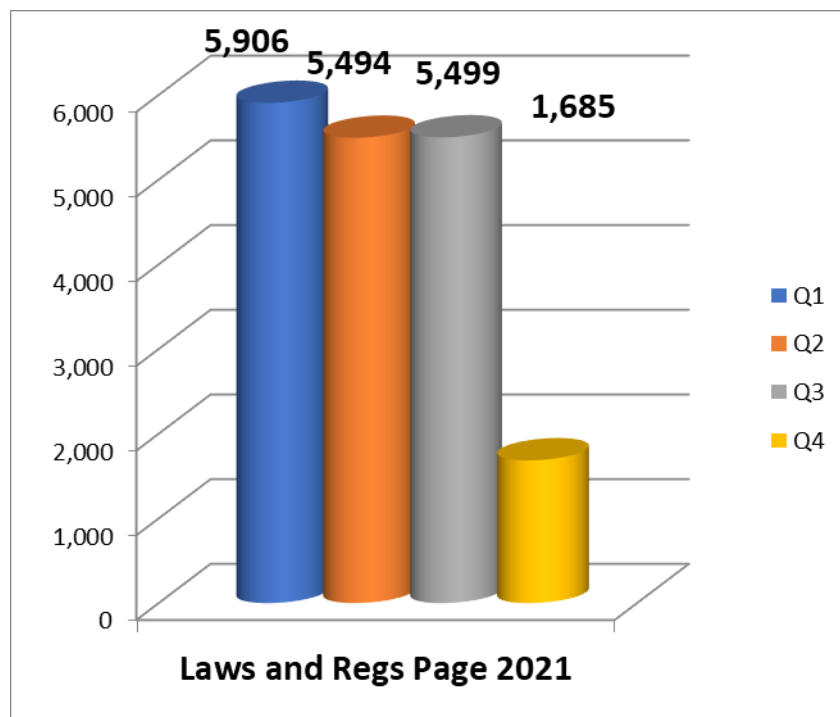
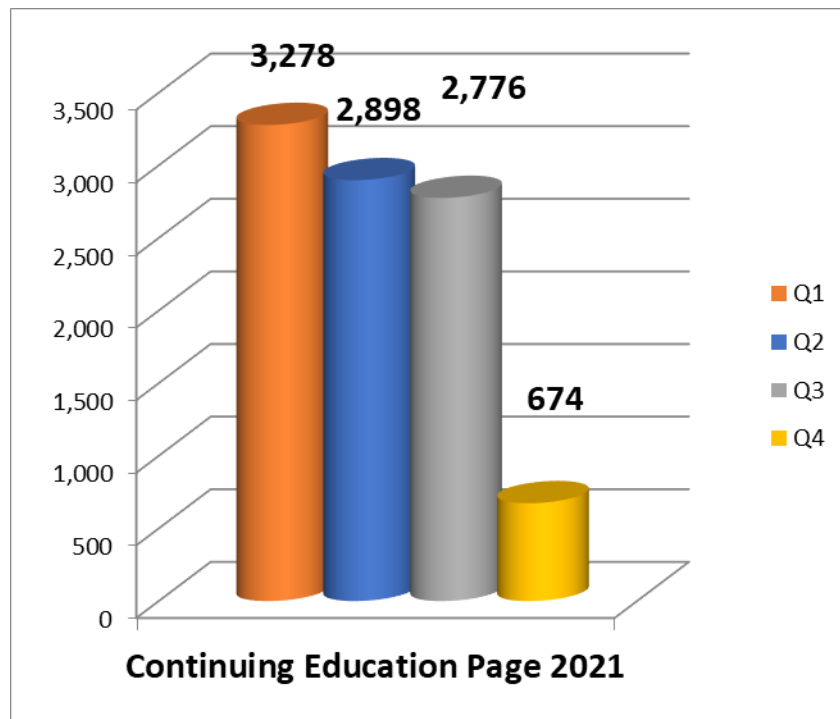
Below and on the following pages please find the top five web pages viewed between January 1, 2021 and October 26, 2021.

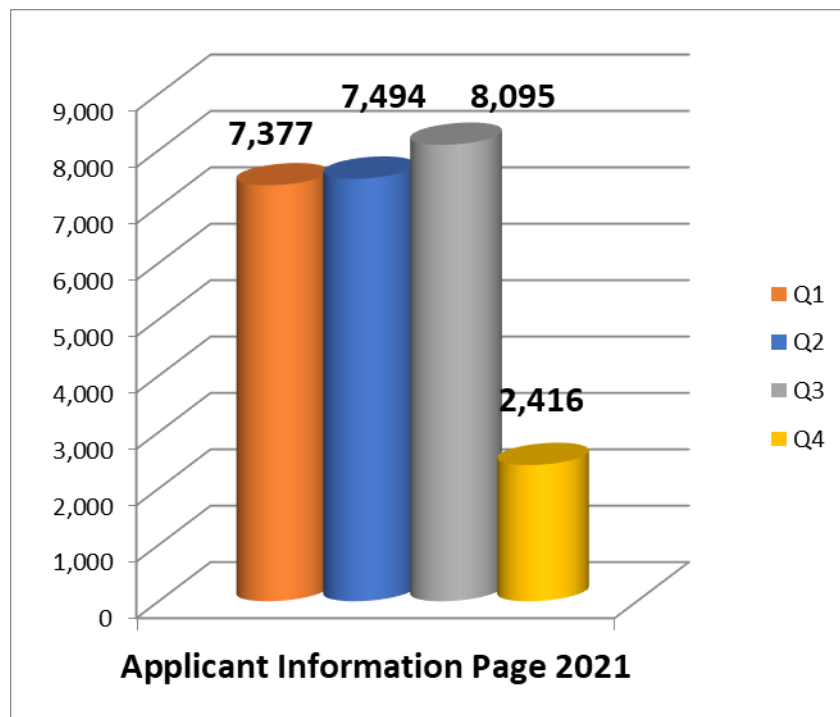
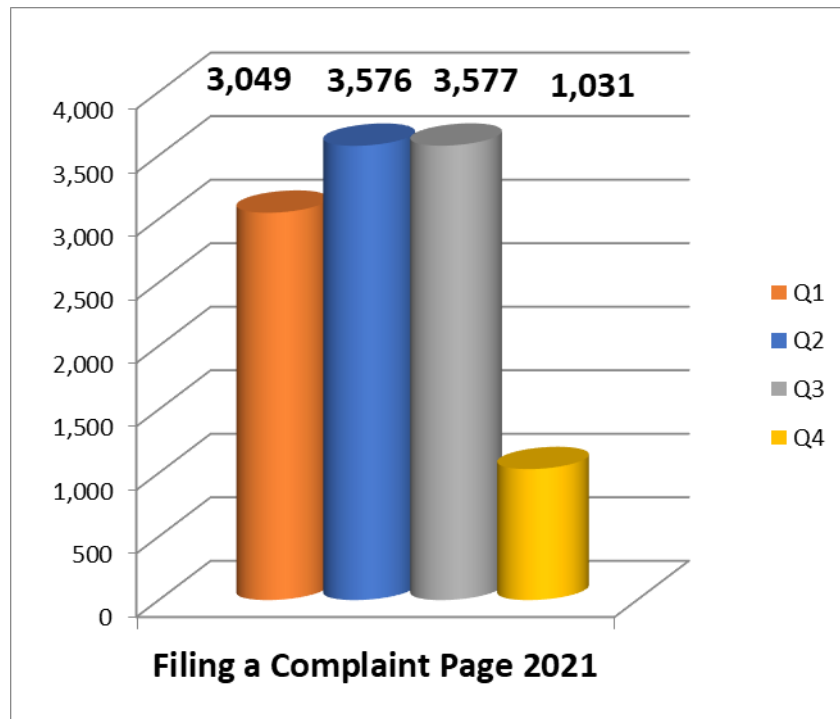
TOP FIVE PAGES	# OF VIEWS	CONTENT
/licensees/index.shtml	37,173	Licensee and Registrant Information Page
/applicants/psychologist.shtml	34,859	Psychologist Applicant Page
/about_us/breeze.shtml	28,486	BreEZe Online Services – First Time User Instructions
/applicants/licupdates.shtml	26,939	Application Processing Timeframes
/applicants/index.shtml	25,382	Applicant Information Page

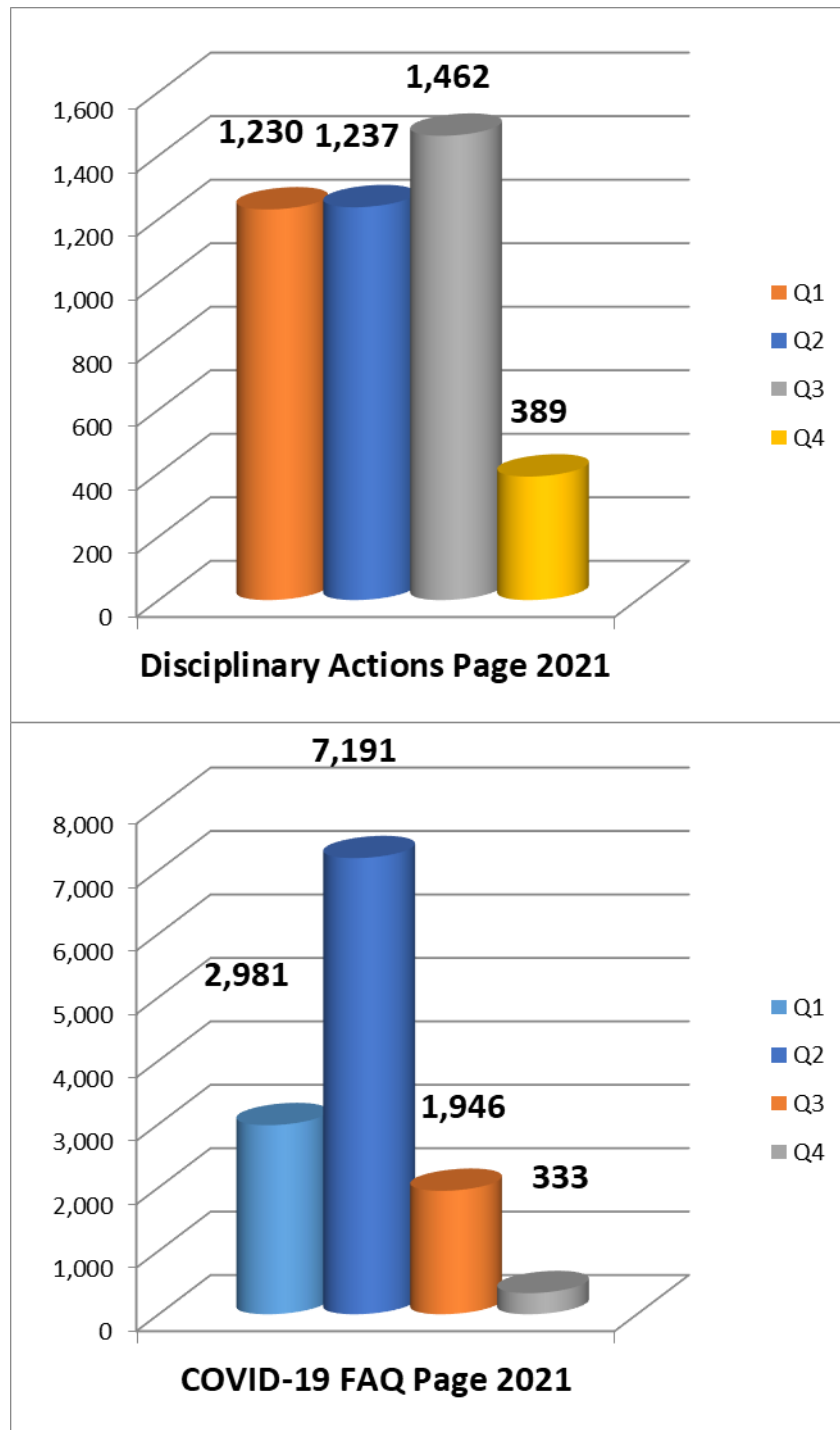
Below please find the 2021 viewings for the following pages by quarter (through October 26, 2021):

- Newsletter page
- Most Recent Newsletter
- Continuing Education Page
- Laws and Regulations Page
- Filing a Complaint Page
- Applicant Information Page
- Disciplinary Actions Page
- COVID-19 FAQ Page









Legislative Advisories

Views to Date

AB 2113 (Low), Refugees, asylees, and special immigrant visa, etc.	176
AB 2253 (Low), Professional Licensure	492
SB 1474 (BP&ED), Business and Professions	163
AB 1145 (Cristina Garcia) Child Abuse: Reportable Conduct, etc.	470
AB 1076 (Ting) – Criminal Records: Automatic Relief	611
SB 425 (Hill) Probationary Physician's and Surgeon's: Unprofessional Conduct.	199

SB 786 (BP&ED) – Healing Arts.	119
AB 2138 (Chiu) – Licensing Boards: Denial of Application (legislation)	509
AB 89 (Levine) – Psychologists: Suicide Prevention Training	17,877

Regulation Advisory

Standards of Practice for Telehealth Regulation Advisory	11,363
Standards of Practice for Telehealth Regulation FAQ	48
AB 2138 (Chiu) – Licensing Boards: Denial of Application (Regulation)	152
Verification of Experience Regulation	29,396
Uniform Standards, etc.	8,043
Filing of Addresses Regulation Advisory	10,299

Action Requested:

This item is for informational purposes only. No action is required.

MEMORANDUM

DATE	October 27, 2021
TO	Board of Psychology
FROM	Antonette Sorrick, Executive Officer
SUBJECT	Agenda Item 9(d): Update on Newsletter

Background:

Attached is the Board's *Fall Journal*. The *Winter Journal* will go out in December 2021.

Action Requested:

This item is for informational purposes only. No action is required.

Journal

***** The California Department of Consumer Affairs, Board of Psychology Newsletter *****

IN THIS ISSUE:

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Meeting Calendar.....	12

President's Message



Seyron Foo, Board of Psychology

As California makes its comeback from the pandemic, we continue to adapt to ever-changing local conditions to fulfill our mission to protect consumers of psychological services by licensing psychologists, regulating the practice of psychology, and supporting the evolution of the profession.

With the differing approaches that counties may be taking, the Board has provided a six-month grace period to allow the one-hour, face-to-face, direct, individual supervision to be conducted via a HIPAA-compliant video until January 1, 2022. The trainee should indicate the face-to-face was completed using [HIPAA-compliant technology](#) during the COVID-19 pandemic in the weekly log. This grace period will serve as a transitional period as various waivers are wound down.

We are also looking forward to our first in-person meeting since the pandemic on November 18–19 in Sacramento. While over the last year we have continued to meet regularly virtually, I know that Board members and stakeholders look forward to returning in person. However, over the course of the last year and half, we have also witnessed an increase in public participation because of the accessibility of virtual meetings to stakeholders across the state. To that end, the Board will head into 2022 with a hybrid model of virtual Board meetings and in-person meetings to maximize the benefits of both mediums.

All of these forward-looking plans are contingent on the state's ability to manage the pandemic. The best path forward to reach a sense of normalcy includes vaccines against COVID-19. We encourage you to learn more about the vaccine and how to obtain it at [myturn.ca.gov](#). Together, we can tackle the pandemic head-on with the most effective strategy—getting vaccinated.

Finally, the Legislature has approved the Board's continuance through January 1, 2026, as a part of Senate Bill 801 (Archuleta and Roth). The Legislature conducts periodic reviews of the Board of Psychology's role of consumer protection, evaluating if we are effectively executing our mission. We are pleased that the Legislature has affirmed

(continued on page 2)

www.psychology.ca.gov



www.facebook.com/BoardofPsychology



twitter.com/BDofPsychology
Twitter handle: @BDofPsychology



To verify a license: www.breeze.ca.gov

To update address of record or email address: www.breeze.ca.gov

Contact us: bopmail@dca.ca.gov

Sign up for our email list:
www.psychology.ca.gov





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the Board's important role. SB 801 incorporates the Board's new changes. Notably, psychological assistants will be renamed registered psychological associates. This reflects consistent feedback from stakeholders who participated in our Pathways to Licensure conversations. Additionally, the Board incorporated the National Register of Health Services Psychologists (NRHSP) as an additional foreign credential evaluation service, responding to input from the public. Finally, to protect sensitive information, including confidential medical records, related to applicants seeking to extend the time

to gain supervised professional experience or to hold a psychological associate registration beyond 72 months, the Legislature determined that such decisions can be made with delegated authority in closed session to the Board's Licensure Committee.

While we continue to navigate uncertainty, I want to take the opportunity to thank the Board's staff for their continued diligence and adaptability in executing the Board's mission and the continued participation of stakeholders in the Board's virtual meetings.

The Role of the Board vs. the Role of Your Professional Association

Stephen C. Phillips, J.D., Psy.D., Board Member

The mission of the Board is to protect consumers of psychological services by licensing psychologists, regulating the practice of psychology, and supporting the evolution of the profession. As the Board's mission statement implies, the primary purpose of the Board is to protect consumers of psychological services in California. Unfortunately, licensees often confuse the Board's role with that of professional associations, such as the California Psychological Association (CPA).

As part of the current strategic plan for the Board, one of its priorities is to "to communicate what the Board is and what it does to promote a better understanding to specific stakeholders of the purpose, activities, and processes of the Board." The Board is a semi-autonomous consumer protection agency within the Department of Consumer Affairs of California, much like the Medical Board, the Contractors State License Board, and the Bureau of Automotive Repair. The Board is charged with the licensing, regulation, and enforcement of laws and regulations related to the practice of psychology. It both protects consumers from potential harm and, in doing so, it protects the value of the license held by psychologists by helping to ensure that appropriate legal and ethical standards are being observed by doctoral-level practitioners of psychology. A majority

of the Board's members are licensed psychologists who, along with the public members of the Board, give practical consideration to the implications of Board policies, processes, and decisions, while always considering the protection of the consumer their primary charge. The governor, Assembly speaker, and Senate president pro tempore appoint members to the Board to represent the interests of the consumers of California.

Professional associations, such as CPA, on the other hand, advocate on behalf of the interests of its members and California psychologists as a whole. Its representatives come before the Board to represent the best interests of its members. Similarly, the Board sees its stakeholders, such as its licensees, as an important part of the regulatory process, but it is the interests of consumers of psychological services that is given first consideration.

In short and in oversimplified terms, the Board protects consumers with due consideration of the practice concerns of its licensees. Professional psychological associations advocate for the best interests of psychologists and, when consistent, the best interests of the consumer. Hopefully, this distinction will help consumers and licensed psychologists to better understand the distinct roles of these respective organizations.



Licensed Mental Health Service Provider Education Program Award Recipient

Established in 1987, the Health Professions Education Foundation (HPEF) is the state's only nonprofit foundation statutorily created to encourage persons from underrepresented communities to become health professionals and increase access to health providers in medically underserved areas. Supported by Board licensing fees, grants, donations, and special funds, HPEF provides scholarship and loan repayment programs to students and graduates who agree to practice in California's medically underserved communities.

Shalbe Ealey, Psy.D.
2019–20 Licensed Mental Health Services Provider Education Program awardee, Southern California

My name is Shalbe Ealey and I am a current recipient of the Licensed Mental Health Services Provider Education Program (LMH) award for 2019–20. I have long nurtured a desire to provide mental health treatment to various individuals and focused my

training, education, and experience in this realm. I have the privilege to serve an underserved and marginalized population as a licensed clinical forensic psychologist working for the state.

The LMH award has given me the opportunity to continue to serve a community of individuals who society tends to disregard as untreatable while simultaneously aiding to lessen the ultimate financial burden of my training and education. The negative labels bestowed upon these individuals by society, their own actions, and at times their families, often impede their psychological progression towards wholistic health. I have had the opportunity to provide psychoeducation, advocacy, empathy, individual support, and mental health treatment to foster stability, understanding, and acceptance of their mental health illnesses. Being selected as an LMH award recipient has helped me to feel valued and appreciated within my field of practice! To say thank you for the opportunity is not enough.





One for Me and One for You

By Shacunda Rodgers, Ph.D., Board Member

Zoom fatigue. Pandemic fatigue. Mask fatigue. Social distancing fatigue. It has been a tiresome experience navigating all the ever-changing requirements for being in the world (or having to be away from the world) since the onset of the pandemic. Although many parts of the state and the world around us have now begun to reopen, there are still many people who are continuing to use videoconferencing platforms like Zoom to stay connected, particularly for work-related activities.

By now, we've all become intimately familiar with the experience of Zoom fatigue—the sense of physical, cognitive, and/or emotional exhaustion that comes from spending so much of our time residing within the four walls of our individual online Zoom boxes, while having had to spend over a year within the four walls of our homes. Our Zoom boxes are an apt metaphor for how we've been making our way through the pandemic collectively—neatly tucked away, separated from one another, but doing our best to create some semblance of being together, “connected but disconnected,” in the words of Dr. Steven Hickman, author of “Zoom Exhaustion is Real: Here Are Six Ways to Find Balance and Stay Connected,” which can be found in *Mindful Magazine*.

In this article, Dr. Hickman offers the following strategies to help manage Zoom fatigue:

1. **Take a few moments before clicking “Start” to settle and ground your attention.**
2. **Take the time to truly greet whoever is in the room with your full attention**—offer your attention to each face that appears (if the group is not too big).
3. **Choose “speaker view”** in order to focus your full attention on one person instead of the difficulty trying to take in 24 faces on “gallery view.”
4. **Resist the urge to multitask.**

5. **Try to take measured breaks between sessions.**

6. **And finally, remind yourself periodically that this is a new place** between presence and absence that we will have to learn how to accommodate as we go forward into the uncertain future.

These tips can be incredibly helpful in allowing ourselves to be fully present while on Zoom or another virtual meeting platform without being pulled into the narrative of how challenging it can sometimes be.

In reading this article by Dr. Hickman, I learned that he is the executive director of the Center for Mindful Self-Compassion, which allowed me to reflect on the good fortune I had to complete an eight-week course in Mindful Self-Compassion in May and June. The course was offered via Zoom, which allowed participants to join in together from all around the world (which is one of Zoom's definite benefits). One of my favorite practices I learned during this course was “Giving and Receiving Compassion,” which involves the act of breathing in kindness and compassion for yourself, and then “layering kindness and compassion” onto the breath as we extend it out to others. While the entire practice can be found in “Teaching the Mindful Self-Compassion Program: A Guide for Professionals” (Germer and Neff, 2019), I am including a short excerpt from this practice below. Feel free to read it first, then read it again while engaging in the practice, making the practice long enough to access the felt sense of breathing kindness and compassion into the body, and long enough to recognize your sending it out as well. Pay attention to what you notice internally. Here's the excerpt:

“Now focusing again on the sensation of breathing both in and out, savoring the sensation of breathing in and out.”

“Beginning to breathe in for yourself and out for [another] person or persons: ‘In for me and out for you,’ and ‘One for me and one for you.’”

“And as you breathe, drawing kindness and compassion in for yourself, and sending something good out to another.”

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“Feel free to adjust the balance between breathing in and out—‘Two for me and one for you,’ or ‘One for me and three for you’—or just let it be an equal flow, whatever feels right to you at this moment.”

I’ve been astounded by how heart-opening this exercise has been, as it has allowed my sense of compassion—both for myself and others—to expand, extending my ability to offer a silent wish for ease and wellbeing to those near me, as well as those who are far away. With continued practice, it is enabling me to strengthen the love I have for those close to me, offer friendliness to those who are more neutral in my life, and has even engendered some feelings of tenderness toward those that are more difficult. It has deepened my connection both to myself and has helped me become more attuned to the concept of our shared humanity, regardless of our many differences. Lastly, it has made me profoundly aware of the idea that we all have suffered in some way, particularly during the pandemic, and that compassion can be a beautiful antidote we can offer ourselves during moments of distress.

So, what does this have to do with Zoom fatigue? Well, since having learned this practice, I have begun using this Giving and Receiving Compassion practice

during my Zoom calls, breathing in compassion for myself, while also breathing for others who are also on the call. The chances are that the other people on the call are just as weary from Zoom fatigue as I might be and could benefit from the energy of care that I am silently directing toward them. “One for me and one for you” is such a settling, grounding practice that you can use at any time for yourself, while also sending compassion outward, in all directions, which then indirectly benefits others. It’s also a helpful strategy for redirecting and recharging our energy during Zoom calls, rather than being drained and becoming depleted of our internal resources.

The next time you find yourself on a virtual call, consider practicing these strategies shared by Dr. Hickman, holding it all with the warmth of kindness and compassion. Remind yourself of the “One for me and one for you” practice, and offer this same empathic wish to another person while on the call. Perhaps it may stay with you, and you’ll decide to breathe for other people you encounter in your real life as well. My hope is that these practices will smooth out the hard edges of fatigue, while offering you a soft place for you and your awareness to land. Wishing you peace, ease, and rest in the days and weeks ahead.





Explanation of Disciplinary Language and Actions

Gross negligence: An extreme departure from the standard of care.

Incompetence: Lack of knowledge or skills in discharging professional obligations.

Public letter of reproof: Formal discipline that consists of a reprimand of a licensee that is a matter of public record for conduct in violation of the law.

Accusation: A formal, written statement of charges.

Stipulated settlement of decision: The case is formally negotiated and settled prior to hearing.

Surrender: To resolve a disciplinary action, the licensee has given up his or her license, subject to acceptance by the Board of Psychology.

Suspension from practice: The licensee is prohibited from practicing or offering to provide psychological services during the term of suspension.

Revoked: The right to practice has ended due to disciplinary action.

Revocation stayed, probation with terms and conditions: “Stayed” means the revocation is postponed. Professional practice may continue so long as the licensee complies with specific probationary terms and conditions. Violation of any term of probation may result in the revocation that was postponed.

Administrative Citations:

April 1–June 30, 2021

Bryna Susan Siegel

Unlicensed, San Francisco

On May 14, 2021, the Board issued a citation containing an order of abatement and fine in the amount of \$5,000 to Bryna Susan Siegel for engaging in the unlicensed practice of psychology by conducting psychological assessments and making medical diagnoses when she signed reports that looked as if she was in fact a clinician who conducted the assessments.

Disciplinary Actions:

April 1–June 30, 2021

REVOCATION

Peter Barry Karzmark, Ph.D.

Psychologist License No. PSY 8551, San Jose

The Board revoked Dr. Karzmark’s license after a default decision was entered following the filing of a First Amended Accusation that alleged he engaged in unprofessional conduct and was grossly negligent when he failed to use more contemporary tests in order to assess intellectual functioning; failed to utilize baseline testing, or tests to estimate premorbid functioning; failed to maintain records; failed to properly assess and interpret the evidence and tests in line with the standard of care; and failed to consider collateral or first-hand information

regarding daily functioning. The default decision and order took effect April 14, 2021, after Dr. Karzmark failed to file a notice of defense.

SURRENDER

Molly O’Griffin, Psy.D.

Psychologist License No. PSY 22791, Novato

Dr. O’Griffin stipulated to the surrender of her license after the Board filed a Petition to Revoke Probation that alleged she failed to comply with the conditions of her probation requiring that she abstain from drugs and alcohol and submit to tests and samples. The decision and order took effect April 16, 2021.

Sarah Neustadter, Ph.D.

Psychologist License No. PSY 25470, Venice

Dr. Neustadter stipulated to the surrender of her license after the Board filed an Accusation that alleged she engaged in unprofessional conduct when she had sexual relations with a former patient. The surrender took effect June 7, 2021.

Joseph D. Muto, Psy.D.

Psychologist License No. PSY 25331, Washington, D.C.

Dr. Muto stipulated to the surrender of his license after the Board filed a Petition to Revoke Probation that alleged he failed to comply with the conditions of his probation requiring that he abstain from drugs and alcohol and submit to tests and samples. The surrender took effect May 11, 2021.

Belinda Jo Lopes, Ph.D.

Psychologist License No. PSY 17849, Walnut Creek

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Dr. Lopes stipulated to the surrender of her license after the Board filed a First Amended Accusation that alleged she engaged in unprofessional conduct and was grossly negligent when she failed to consider additional data points before presenting her report, did not appear to have met the educational requirements to qualify as a child custody evaluator or the mandatory yearly requirements to maintain that status; did not control for bias; failed to clarify the treatment relationships of the patients and failed to address concerns regarding conflicts; failed to maintain patient confidentiality; failed to provide the appropriate client termination or transfer of care; failed to avoid a conflict of interest; and failed to avoid harm to her patients. The decision and order took effect June 20, 2021.

PROBATION

Julie A. Davis, Psy.D.

Psychologist License No. PSY 24689, Laguna Niguel

Dr. Davis stipulated to placing her license on probation for three years, and is subject to its revocation if she fails to comply with the terms and conditions of probation, after the Board filed an Accusation that alleged she engaged in unprofessional conduct and committed gross negligence when she failed to report suspicions of child abuse or neglect; threatened to file a report with Child Protective Services unless a patient complied with various demands; made a custody recommendation without having been asked to do so by the court, and without evaluating both parents; and functioned outside her particular field of competence. The order took effect April 9, 2021.

Christy Fiber Sigmon, Psy.D.

Psychologist License No. PSY 20740, Davis

The Board placed Dr. Fiber Sigmon's license on probation for five years, and is subject to its revocation if she fails to comply with the terms and conditions of probation, after the Board filed an Accusation that alleged she engaged in dishonest, corrupt, and fraudulent acts; violated the rules or ethical code of the profession, or conduct that is unbecoming to a member in good standing of the profession, and that demonstrates an unfitness to practice the profession; knowingly engaged in activity in which temporary or more enduring

personal problems in her personality integration resulted in inferior professional services or harm to a patient or client; and violated the standards of ethical conduct relating to the practice of psychology. The decision and order took effect April 21, 2021.

Morella Bombardini, Psy.D.

Psychologist License No. PSY 24339, Annapolis, MD

The Board placed Dr. Bombardini's license on probation for five years, and is subject to its revocation if she fails to comply with the terms and conditions of probation, after the Board filed an Accusation that alleged she was convicted of a crime substantially related to the qualifications, duties, and functions of a licensed psychologist. The decision and order took effect April 23, 2021.

Kelly Lyttle Tonelli, Psy.D.

Psychologist License No. PSY 19248, Irvine

Dr. Tonelli stipulated to placing her license on probation for three years, and is subject to its revocation if she fails to comply with the terms and conditions of probation, after the Board filed an Accusation that alleged she committed unprofessional conduct and gross negligence when she took on a minor patient whose mother she was already treating, and refused to transmit the minor patient's records to her father upon written request. The decision and order took effect June 10, 2021.

Regulatory Update

Below are the Board's pending regulatory changes and their status in the formal rulemaking process.

Title 16, California Code of Regulations (CCR) Sections 1391.1, 1391.2, 1391.5, 1391.6, 1391.8, 1391.10, 1391.11, 1391.12, 1392.1—Psychological Assistants

Status: Initial departmental review.

This phase includes reviews by the Department of Consumer Affairs, and Business, Consumer Services and Housing Agency before formal Notice of Public Hearing with the Office of Administrative Law (OAL).

This regulatory package does the following:

Conforms the CCR to statutory changes made in Senate Bill 1193 (Hill, Chapter 484, Statutes of 2016),

(continued on page 8)



(continued from page 7)

which requires psychological assistants to obtain a single registration with the Board, to be renewed annually. This registration will be independent from their supervisor(s) or employer(s) but does not remove the requirement that psychological assistants practice only under supervision. Additionally, the proposed regulatory language is to avoid duplication as to who pays the psychological assistant registration fee, as this is already specified in statute.

Title 16, CCR Sections 1381.9, 1397.60, 1397.61, 1397.62, 1397.67—Continuing Professional Development

Status: Preparation of final documentation.

This package was delivered to OAL on 9/22/2020 and was in the Notice Register published on 10/2/2020. The language was subsequently modified and put out for an additional 15-day comment period. The Board reviewed those comments at its February meeting and approved the language.

This regulatory package does the following:

Changes the continuing education guidelines and requirements that must be completed by licensed psychologists from the continuing education (CE) model to the broader continuing professional development (CPD) model.

Title 16, CCR Sections 1381.9, 1381.10, 1392—Retired License, Renewal of Expired License, Psychologist Fees

Status: Initial departmental review.

This phase includes reviews by the Department of Consumer Affairs and Business, Consumer Services and Housing Agency before formal Notice of Public Hearing with OAL.

This regulatory package does the following:

Adopts section 1381.10 in Division 13.1 in the Board's regulations and be titled "Retired Status." This proposal would allow a licensee to apply to have their license placed in retired status.

Addition to Title 16, CCR Section 1392—Psychologist Fees—California Psychology Law and Ethics Exam (CPLEE) and Initial License and Biennial Renewal Fee for Psychologists

Status: Preparing regulatory package.

This phase includes preparation of the regulatory package and collaborative reviews by the Board, its staff, and legal counsel.

This regulatory package does the following:

Raises the fees for the CPLEE to cover the Board's costs to create and administer the exam.

Title 16, CCR Section 1395.2—Disciplinary Guidelines and Uniform Standards Related to Substance-Abusing Licensees

Status: Preparing regulatory package.

This phase includes preparation of the regulatory package and collaborative reviews by Board staff and legal counsel.

This regulatory package does the following:

It makes substantive changes to the Board's disciplinary guidelines including conforming changes pursuant to Assembly Bill 2138, conviction and substantial relationship criteria, and uniform standards for substance abusing licensees.

Regulation Advisory

Title 16, CCR Section 1396.8—Standards of Practice for Telehealth

Status: Filed with the Secretary of State's Office and became effective August 10, 2021.

Purpose: California Code of Regulations, Title 16, Section 1396.8 relating to standards of practice for telehealth services was added effective August 10, 2021.

History: In 2011, as part of the Board's sunset review, the Legislature asked the Board if legislative or regulatory changes needed to be made to address telehealth or online practice. In its report back to the Legislature, the Board stated it was researching and analyzing the use of telehealth as a mode for the practice of psychology and what impact this newer mode of psychotherapy delivery will have on the consumer of psychological services. In 2016, as part of its next sunset review, the Board committed to developing telepsychology regulations that would instruct licensees how to

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provide telehealth to Californians, and give additional opportunities to provide care to underserved populations. In its efforts to meet its commitment, the Board established the ad hoc Telepsychology Committee. The Committee considered the American Psychological Association Guidelines for the Practice of Telepsychology and the Association of State and Provincial Psychology Board Telepsychology Task Force Principles and Standards when developing draft regulatory language.

Summary of Changes: The regulation governs three types of telehealth transactions:

1. A California licensee providing telehealth services to clients located in California.
2. A California licensee providing telehealth services to clients who have received services in California but who are temporarily located out-of-state, subject to the laws of the other jurisdiction.
3. A California licensee located out-of-state providing services to clients in California.

The language clarifies that licensees may provide services as noted above, subject to the laws and regulations of the other jurisdiction because the Board cannot dictate that it is allowable for either the licensee or client to deliver and receive services in that other jurisdiction, even though such services would not violate California's laws and regulations, provided all other conditions are met.

This regulation also establishes the conditions under which the provision of psychological health care services via telehealth must be provided. This proposal requires that licensees hold a valid and current license issued by the Board to provide psychological health care services via telehealth. It also requires that licensees obtain informed consent from the client specific to the considerations unique to the receipt of such services via telehealth. Additionally, it requires that licensees are competent to deliver such services, determine that the delivery of services via telehealth is appropriate for each client, take reasonable steps to ensure that electronic data is transmitted securely, and comply with all other provisions of the Psychology Licensing Law and its attendant regulations.

Business and Professions Code section 2290.5 requires a licensee to obtain a patient's informed consent to use telehealth, including the risks to confidentiality and data security, potential for connection disruption, insurance issues, and other ways in which telehealth differs from in-person health care services. This is necessary to advance consumer protection because the informed consent must address the uniqueness of receiving telehealth services, making for a more educated consumer who is more able to determine whether receipt of services in this manner is right for the client.

Additionally, the licensee is likewise required to evaluate whether services can be appropriately provided to a client, taking into account the client's needs, preferences, risks/benefits, and physical location and circumstances. This is necessary to advance consumer protection because the licensee must consider whether the individual client's needs and safety will be met by telehealth. The regulation further requires that the provision of telehealth be within the licensee's (or trainee's) own competence, including the information technology chosen for the delivery of telehealth, before engaging in telehealth services. Consumer protection requires that the licensee be competent to provide services through telehealth because of the different nature of this modality, which also requires familiarity with the available platforms and their appropriate use. This is necessary because confidentiality of data, HIPAA compliance, and client privacy are bedrock ethical and legal concerns of the practice of psychology.

Lastly, it would require the licensee to comply with all provisions of the Psychology Licensing Law and attendant regulations, as well as any laws or standards of care in California and any other jurisdiction state, if any, where either the licensee or the client is located. This is necessary to inform licensees that providing services via telehealth does not release them from their other legal and ethical responsibilities in their practice of psychology. Telepsychology is not a type of psychological service but a mode of delivery for the services provided, and subject to all the standards otherwise applicable to the services being rendered.

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Regulation text effective August 10, 2021:

\$1396.8. Standards of Practice for Telehealth Services

(a) A licensee is permitted to provide psychological health care services via telehealth subject to the laws and regulations of the other jurisdiction where either the licensee and/or the client is located, including, but not limited to, the following circumstances:

(1) To a client at an originating site in this State, as defined in section 2290.5 of the Code, when a licensee is located at a distant site within this State.

(2) To a client who has received services in this State, and who is temporarily located outside of this State.

(3) To a client who is located in this State when a licensee is temporarily located outside of this State.

(b) As used in this section, a licensee shall include a licensee, registrant, psychology trainee, or other supervised individual permitted to provide psychological services under the Psychology Licensing Law, beginning with section 2900 of the Code.

(c) The provision of psychological health care services under subdivision (a) are subject to the following conditions:

(1) The licensee holds a valid and current license issued by the Board or is otherwise allowed to practice under this section.

(2) The licensee obtains and documents informed consent for the provision of psychological health care services via telehealth from the client. Such consent shall cover concerns unique to the receipt of psychological health care services via telehealth, including risks to confidentiality and security, data storage policies and procedures specific to telehealth, the possibility of disruption and/or interruption of service due to technological failure, insurance coverage considerations, and other issues that the licensee can reasonably anticipate regarding the non-comparability between psychological health care services delivered in person and those delivered via telehealth.

(3) The licensee determines that delivery of psychological health care services via telehealth is appropriate after considering at least the following factors:

(A) The client's diagnosis, symptoms, and medical/psychological history;

(B) The client's preference for receiving psychological health care services via telehealth;

(C) The nature of the psychological health care services to be provided, including anticipated benefits, risks, and constraints resulting from their delivery via telehealth;

(D) The benefits, risks, or constraints posed by the client's physical location.

These include the availability of appropriate physical space for the receipt of psychological health care services via telehealth, accessibility of local emergency psychological health care services, and other considerations related to the client's diagnosis, symptoms, or condition.

(E) The provision of telehealth services is within the scope of competency of a psychology trainee, or other supervised individuals as specified in (b) above, who provides psychological health care services under the supervision of the licensee.

(4) The licensee is competent to deliver such services based upon whether the licensee possesses the appropriate knowledge, skills, and abilities relating to delivery of psychological health care services via telehealth, the information technology chosen for the delivery of telehealth services, and how such services might differ from those delivered in person.

(5) The licensee takes reasonable steps to ensure that electronic data is transmitted securely, and informs the client immediately of any known data breach or unauthorized dissemination of data.

(6) The licensee complies with all other provisions of the Psychology Licensing Law and its attendant regulations, and all other applicable provisions of law and standards of care in this State and the other jurisdiction, if any, where either the licensee or the client is located.

Authority: Section 2930, Business and Professions Code

Reference: Sections 686, 2290.5, 2904.5, 2960, and 2960.6, Business and Professions Code

Legislative Update

For up to date bill status information, visit our website at www.psychology.ca.gov/laws_regs/legislation.shtml.

SPONSORED LEGISLATION

SB 401 (Pan)—Psychology: unprofessional conduct: disciplinary action: sexual acts

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This bill would add sexual behavior (inappropriate actions and communications of a sexual nature for the purpose of sexual arousal, gratification, exploitation, or abuse) with a client or former client to the list of what is considered unprofessional conduct that would give the ALJ the statutory authority in a proposed decision to include an order of revocation.

The bill would also add clear definitions to the following sexual acts: sexual abuse, sexual behavior, sexual contact, and sexual misconduct. Note: this would not change or diminish the Board's adjudicatory discretion as to the final discipline.

This bill is a two-year bill and will resume the legislative process in 2022.

ACTIVE BOARD POSITION

AB 32 (Aguilar, Curry)—Telehealth

This bill would require the State Department of Health Care Services to indefinitely continue the telehealth flexibilities in place during the COVID-19 pandemic state of emergency. The telehealth flexibilities implemented during the COVID-19 pandemic have increased access to care and we applaud these efforts.

Board Position: Support

To view the text of the bill, click here: [Bill Text - AB-32 Telehealth. \(ca.gov\)](#)

AB 107 (Salas)—Licensure: veterans and military spouses

This bill would expand the requirement in Business and Professions Code (BPC) section 115.6, relating to the issuance of temporary licenses for individuals married to, or in a domestic partnership or other legal union with, an active-duty member of the armed forces who is assigned to a duty station in this state under official active-duty military orders, to include among others, the Board.

The bill would exempt from these provisions a board that has a process in place by which an out-of-state licensed applicant in good standing who is married to, or in a domestic partnership or other legal union with, an active-duty member of the armed forces who is able to receive expedited, temporary authorization to practice while meeting state-specific requirements for a period of at least one year.

Requested amendments were made to this bill and thus the Board has taken a support position on this bill.

Board Position: Support

To view the text of the bill, click here: [Bill Text - AB-107 Licensure: veterans and military spouses. \(ca.gov\)](#)

SB 731 (Durazo)—Criminal records: relief

This bill would, among other things, amend section 11105 of the Penal Code which would prohibit the Board from receiving conviction information for applicants to the Board if their conviction was granted relief pursuant to sections 1203.4, 1203.4(a), 1203.41, 1203.42, or 1203.49 of the Penal Code, so long as a period of two years has elapsed since the date the relief was granted and the applicant was not convicted of a new criminal offense.

Board Position: Oppose

To view the text of the bill, click here: [Bill Text - SB-731 Criminal records: relief. \(ca.gov\)](#)

SB 772 (Ochoa, Bogh)—Professions and vocations: citations: minor violations

This bill would prohibit the assessment of an administrative fine for a minor violation and would specify that a violation be considered minor if it meets specified conditions, including that the violation did not pose a serious health or safety threat and there is no evidence that the violation was willful.

Board Position: Oppose unless amended

This is a two-year bill.

To view the text of the bill, click here: [Bill Text - SB-772 Professions and vocations: citations: minor violations.](#)

SB 801 (Archuleta)—Healing arts: Board of Behavioral Sciences: Board of Psychology: licensees

Board Position: Support

This bill incorporates requested amendments made by the Board and extends the sunset date for the Board to January 1, 2026.

To view the text of the bill, click here: [Bill Text - SB-801 Healing arts: Board of Behavioral Sciences: Board of Psychology: licensees. \(ca.gov\)](#)



Board Members

Seyron Foo (President)
Lea Tate, Psy.D. (Vice President)
Sheryll Casuga, Psy.D.
Marisela Cervantes, Ed.D.
Julie Nystrom
Stephen Phillips, J.D., Psy.D.
Ana Rescate
Shacunda Rodgers, Ph.D.
Mary Harb Sheets, Ph.D.

2021 Meeting Calendar

BOARD

August 27	Webex
November 18-19	Sacramento

OUTREACH AND COMMUNICATIONS COMMITTEE

September 23	Webex
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EPPP PART 2 ADHOC COMMITTEE

October 22	Webex
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MEMORANDUM

DATE	November 4, 2021
TO	Board of Psychology
FROM	Antonette Sorrick, Executive Officer
SUBJECT	Outreach Activities: Agenda Item 9(e)

Stakeholder Meetings FY 2021/22

BOARD OR DCA APPROVED OUTREACH

- 8/25/21 - Board Administrators and Registrars Committee meeting (BARC) – Antonette attended as a board administrator
- 8/27/21 – Health Professions Education Foundation presented on the fiscal condition of the loan repayment program.
- 10/15-16/21 - ASPPB Annual Meeting (most Board Members/management attended virtual meeting)

REQUESTS

- None

FUTURE REQUESTS

- None

Action Requested:

This item is for informational purposes only. No action is required.

MEMORANDUM

DATE	November 4, 2021
TO	Board of Psychology
FROM	Antonette Sorrick, Executive Officer
SUBJECT	Updates on Communications and/or Activities of the Association of State and Provincial Psychology Boards (ASPPB): Agenda Item 9(f)

The Association of State and Provincial Psychology Boards conducts two large member meetings per year (a mid-year meeting, and an annual meeting). This year's annual meeting was held virtually on October 15-16, 2021. The Board sent most Board Members and all management to the meeting. Additionally, Executive Officer Sorrick attended the Board Administrators and Registrars Committee meeting (BARC) on August 25, 2021.

Action Requested:

This item is for informational purposes only. No action is required.

MEMORANDUM

DATE	October 21, 2021
TO	Board Members
FROM	Antonette Sorrick, Executive Officer
SUBJECT	“For Your Peace of Mind – A Consumer’s Guide to Psychological Services:” Agenda Item 9(g)

Background:

In 2008, the Board created the publication “For Your Peace of Mind – A Consumer’s Guide to Psychological Services.” In 2018, the English version of the brochure was updated to include the Board’s new URL and address.

The Committee assigned Dr. Rodgers to work with staff and legal counsel to update the brochure and present a draft to the Outreach and Communications Committee and then the Board for final approval.

MEMORANDUM

DATE	October 21, 2021
TO	Board Members
FROM	Antonette Sorrick, Executive Officer
SUBJECT	Action - Digital Divide – How Does the Digital Divide Impact Access to Telehealth: Agenda Item 9(h)

Background:

In 2020, a pandemic and nationwide protests regarding racial inequities have highlighted the need for the Board of Psychology to consider how it conducts business and how that impacts the profession of psychology and access to psychological services. As such, Board President Seyron Foo and Committee Chair Dr. Lea Tate agreed on the following areas of focus:

- a. Update on Continued Professional Development Regulations: Implementation Plan to Produce Written Materials including Cultural Diversity and Social Justice Requirement
- b. Increase Stakeholder Engagement
- c. Engage Department of Healthcare Services (DHCS) Regarding Medi-Cal Reimbursement Rates
- d. Engage Substance Abuse and Mental Health Services (SAMHSA) Regarding Federal Initiatives Addressing Equity
- e. Digital Divide – How Does the Digital Divide Impact Access to Telehealth

To address the digital divide, the Committee moved to draft two separate surveys, one for consumers and one for providers, which would identify barriers to telehealth. Once drafted and reviewed by the Committee, it will be brought to the Board for final approval.

MEMORANDUM

DATE	October 27, 2021
TO	Board of Psychology
FROM	Suzy Costa Legislative and Regulatory Analyst
SUBJECT	Agenda Item #10 – Legislative and Regulatory Affairs Committee Updates

Attached is an updated list of the Board's bills from the 2021 Legislative Session. The list includes bills on which the Board took a formal position, as well as bills the Board watched without a formal position.

Action Requested:

This is for informational purposes only. No action is required at this time.

Attachment A: Position and Watch Bills

Attachment B: AB 107 Advisory

Attachment C: SB 801 Advisory

Position and Watch Bills

[AB 29](#)

(Cooper D) State bodies: meetings.

Current Text: Introduced: 12/7/2020 [html](#) [pdf](#)

Introduced: 12/7/2020

Status: 5/25/2021-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/21/2021)(May be acted upon Jan 2022)

Location: 5/25/2021-A. 2 YEAR

Desk	Policy	2 year	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: The Bagley-Keene Open Meeting Act requires that all meetings of a state body, as defined, be open and public, and that all persons be permitted to attend any meeting of a state body, except as otherwise provided in that act. Current law requires the state body to provide notice of its meeting, including specified information and a specific agenda of the meeting, as provided, to any person who requests that notice in writing and to make that notice available on the internet at least 10 days in advance of the meeting. This bill would require that notice to include all writings or materials provided for the noticed meeting to a member of the state body by the staff of a state agency, board, or commission, or another member of the state body that are in connection with a matter subject to discussion or consideration at the meeting.

Position

Watch

[AB 32](#)

(Aguiar-Curry D) Telehealth.

Current Text: Amended: 5/24/2021 [html](#) [pdf](#)

Introduced: 12/7/2020

Status: 7/14/2021-Failed Deadline pursuant to Rule 61(a)(11). (Last location was HEALTH on 6/9/2021) (May be acted upon Jan 2022)

Location: 7/14/2021-S. 2 YEAR

Desk	Policy	Fiscal	Floor	Desk	2 year	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Current law requires a health care service plan contract or health insurance policy issued, amended, or renewed on or after January 1, 2021, to specify that coverage is provided for health care services appropriately delivered through telehealth on the same basis and to the same extent as in-person diagnosis, consultation, or treatment. Current law exempts Medi-Cal managed care plans that contract with the State Department of Health Care Services under the Medi-Cal program from these provisions, and generally exempts county organized health systems that provide services under the Medi-Cal program from Knox-Keene. This bill would delete the above-described references to contracts issued, amended, or renewed on or after January 1, 2021, would require these provisions to apply to the plan or insurer's contracted entity, as specified, and would delete the exemption for Medi-Cal managed care plans.

Attachments:

[Board of Psychology Letter of Support AB 32](#)

Position

Support

[AB 54](#)

(Kiley R) COVID-19 emergency order violation: license revocation.

Current Text: Amended: 4/5/2021 [html](#) [pdf](#)

Introduced: 12/7/2020

Status: 9/10/2021-Failed Deadline pursuant to Rule 61(a)(15). (Last location was B.&P. on 1/11/2021) (May be acted upon Jan 2022)

Location: 9/10/2021-A. 2 YEAR

Desk	2 year	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Would prohibit the Department of Consumer Affairs, a board within the Department of Consumer Affairs, except within the healing arts, and the Department of Alcoholic Beverage Control from revoking a license for failure to comply with any COVID-19 emergency orders unless the board or department can prove that lack of compliance resulted in transmission of COVID-19.

Position

Watch

[AB 107](#)

(Salas D) Licensure: veterans and military spouses.

Current Text: Chaptered: 10/8/2021 [html](#) [pdf](#)

Chapter Number: 693

Introduced: 12/16/2020

Status: 10/8/2021-Approved by the Governor. Chaptered by Secretary of State - Chapter 693, Statutes of 2021.

Location: 10/8/2021-A. CHAPTERED

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Current law requires a board within the Department of Consumer Affairs to issue, after appropriate investigation, certain types of temporary licenses to an applicant if the applicant meets specified requirements, including that the applicant supplies evidence satisfactory to the board that the applicant is married to, or in a domestic partnership or other legal union with, an active duty member of the Armed Forces of the United States who is assigned to a duty station in this state under official active duty military orders and the applicant submits an application to the board that includes a signed affidavit attesting to the fact that the applicant meets all of the requirements for a temporary license and that the information submitted in the application is accurate, to the best of the applicant's knowledge. This bill, on and after January 1, 2023, would expand the requirement to issue temporary licenses to practice a profession or vocation to include licenses issued by any board within the department, except as provided. The bill would require an applicant for a temporary license to provide to the board documentation that the applicant has passed a California law and ethics examination if otherwise required by the board for the profession or vocation for which the applicant seeks licensure.

Attachments:

[AB 107 \(Salas\) - Request for Signature](#)

[Board of Psychology Letter Support if Amended](#)

Position

Support if
Amended

[AB 225](#)

(Gray D) Department of Consumer Affairs: boards: veterans: military spouses: licenses.

Current Text: Amended: 6/28/2021 [html](#) [pdf](#)

Introduced: 1/11/2021

Status: 7/14/2021-Failed Deadline pursuant to Rule 61(a)(11). (Last location was B., P. & E.D. on 6/9/2021)(May be acted upon Jan 2022)

Location: 7/14/2021-S. 2 YEAR

Desk	Policy	Fiscal	Floor	Desk	2 year	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Current law requires specified boards within the Department of Consumer Affairs to issue, after appropriate investigation, certain types of temporary licenses to an applicant if the applicant meets specified requirements, including that the applicant supplies evidence satisfactory to the board that the applicant is married to, or in a domestic partnership or other legal union with, an active duty member of the Armed Forces of the United States who is assigned to a duty station in this state under official active duty military orders and the applicant holds a current, active, and unrestricted license that confers upon the applicant the authority to practice, in another state, district, or territory of the United States, the profession or vocation for which the applicant seeks a temporary license from the board. This bill would expand the eligibility for a temporary license to an applicant who meets the specified criteria and who supplies evidence satisfactory to the board that the applicant is a veteran of the Armed Forces of the United States within 60 months of separation from active duty under other than dishonorable conditions, a veteran of the Armed Forces of the United States within 120 months of separation from active duty under other than dishonorable conditions and a resident of California prior to entering into military service, or an active duty member of the Armed Forces of the United States with official orders for separation within 90 days under other than dishonorable conditions.

Position

Watch

[AB 339](#)

(Lee D) Local government: open and public meetings.

Current Text: Vetoed: 10/7/2021 [html](#) [pdf](#)

Introduced: 1/28/2021

Status: 10/7/2021-Vetoed by the Governor

Location: 10/7/2021-A. VETOED

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: The Ralph M. Brown Act requires, with specified exceptions, that all meetings of a legislative body of a local agency, as those terms are defined, be open and public and that all persons be permitted to attend and participate. Under existing law, a member of the legislative body who attends a meeting where action is taken in violation of this provision, with the intent to deprive the public of information that the member knows the public is entitled to, is guilty of a crime. This bill would require local agencies to conduct meetings subject to the act consistent with applicable state and federal civil rights laws, as specified.

Position

Watch

AB 361**(Rivas, Robert D) Open meetings: state and local agencies: teleconferences.****Current Text:** Chaptered: 9/16/2021 [html](#) [pdf](#)**Chapter Number:** 165**Introduced:** 2/1/2021**Status:** 9/16/2021-Approved by the Governor. Chaptered by Secretary of State - Chapter 165, Statutes of 2021.**Location:** 9/16/2021-A. CHAPTERED

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Would, until January 1, 2024, authorize a local agency to use teleconferencing without complying with the teleconferencing requirements imposed by the Ralph M. Brown Act when a legislative body of a local agency holds a meeting during a declared state of emergency, as that term is defined, when state or local health officials have imposed or recommended measures to promote social distancing, during a proclaimed state of emergency held for the purpose of determining, by majority vote, whether meeting in person would present imminent risks to the health or safety of attendees, and during a proclaimed state of emergency when the legislative body has determined that meeting in person would present imminent risks to the health or safety of attendees, as provided.

Position

Watch

AB 562**(Low D) Frontline COVID-19 Provider Mental Health Resiliency Act of 2021: health care providers: mental health services.****Current Text:** Amended: 4/8/2021 [html](#) [pdf](#)**Introduced:** 2/11/2021**Status:** 9/10/2021-Failed Deadline pursuant to Rule 61(a)(15). (Last location was APPR. SUSPENSE FILE on 8/16/2021)(May be acted upon Jan 2022)**Location:** 9/10/2021-S. 2 YEAR

Desk	Policy	Fiscal	Floor	Desk	Policy	2 year	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Would require the Director of Consumer Affairs to establish a mental health resiliency program, as specified, to provide mental health services to licensed health care providers who provide or have provided consistent in-person healthcare services to COVID-19 patients. The bill would require the relevant boards to notify licensees and solicit applications for access to the program immediately upon the availability of services. The bill would require an applicant to make an attestation that states, among other things, that the applicant is an eligible licensee, as defined. The bill would make an applicant who willfully makes a false statement in their attestation guilty of a misdemeanor. By creating a new crime, this bill would impose a state-mandated local program. The bill would repeal these provisions on January 1, 2025.

Position

Watch

AB 646**(Low D) Department of Consumer Affairs: boards: expunged convictions.****Current Text:** Amended: 4/14/2021 [html](#) [pdf](#)**Introduced:** 2/12/2021**Status:** 5/25/2021-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/21/2021)(May be acted upon Jan 2022)**Location:** 5/25/2021-A. 2 YEAR

Desk	Policy	2 year	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Would require a board within the Department of Consumer Affairs that has posted on its internet website that a person's license was revoked because the person was convicted of a crime, within 90 days of receiving an expungement order for the underlying offense from the person, if the person reapplies for licensure or is relicensed, to post notification of the expungement order and the date thereof on the board's internet website. The bill would require the board, on receiving an expungement order, if the person is not currently licensed and does not reapply for licensure, to remove within the same period the initial posting on its internet website that the person's license was revoked and information previously posted regarding arrests, charges, and convictions. The bill would authorize the board to charge a fee to the person, not to exceed the cost of administering the bill's provisions.

Position

Watch

[AB 657](#)**(Cooper D) State civil service system: personal services contracts: professionals.****Current Text:** Amended: 6/15/2021 [html](#) [pdf](#)**Introduced:** 2/12/2021**Status:** 7/14/2021-Failed Deadline pursuant to Rule 61(a)(11). (Last location was G.O. on 6/22/2021) (May be acted upon Jan 2022)**Location:** 7/14/2021-S. 2 YEAR

Desk	Policy	Fiscal	Floor	Desk	2 year	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Current law authorizes the Governor to suspend, during a state of war emergency or a state of emergency, any regulatory statute or statute prescribing the procedure for conduct of state business, or the orders, rules, or regulations of any state agency if the Governor determines and declares that strict compliance with any statute, order, rule, or regulation would in any way prevent, hinder, or delay the mitigation of the effects of the emergency. This bill would prohibit a state agency from entering into a contract with a professional, as defined, for a period of more than 365 consecutive days or for a period of 365 nonconsecutive days in a 24-month period. The bill, however, would authorize a state agency to renew, during a state of emergency, a personal services contract with a professional beyond these time period limitations if the state agency receives approval for the renewal from the Department of Human Resources, as provided. The bill would prohibit the Department of Human Resources from approving a personal services contract renewal unless the renewal is necessary for the state agency to address the state of emergency.

Position

Watch

[AB 810](#)**(Flora R) Healing arts: reports: claims against licensees.****Current Text:** Introduced: 2/16/2021 [html](#) [pdf](#)**Introduced:** 2/16/2021**Status:** 4/30/2021-Failed Deadline pursuant to Rule 61(a)(2). (Last location was B.&P. on 2/25/2021) (May be acted upon Jan 2022)**Location:** 4/30/2021-A. 2 YEAR

Desk	2 year	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Current law makes failure of a licensee of the Medical Board of California, the Podiatric Medical Board of California, the Board of Psychology, the Dental Board of California, the Dental Hygiene Board of California, the Osteopathic Medical Board of California, the State Board of Chiropractic Examiners, the Board of Registered Nursing, the Board of Vocational Nursing and Psychiatric Technicians of the State of California, the State Board of Optometry, the Veterinary Medical Board, the Board of Behavioral Sciences, the Physical Therapy Board of California, the California State Board of Pharmacy, the Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board, the California Board of Occupational Therapy, the Acupuncture Board, or the Physician Assistant Board, a claimant, or their counsel to report a settlement, judgment, or arbitration award over \$3,000 of a claim or action for damages for death or personal injury caused by negligence, error or omission in practice, or by the unauthorized rendering of professional services, by a person who holds a license, certificate, or other similar authority from one of those boards, who does not possess professional liability insurance as to the claim, within 30 days to the agency that issued the license, certificate, or similar authority, punishable by a fine of not less than \$50 or more than \$500, as specified. This bill would increase the minimum fine for a violation of that provision to \$100.

Position

Watch

[AB 830](#)**(Flora R) Business: Department of Consumer Affairs: licensed professions and vocations.****Current Text:** Chaptered: 9/29/2021 [html](#) [pdf](#)**Chapter Number:** 376**Introduced:** 2/17/2021**Status:** 9/28/2021-Approved by the Governor. Chaptered by Secretary of State - Chapter 376, Statutes of 2021.**Location:** 9/28/2021-A. CHAPTERED

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Under current law, the Department of Consumer Affairs is comprised of various boards, bureaus, commissions, committees, and similarly constituted agencies that license and regulate the practice of various professions and vocations. Existing law requires the Director of the Department of Consumer Affairs to administer and enforce those provisions. This bill would require the director to notify the appropriate policy committees of the Legislature within 60 days after the position of chief or executive officer of any bureau or board within the department becomes vacant, as specified.

Position

[AB 885](#) (Quirk D) Bagley-Keene Open Meeting Act: teleconferencing.**Current Text:** Amended: 3/24/2021 [html](#) [pdf](#)**Introduced:** 2/17/2021**Status:** 4/30/2021-Failed Deadline pursuant to Rule 61(a)(2). (Last location was G.O. on 2/25/2021) (May be acted upon Jan 2022)**Location:** 4/30/2021-A. 2 YEAR

Desk	2 year	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Would require a state body that elects to conduct a meeting or proceeding by teleconference to make the portion that is required to be open to the public both audibly and visually observable. The bill would require a state body that elects to conduct a meeting or proceeding by teleconference to post an agenda at the designated primary physical meeting location in the notice of the meeting where members of the public may physically attend the meeting and participate. The bill would extend the above requirements of meetings of multimember advisory bodies that are held by teleconference to meetings of all multimember state bodies. The bill would require a multimember state body to provide a means by which the public may both audibly and visually remotely observe a meeting if a member of that body participates remotely.

Position

Watch

[AB 1026](#) (Smith R) Business licenses: veterans.**Current Text:** Introduced: 2/18/2021 [html](#) [pdf](#)**Introduced:** 2/18/2021**Status:** 5/25/2021-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/5/2021)(May be acted upon Jan 2022)**Location:** 5/25/2021-A. 2 YEAR

Desk	Policy	2 year	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Would require the Department of Consumer Affairs and any board within the department to grant a 50% fee reduction for an initial license to an applicant who provides satisfactory evidence, as defined, the applicant has served as an active duty member of the United States Armed Forces or the California National Guard and was honorably discharged. This bill would authorize a board to adopt regulations necessary to administer these provisions.

Position

Watch

[AB 1236](#) (Ting D) Healing arts: licensees: data collection.**Current Text:** Amended: 4/29/2021 [html](#) [pdf](#)**Introduced:** 2/19/2021**Status:** 6/4/2021-Failed Deadline pursuant to Rule 61(a)(8). (Last location was INACTIVE FILE on 6/1/2021)(May be acted upon Jan 2022)**Location:** 6/4/2021-A. 2 YEAR

Desk	Policy	Fiscal	2 year	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Current law requires the Board of Registered Nursing, the Physician Assistant Board, the Respiratory Care Board of California, and the Board of Vocational Nursing and Psychiatric Technicians of the State of California to regulate and oversee the practice of healing arts within their respective jurisdictions and to, among other things, collect and report specific demographic data relating to their licensees, subject to a licensee's discretion to report their race or ethnicity, to the Office of Statewide Health Planning and Development. Current law requires these boards to collect this data at least biennially, at the times of both issuing an initial license and issuing a renewal license. This bill would repeal those provisions and would, instead, require all boards that oversee healing arts licensees to request at the time of electronic application for a license and license renewal, or at least biennially, specified demographic information from its licensees and, if designated by the board, its registrants and to post the information on the internet websites that they each maintain. The bill would specify that licensees and registrants shall not be required to provide the requested information.

Attachments:[Board of Psychology Letter of Concern AB 1236](#)**Position**

Watch

[AB 1386](#) (Cunningham R) License fees: military partners and spouses.**Current Text:** Amended: 4/28/2021 [html](#) [pdf](#)

Introduced: 2/19/2021

Status: 5/25/2021-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/5/2021)(May be acted upon Jan 2022)

Location: 5/25/2021-A. 2 YEAR

Desk	Policy	2 year	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Current law provides for the licensure and regulation of various professions and vocations by boards within the Department of Consumer Affairs. Current law requires a board to expedite the licensure process for an applicant who holds a current license in another jurisdiction in the same profession or vocation and provides evidence that they are married to or in a domestic partnership or other legal union with an active duty member of the Armed Forces of the United States who is assigned to a duty station in this state under official active duty military orders. This bill would prohibit a board from charging an initial application fee or an initial license issuance fee to an applicant who meets these expedited licensing requirements. The bill would also prohibit a board from charging an initial examination fee to an applicant who meets the expedited licensing requirements if the examination is administered by the board.

Position

Watch

SB 102

(Melendez R) COVID-19 emergency order violation: license revocation.

Current Text: Amended: 3/17/2021 [html](#) [pdf](#)

Introduced: 12/30/2020

Status: 9/10/2021-Failed Deadline pursuant to Rule 61(a)(15). (Last location was B., P. & E.D. on 1/28/2021)(May be acted upon Jan 2022)

Location: 9/10/2021-S. 2 YEAR

Desk	2 year	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Would prohibit the Department of Consumer Affairs, a board within the Department of Consumer Affairs that does not regulate healing arts licensees, and the Department of Alcoholic Beverage Control from revoking a license or imposing a fine or penalty for failure to comply with any COVID-19 state of emergency orders or COVID-19 stay-at-home orders, unless the board or department can prove that lack of compliance resulted in transmission of COVID-19. The bill would specify that the provisions do not preclude issuance of fines, penalties, or revoking a license for any action that is not related to the issuance of any COVID-19 state of emergency orders or COVID-19 stay-at-home order.

Position

Watch

SB 221

(Wiener D) Health care coverage: timely access to care.

Current Text: Chaptered: 10/8/2021 [html](#) [pdf](#)

Chapter Number: 724

Introduced: 1/13/2021

Status: 10/8/2021-Approved by the Governor. Chaptered by Secretary of State. Chapter 724, Statutes of 2021.

Location: 10/8/2021-S. CHAPTERED

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: Would codify the regulations adopted by the Department of Managed Health Care and the Department of Insurance to provide timely access standards for health care service plans and insurers for nonemergency health care services. The bill would require both a health care service plan and a health insurer, including a Medi-Cal Managed Care Plan, to ensure that appointments with nonphysician mental health and substance use disorder providers are subject to the timely access requirements, as specified.

Attachments:

[SB 221 \(Wiener\) - Request for Signature](#)

Position

Support

SB 224

(Portantino D) Pupil instruction: mental health education.

Current Text: Chaptered: 10/8/2021 [html](#) [pdf](#)

Chapter Number: 675

Introduced: 1/14/2021

Status: 10/8/2021-Approved by the Governor. Chaptered by Secretary of State. Chapter 675, Statutes of 2021.

Location: 10/8/2021-S. CHAPTERED

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf.	Enrolled	Vetoed	Chaptered
1st House				2nd House				Conc.			

Summary: Would require each school district, county office of education, state special school, and charter school that offers one or more courses in health education to pupils in middle school or high school to include in those courses instruction in mental health that meets the requirements of the bill, as specified. The bill would require that instruction to include, among other things, reasonably designed instruction on the overarching themes and core principles of mental health. The bill would require that instruction and related materials to, among other things, be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.

Position

Watch

SB 401

(Pan D) Psychology: unprofessional conduct: disciplinary action: sexual acts.

Current Text: Amended: 3/4/2021 [html](#) [pdf](#)

Introduced: 2/12/2021

Status: 9/10/2021-Failed Deadline pursuant to Rule 61(a)(15). (Last location was RLS. on 6/17/2021) (May be acted upon Jan 2022)

Location: 9/10/2021-A. 2 YEAR

Desk	Policy	Fiscal	Floor	Desk	2 year	Fiscal	Floor	Conf.	Enrolled	Vetoed	Chaptered
1st House				2nd House				Conc.			

Summary: Current law authorizes the Board of Psychology to refuse to issue a registration or license, to issue a registration or license with terms and conditions, or to suspend or revoke the registration or license of a registrant or licensee if the applicant, registrant, or licensee has been guilty of unprofessional conduct. This bill would recast and revise the circumstances under which specified sexual acts constitute unprofessional conduct. The bill would provide that unprofessional conduct includes any act of sexual behavior or sexual contact with a client or former client within 2 years following termination of therapy and any act of sexual abuse or sexual misconduct. The bill would define those terms for its purposes.

Attachments:

[Board of Psychology Sponsor Support Letter SB 401](#)

Position

Sponsor

SB 731

(Durazo D) Criminal records: relief.

Current Text: Amended: 9/2/2021 [html](#) [pdf](#)

Introduced: 2/19/2021

Status: 9/10/2021-Failed Deadline pursuant to Rule 61(a)(15). (Last location was THIRD READING on 8/31/2021)(May be acted upon Jan 2022)

Location: 9/10/2021-A. 2 YEAR

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	2 year	Conf.	Enrolled	Vetoed	Chaptered
1st House				2nd House				Conc.			

Summary: Current law authorizes a defendant who was sentenced to a county jail for the commission of a felony and who has met specified criteria to petition to withdraw their plea of guilty or nolo contendere and enter a plea of not guilty after the completion of their sentence, as specified. Current law requires the court to dismiss the accusations or information against the defendant and release them from all penalties and disabilities resulting from the offense, except as specified. This bill would make this relief available to a defendant who has been convicted of any felony.

Attachments:

[Board of Psychology Oppose SB 731](#)

Position

Oppose

SB 772

(Ochoa Bogh R) Professions and vocations: citations: minor violations.

Current Text: Introduced: 2/19/2021 [html](#) [pdf](#)

Introduced: 2/19/2021

Status: 4/30/2021-Failed Deadline pursuant to Rule 61(a)(2). (Last location was B., P. & E.D. on 3/3/2021)(May be acted upon Jan 2022)

Location: 4/30/2021-S. 2 YEAR

Desk	2 year	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf.	Enrolled	Vetoed	Chaptered
1st House				2nd House				Conc.			

Summary: Current law authorizes the State Board of Chiropractic Examiners, the Osteopathic Medical Board of California, and any board within the Department of Consumer Affairs to issue a citation to a

licensee, which may contain an order of abatement or an order to pay an administrative fine assessed by the board. This bill would prohibit the assessment of an administrative fine for a minor violation, and would specify that a violation shall be considered minor if it meets specified conditions, including that the violation did not pose a serious health or safety threat and there is no evidence that the violation was willful.

Attachments:

[Board of Psychology Opposed unless Amended SB 772](#)

Position

Oppose Unless
Amended

[SB 801](#)

(Archuleta D) Healing arts: Board of Behavioral Sciences: Board of Psychology: licensees.

Current Text: Chaptered: 10/7/2021 [html](#) [pdf](#)

Chapter Number: 647

Introduced: 2/19/2021

Status: 10/7/2021-Approved by the Governor. Chaptered by Secretary of State. Chapter 647, Statutes of 2021.

Location: 10/7/2021-S. CHAPTERED

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Summary: The Medical Practice Act provides for the licensure and regulation of the practice of medicine by the Medical Board of California and requires a health care provider initiating the use of telehealth to inform the patient, before the delivery of health care via telehealth, about the use of telehealth and obtain verbal or written consent from the patient for the use of telehealth as an acceptable mode of delivering health care services and public health. The act defines "health care provider" to include, among others, an associate marriage and family therapist or marriage and family therapist trainee, as specified. This bill would define health care provider to additionally include an associate clinical social worker and an associate professional clinical counselor, as specified.

Attachments:

[SB 801 \(Archuleta\) - Request for Signature](#)

Position

Support

Total Measures: 23

Total Tracking Forms: 23

Attachment B for Agenda Item 10

Legislative Advisory: AB 107 (Salas) Chapter 693, Statutes of 2021 – Licensure: veterans and military spouses.

Operative Date of Legislation: January 1, 2022

Attention Board of Psychology Stakeholders:

Assembly Bill (AB) 107 (Salas, Chapter 693, Statutes of 2021) was signed by Governor Gavin Newsom on October 8, 2021, and takes effect January 1, 2022.

This bill divides current language of section 2946 of the California Business and Professions Code into subsections, and adds subsection (c), which states:

A psychologist certified or licensed in another state or province who is married to, or in a domestic partnership or other legal union with, an active duty member of the Armed Forces of the United States and who has made application to the board for a license in this state may perform activities and services of a psychological nature without a valid license for a period not to exceed twelve months from the time of submitting their application or from the commencement of residency in this state, whichever first occurs.

This change allows military spouses who are licensed in another state, and who have applied for licensure as a psychologist in California, to continue to practice psychology under the other state's license for a year from the time they applied with the Board, or established residency in California, whichever occurs first.

Implementation

The Board does not have any implementation activities associated with AB 107.

To view the text of the chaptered bill, please visit:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB107

Attachment C for Agenda Item 10

Legislative Advisory: SB 801 (Archuleta) – Healing Arts.

Attention Board of Psychology (Board) stakeholders:

Senate Bill 801 (Archuleta) Chapter 647, Statutes of 2021, was signed by Governor Newsom and becomes effective January 1, 2022. The legislation amends Business and Professions Code (BPC) Sections 27, 2911, 2913, 2914, 2915, 2915.5, 2942, 2946, 2960, repeals 2909, 2909.5, 2915.7 and 2944 and adds 2910. It also amends Evidence Code section 1010.

Summary of Changes

Sunset Extension:

This law extends the statutory authority of the Board of Psychology (Board) until January 1, 2026.

Registered Psychologist Registration:

This law eliminates the registered psychologist registration category. The Board will cancel all current registered psychologist registrations on January 1, 2022. ***Current registrants should make plans early and consider alternate available pathways for accruing supervised professional experience.*** (BPC section 2909.5, Repealed)

Exempted Individuals and Settings:

This law amends Business and Professions Code (BPC) section 2910 to include the exemptions for individuals (formerly in BPC section 2909) in addition to the exemptions for settings. (BPC section 2910)

Expanded Pathway for Accruing Pre-Doctoral Supervised Professional Experience:

- This law allows graduate students or psychology interns enrolled in a doctoral program leading to one of the degrees listed in BPC section 2914(b) to accrue pre-doctoral supervised professional experience and to be exempt from registering with the Board.
- This law allows trainees in a post-doctoral placement approved by APA, APPIC, or CAPIC to accrue post-doctoral supervised professional experience and to be exempt from registering with the Board. (BPC section 2911)

Psychological Assistant Registration:

- This law amends the title from “registered psychological assistant” to “registered psychological associate.”

- This law modifies the qualifying degrees and specializations that can be used toward meeting the educational requirements to become a registered psychological associate. It authorizes the Board to determine whether any degrees not listed meet the educational requirements for a registration, consistent with BPC section 2914.
- Board-certified psychiatrists will no longer qualify as a primary supervisor for registered psychological associates. *Current registrants who are under the supervision of a board-certified psychiatrist should seek the supervision of a psychologist licensed by the Board.* (BPC section 2913)

Psychologist Licensure Requirements:

- This law modifies the qualifying degrees and specializations that can be used to meet the educational requirements for licensure as a psychologist. (BPC section 2914)
- Relating to foreign degree evaluation, this law authorizes the Board to accept an evaluation either by a foreign credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) or by the National Register of Health Services Psychologists (NRHSP) along with any other necessary documentation; it also specifies the information and documents that must be submitted to the Board by the foreign credential evaluation service. (BPC section 2914)
- Relating to prelicensure coursework requirements, training in the detection and treatment of alcohol and other substance dependency is required for all applicants. (BPC section 2914) This law reduces the number of hours required for training in aging and long-term care from ten (10) hours to six (6) hours and allows applicants to comply with this requirement through applied experience and/or coursework as specified. (BPC section 2915.5) This change creates consistency with the prelicensure requirements for training in suicide risk assessment and intervention. (BPC section 4996.17.2)
- Relating to examination requirements, existing statute provides applicants who have been licensed in another state, Canadian province, or U.S. territory for at least five (5) years do not need to submit a score transfer for their EPPP results, as specified in the relevant regulations. This law lowers the required years of licensure from five (5) years to two (2) years. (BPC section 2946)

Continuing Professional Development:

This law removes the Board's authority to provide extensions or exemptions from meeting the continuing professional development (CPD) requirements for renewal of a psychologist license. (BPC section 2915)

File Transfer Fee

This law allows the Board to charge a \$10 fee to complete a file transfer. A licensee or registrant of the Board might need a file transfer when seeking licensure/registration in another state or jurisdiction. (BPC section 2987)

Voluntary Surrender:

This law allows the Board, in its discretion, to accept the offer of a surrender of a license. The Board's acceptance of the offer of a surrender shall be in writing. A person whose license has been surrendered may petition the Board for reinstatement after a period of not less than one year after the effective date of the acceptance. (BPC section 2988.7)

Delegated Authority to the Licensure Committee:

This law allows the Board's Licensure Committee to consider and decide petitions for both extensions of time to gain supervised professional experience and extensions of time to hold a psychological associate registration, in closed session. (BPC section 2949)

To view the text of the chaptered bill, click here:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220SB801

MEMORANDUM

DATE	November 2, 2021
TO	Psychology Board Members
FROM	Sandra Monterrubio, Enforcement Program Manager Board of Psychology
SUBJECT	Enforcement Report, Item 11

Please find attached the Overview of Enforcement Activity conveying complaint, investigation, and discipline statistics to date for the current fiscal year.

The Enforcement Unit has one vacancy, an Associate Governmental Program Analyst (AGPA). The prior incumbent separated from the Board on October 29, 2021. The position is currently being advertised and applications are being reviewed. The AGPA is responsible for performing desk investigations, sending cases to the Division of Investigation, and referring cases to the Office Attorney General.

Complaint Program

Since July 1, 2021, the Board has received 332 complaints. All complaints received are opened and assigned to an enforcement analyst.

Citation Program

Since July 1, 2021, the Board has issued four (4) enforcement citations. Citation and fines are issued for minor violations.

Discipline Program

Since July 1, 2021, the Board has referred fourteen (14) cases to the Office of the Attorney General for formal discipline.

Probation Program

Enforcement staff is currently monitoring 42 probationers. Of the 42 probationers, two (2) are out of compliance. Being out of compliance can result in a citation and fine or further disciplinary action through the Office of the Attorney General.

Attachments:

Overview of Enforcement Activity

Action Requested

This item is for informational purposes only.

BOARD OF PSYCHOLOGY

Overview of Enforcement Activity

License & Registration	17/18	18/19	19/20	20/21	21/22
Psychologist	20,977	21,329	18,763	22,058	22,179
Registered Psychologist	188	162	127	110	93
Psychological Assistant	1,350	1,475	1,392	1,369	1,351
Cases Opened	17/18	18/19	19/20	20/21	21/22
Complaints Received	1,097	1,093	1,092	949	332
Arrest Reports**	53	40	43	32	9
Investigations Opened	805	862	829	788	264
Cases referred to DA	0	0	0	1	0
Cases referred to AG	70	56	75	60	14
Filings	17/18	18/19	19/20	20/21	21/22
Accusations	15	31	47	32	13
Statement of Issues	6	4	10	1	0
Petition to Revoke Probation	6	3	2	2	0
Petitions to Compel Psych. Exam	0	0	2	0	0
Petitions for Penalty Relief	6	5	4	8	0
Petition for Reinstatement	1	5	3	3	0
Petitions for Reconsideration	2	0	0	0	0
Filing Withdrawals/Dismissals	17/18	18/19	19/20	20/21	21/22
Accusations Withdrawn	0	3	1	3	0
Accusations Dismissed	0	4	0	0	0
Statement of Issues Withdrawn	3	0	3	2	0
Citations	17/18	18/19	19/20	20/21	21/22
Citations Ordered	46	47	35	37	3
Disciplinary Decisions	17/18	18/19	19/20	20/21	21/22
Revocations	9	1	9	1	0
Revocation, Stayed, Probation	7	11	16	10	3
Revoked, Stayed, Probation, Susp.	0	0	0	4	0
Surrender	11	9	12	12	3
Reprovals	4	1	2	6	2
ISO/TRO/PC23 Ordered	2	1	2	0	0
Statement of Issues-License Denied	0	0	0	1	0
Total Disciplinary Decisions	33	23	41	34	8
Other Decisions	17/18	18/19	19/20	20/21	21/22
Statement of Issues-License Granted	0	3	0	1	0
Petitions for Penalty Relief Denied	4	7	3	2	0
Petitions for Penalty Relief Granted	2	3	2	0	0
Petition for Reinstatement Granted	0	1	0	0	0
Petition for Reinstatement Denied	1	1	1	0	0
Reconsiderations Denied	2	0	0	0	0
Reconsiderations Granted	0	0	0	0	0
Orders Compelling Psych. Evaluation	3	0	2	0	0
Total Other Decisions	12	15	8	0	0
Violation Types	17/18	18/19	19/20	20/21	21/22
Gross Negligence/Incompetence	20	20	28	29	10
Improper Supervision	1	0	0	0	0
Repeated Negligent Acts	21	13	15	25	4
Self-Abuse of Drugs or Alcohol	7	3	1	12	0
Dishonest/Corrupt/Fraudulent Act	9	6	10	6	0
Mental Illness	2	2	1	0	1
Aiding Unlicensed Practice	0	0	0	1	0
General Unprofessional Conduct	13	8	25	26	12
Probation Violation	29	12	6	7	1
Sexual Misconduct	2	3	4	7	1
Conviction of a Crime	1	8	7	10	3
Discipline by Another State Board	2	0	0	2	2
Misrepresentation of License Status	1	0	3	1	3

**Enforcement data pulled on October 27, 2021

MEMORANDUM

DATE	November 2, 2021
TO	Board Members
FROM	Mai Xiong Licensing and BreEZe Coordinator
SUBJECT	Agenda Item 12 Licensing Report

License/Registration Data by Fiscal Year:

License & Registration	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22**
Psychologist*	22,688	***	20,575	20,227	20,024	20,580	21,116	22,005	22,218	22,175
Psychological Assistant	1,727	***	1,701	1,580	1,446	1,446	1,361	1,344	1,348	1,409
Registered Psychologist	349	***	280	272	278	250	129	113	95	96

*Current and Current Inactive

**As of November 2, 2021

***Statistics unavailable

Licensing Population Report:

Please refer to the Licensing Population Report (Attachment A) for statistics on the different license statuses across the three types of license and registration.

Staff refined the header and placement for data related to licenses that are in a “revoked – stay” status to “Revoked, Stayed, Probation” under the Enforcement column for distinction from licenses that are being revoked.

Application Workload Reports:

The attached reports provide statistics from May 2021 thru October 2021 on the application status by month for each of the license and registration types (see Attachment B). On each report, the type of transaction is indicated on the x-axis of the graphs. The different types of transactions and the meaning of the transaction status are explained below for the Board’s reference.

Psychologist Application Workload Report

“Exam Eligible for EPPP” (Examination for Professional Practice in Psychology) is the first step towards licensure. In this step, an applicant has applied to take the EPPP. An application with an “open” status means it is deficient or pending initial review.

“Exam Eligible for CPLEE” (California Psychology Law and Ethics Exam) is the second step towards licensure. In this step, the applicant has successfully passed the EPPP and has applied to take the CPLEE. An application with an “open” status means it is deficient or pending review.

“CPLEE Retake Transaction” is a process for applicants who need to retake the CPLEE due to an unsuccessful attempt. This process is also created for licensees who are required to take the CPLEE due to probation. An application with an “open” status means it is deficient, pending review, or an applicant is waiting for approval to re-take the examination when the new form becomes available in the next quarter.

“Initial App for Psychology Licensure” is the last step of licensure. This transaction captures the number of licenses that are issued if the status is “approved” or pending additional information when it has an “open” status.

Psychological Assistant Application Workload Report

Psychological Assistant registration application is a single-step process. The “Initial Application” transaction provides information regarding the number of registrations issued as indicated by an “approved” status, and any pending application that is deficient or pending initial review is indicated by an “open” status.

Since all psychological assistants hold a single registration number, an additional mechanism, the “Change of Supervisor” transaction, is created to facilitate the process for psychological assistants who wishes to practice with more than one primary supervisor or to change primary supervisors. A change is processed when all information is received, thus there is no open status for this transaction type.

The initial application for psychological assistant shows a significant increase in July, August, and September 2021. The Board speculates that a large majority of recently received psychological assistant applications is because of graduating season, and students are ready to begin accruing supervised professional experience hours as they graduate. The Board have observed a similar trend in the past year with an increase in psychological assistant applications during the same months.

Registered Psychologist Application Workload Report

Registered Psychologist registration application is also a single-step process. The “Initial Application” transaction provides information regarding the number of registrations issued as indicated by an “approved” status, and any pending application that is deficient or pending initial review is indicated by an “open” status.

Applications and Notifications Received

At the August Board meeting, staff reported that there was a technical error in recording

the data for applications and notifications received from June to July 2021. The applications data across all three types of license and registration for June and July 2021 has been resolved and the updated data are reflected in Attachment C.

Examination Statistics

The examination statistics (see Attachment D) provide a 12-month period data of the total candidates and first timers who have taken the EPPP or CPLEE and the passing rate. These examination statistics are posted on the Board's website and available to the public.

From the July 2021 Licensure Committee meeting, staff received feedback from the Licensure Committee to incorporate demographic information for the exam candidates listed in Attachment D (Examination Statistics). Staff are working with the Data Team to verify the accuracy of these data.

Average Application Processing Timeframes

Attachment E (Average Application Processing Timeframes) provides a 6-month overview of average application processing timeframes in business days for the three types of license and registration.

There is an increase in the average application processing timeframes from October to September across all three types of license and registration.

Attachments:

- A. Licensing Population Report as of November 2, 2021
- B. Application Workload Reports May 2021 – October 2021 as of November 2, 2021
- C. Applications and Notifications Received November 2020 – October 2021 as of November 2, 2021
- D. Examination Statistics October 2020 – September 2021 as of November 2, 2021
- E. Average Application Processing Timeframes May 2021 – October 2021 as of November 2, 2021

Action:

This item is for informational purposes only. No action is required.



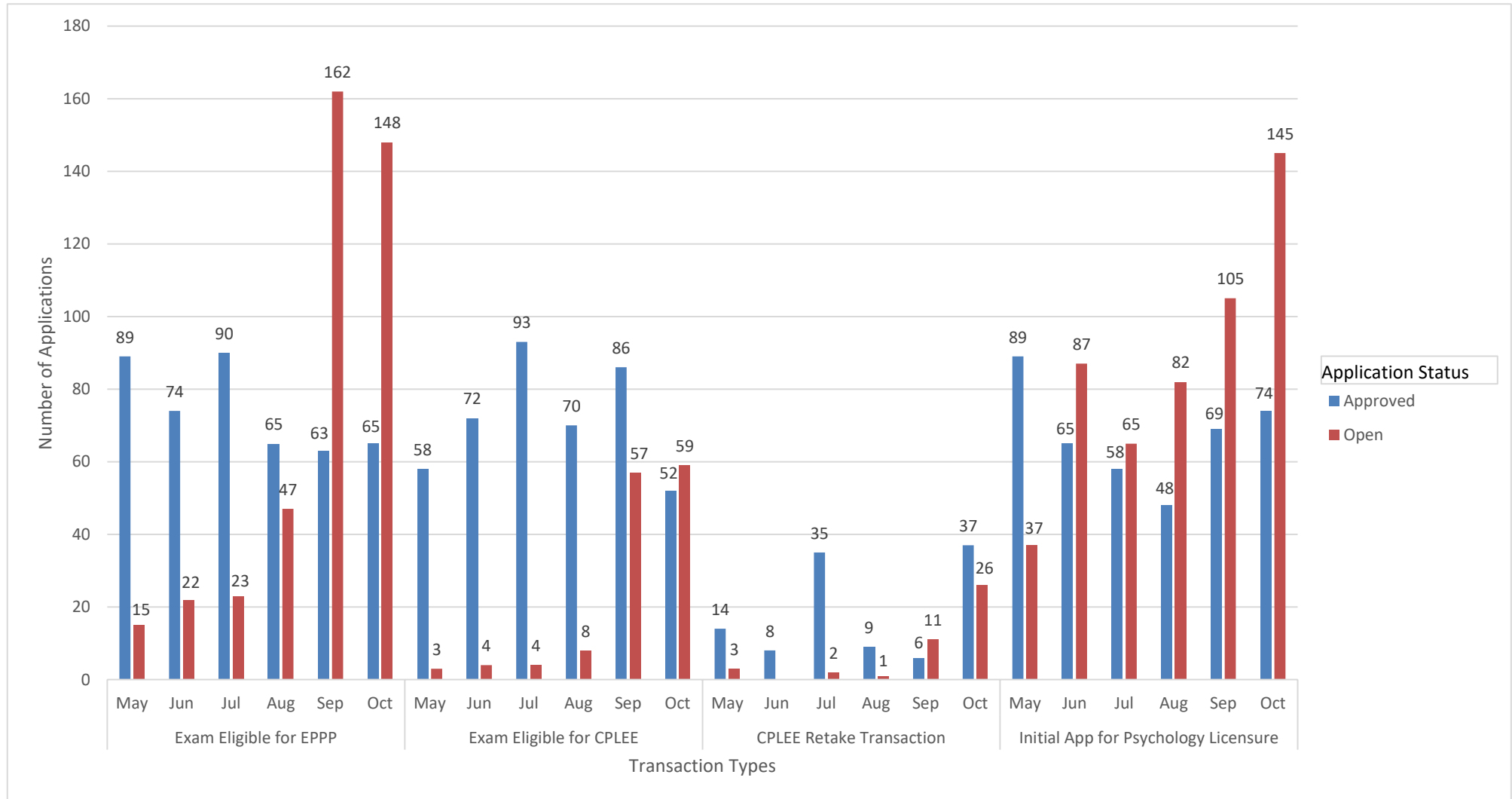
STATE DEPARTMENT OF CONSUMER AFFAIRS
BREEZE SYSTEM



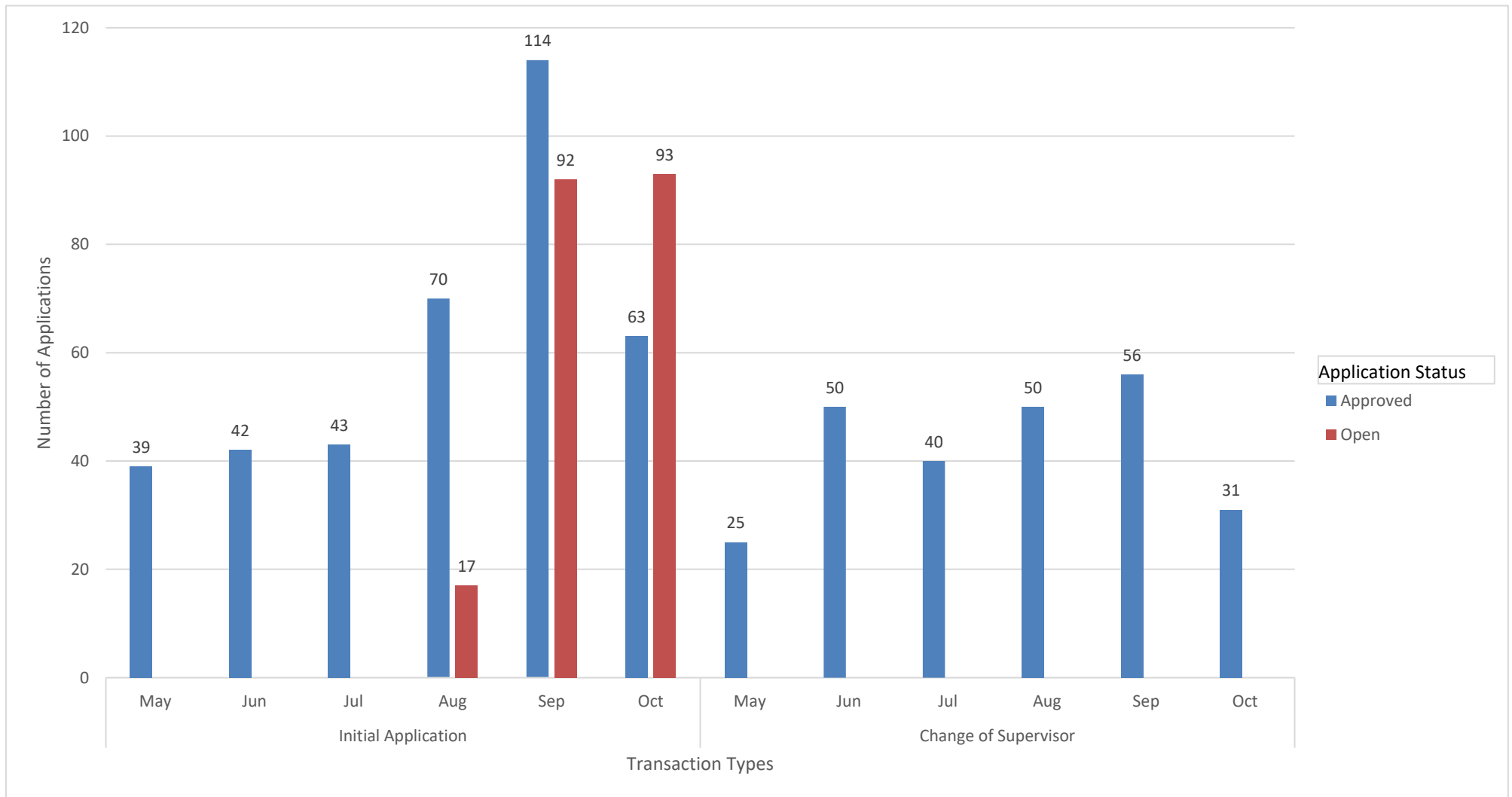
LICENSING POPULATION REPORT
BOARD OF PSYCHOLOGY
AS OF 11/2/2021

License Type	License Status								Total
	Licensing					Enforcement			
	Current	Inactive	Delinquent	Cancelled	Deceased	Surrendered	Revoked	Revoked, Stayed, Probation	
Psychologist	19,590	2,585	1,625	6,923	1,039	250	159	101	32,272
Psychological Assistant	1,409	0	123	22,638	8	11	8	18	24,215
Registered Psychologist	96	0	0	4,632	1	0	0	2	4,731
Total	21,095	2,585	1,748	34,193	1,048	261	167	121	61,218

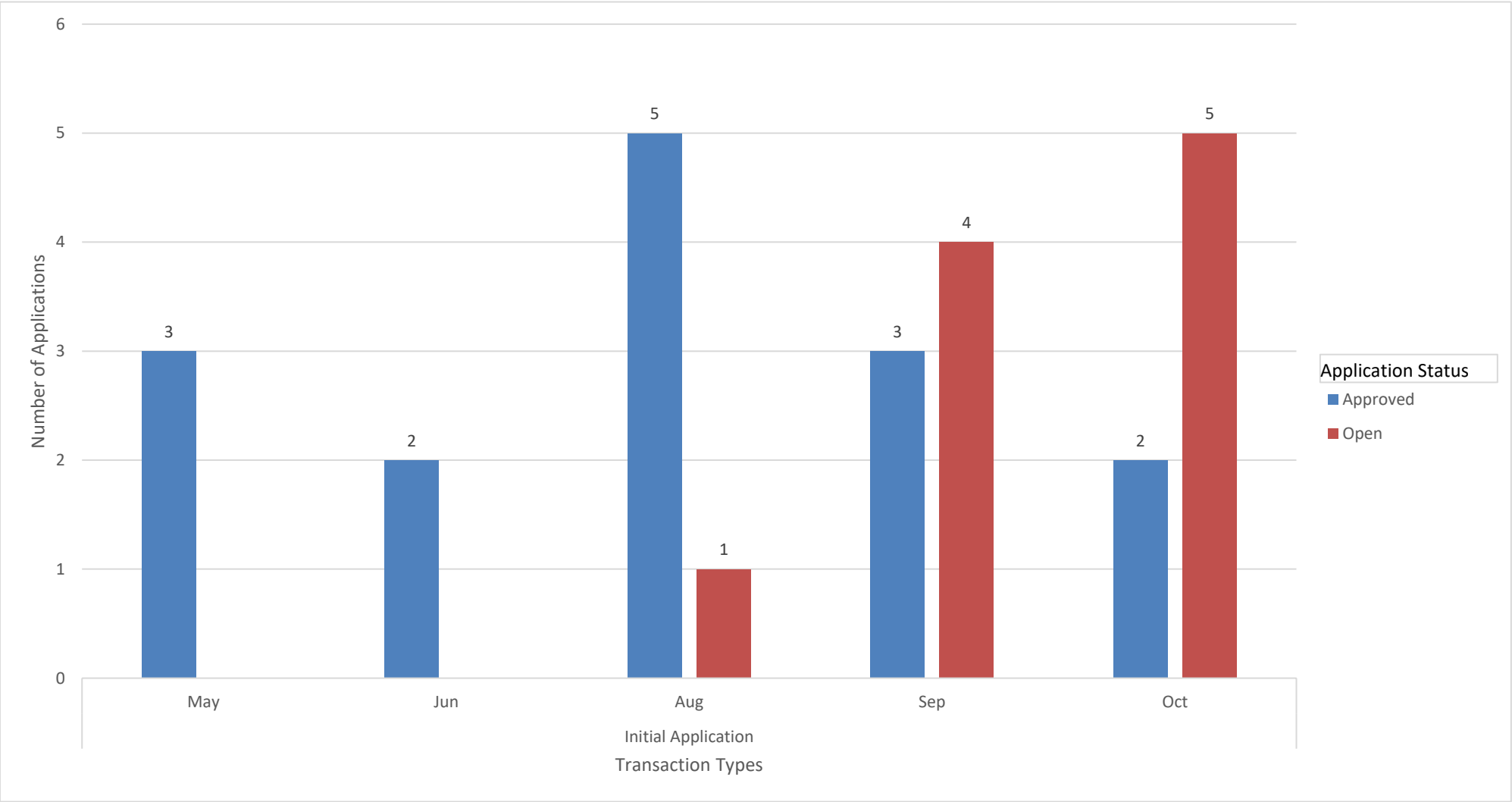
Psychologist Application Workload Report
May 2021 to October 2021
As of November 2, 2021



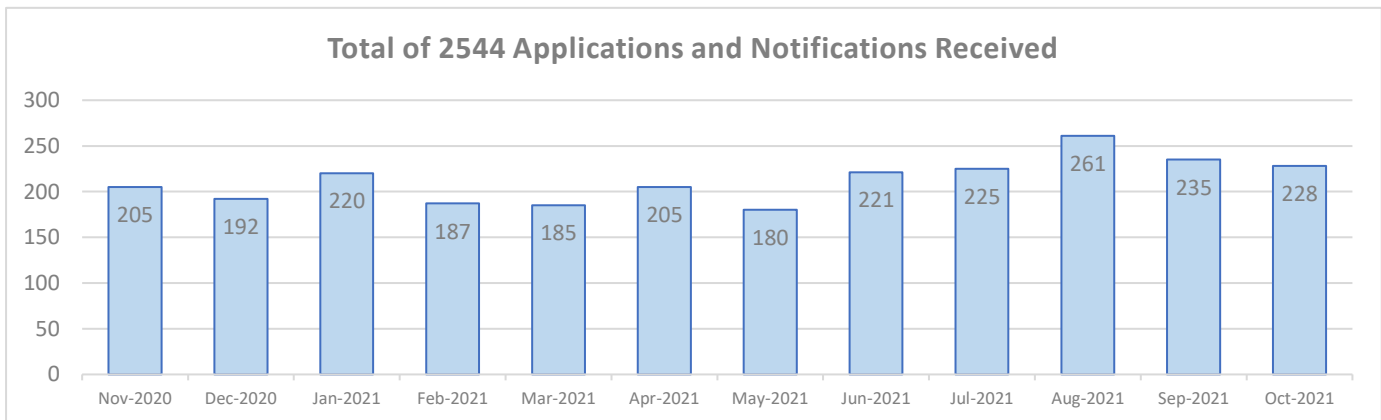
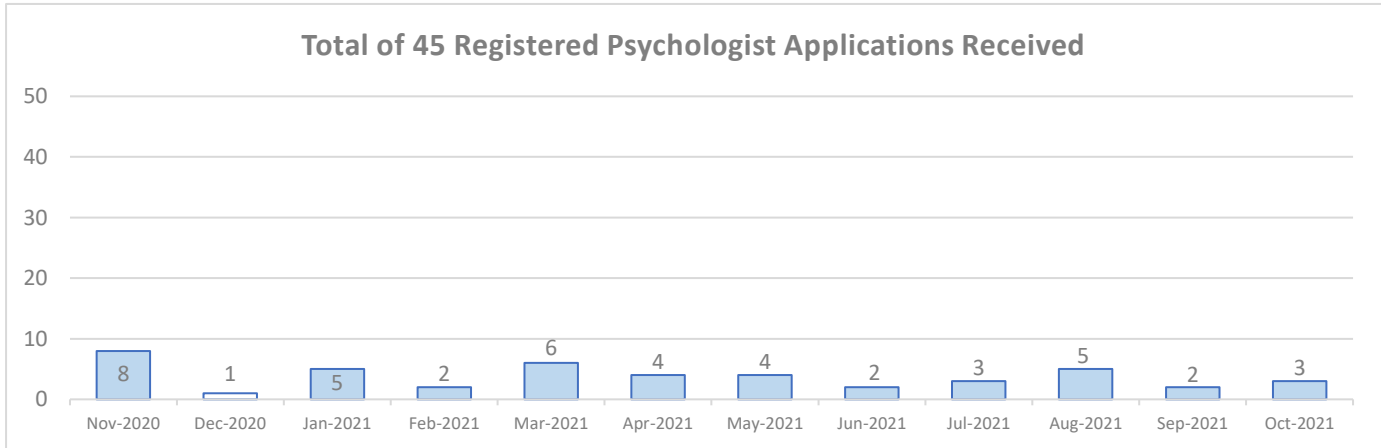
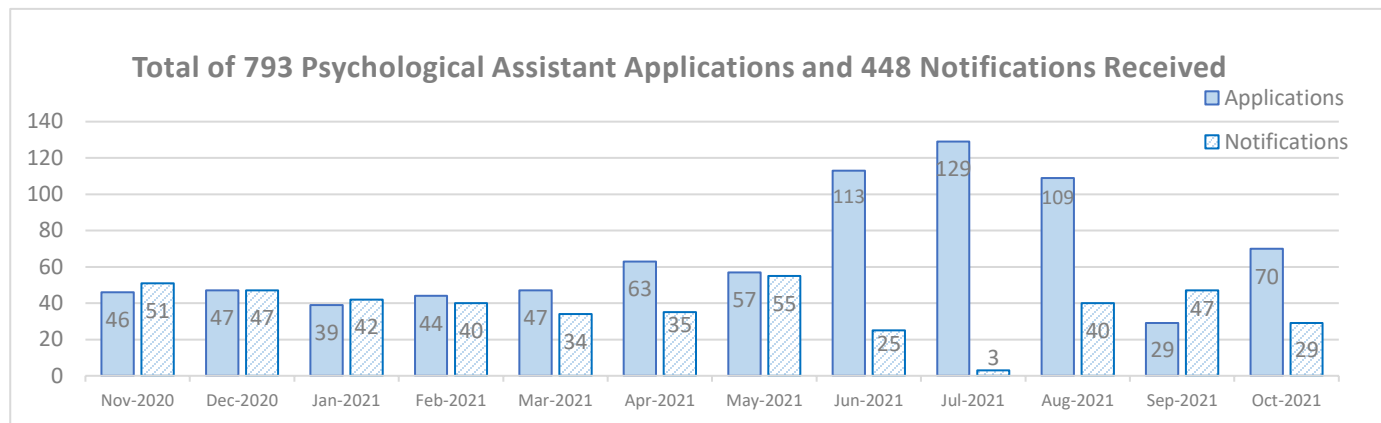
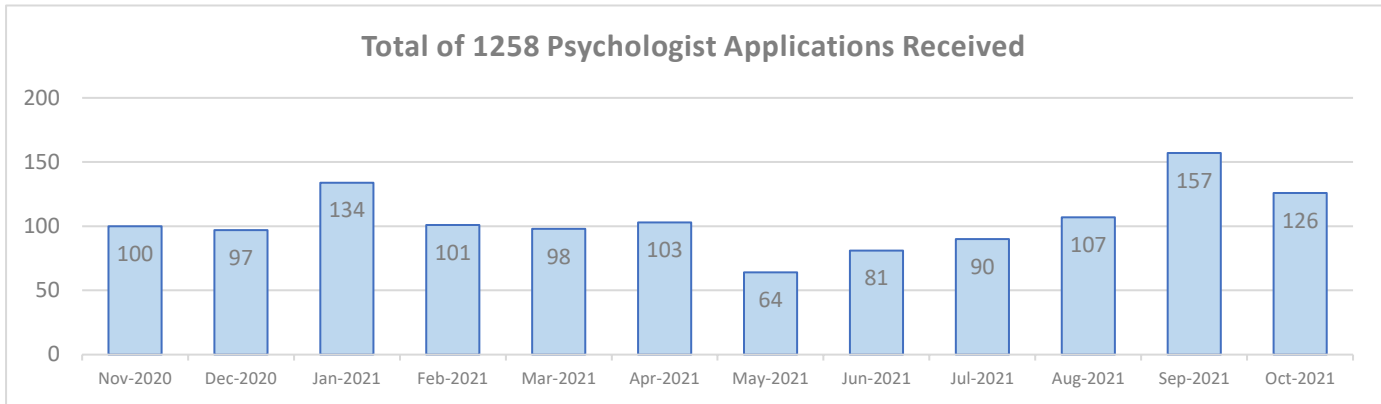
Psychological Assistant Application Workload Report
May 2021 to October 2021
As of November 2, 2021



Registered Psychologist Application Workload Report
May 2021 to October 2021
As of November 2, 2021



**Applications and Notifications Received from November 2020 to October 2021
As of November 2, 2021**



**Examination Statistics October 2020 – September 2021
As of November 2, 2021**

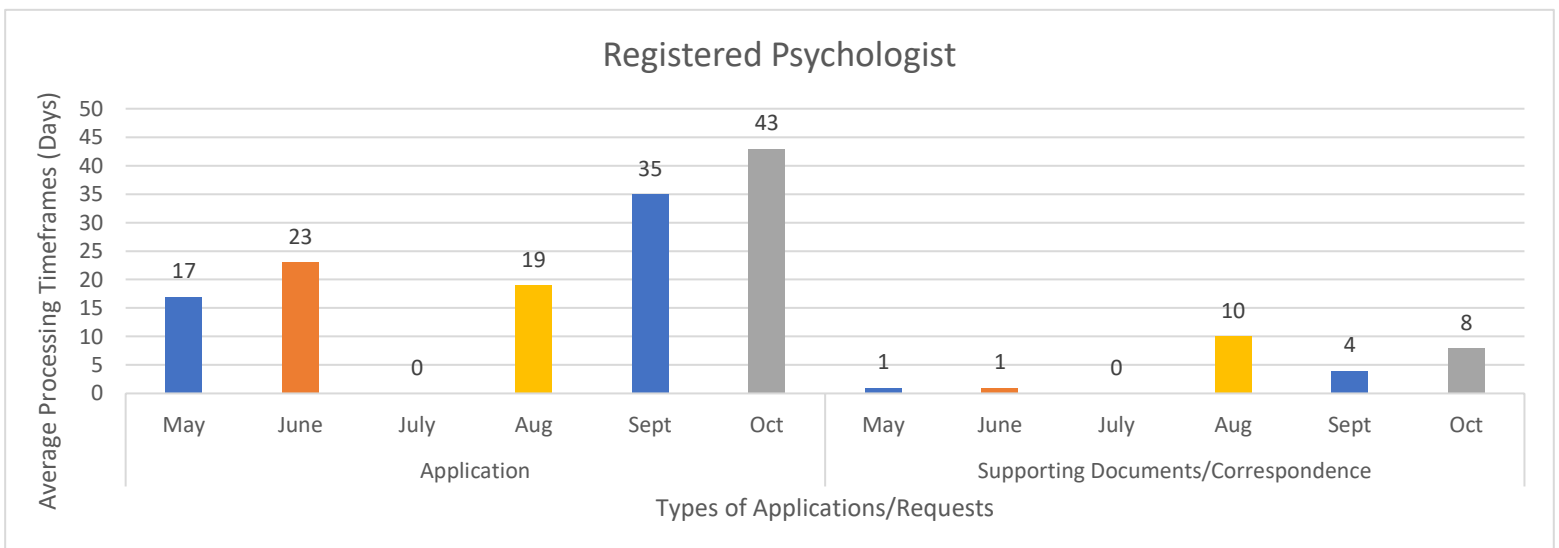
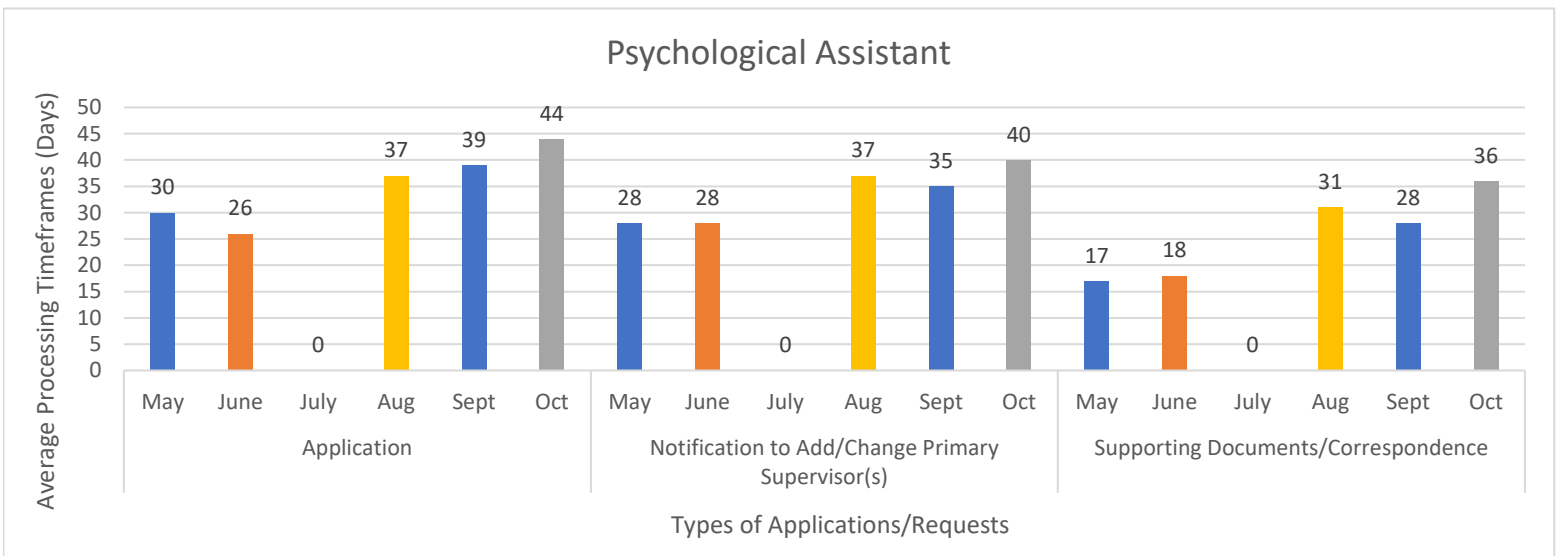
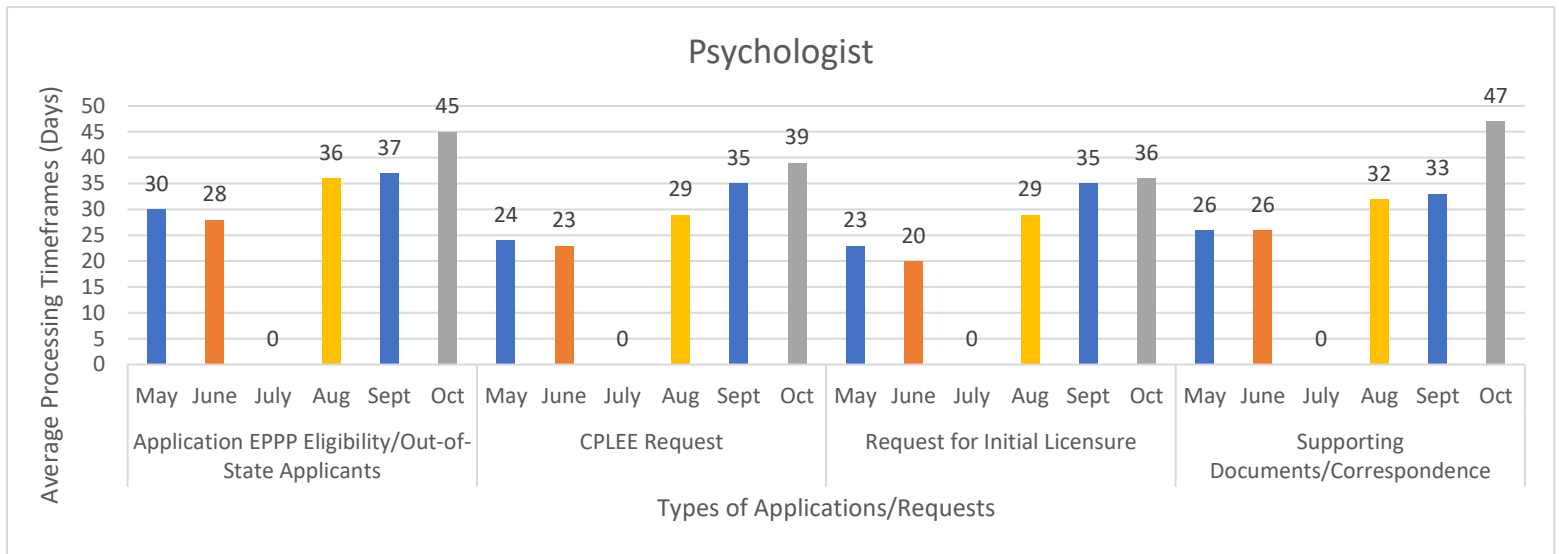
2020/2021 Monthly EPPP Examination Statistics

Month	# of Candidates	# Passed	% Passed	Total First Timers	First Time Passed	% First Time Passed
October	119	55	46.22	55	33	60.00
November	144	66	45.83	58	43	74.14
December	122	55	45.08	59	43	72.88
January	99	51	51.52	46	32	69.57
February	89	45	50.56	51	34	66.67
March	78	36	46.15	37	26	70.27
April	152	72	47.37	86	53	61.63
May	131	59	45.04	63	44	69.84
June	170	75	44.12	83	58	69.88
July	163	69	42.33	78	44	56.41
August	128	49	38.28	60	40	66.7
September	117	46	39.32	60	35	58.33
Total	1512	678	45.15	736	485	66.36

2020/2021 Monthly CPLEE Examination Statistics

Month	# of Candidates	# Passed	% Passed	Total First Timers	First Time Passed	% First Time Passed
October	75	54	72.00	55	41	74.55
November	84	59	70.24	71	50	70.42
December	87	59	67.82	65	43	66.15
January	58	41	70.69	39	27	69.23
February	83	53	63.86	63	38	60.32
March	109	83	76.15	85	66	77.65
April	87	68	78.16	64	51	79.69
May	79	60	75.95	47	37	78.72
June	105	88	83.81	81	71	87.65
July	82	58	70.73	60	43	71.67
August	128	107	83.59	77	66	85.71
September	165	133	80.61	99	79	79.80
Total	1142	863	74.47	806	612	75.13

**Average Application Processing Timeframes from May 2021 to October 2021
As of November 2, 2021**



Note: No application processing timeframe was collected for July 2021.

MEMORANDUM

DATE	November 2, 2021
TO	Board of Psychology
FROM	Liezel McCockran Continuing Education and Renewals Coordinator
SUBJECT	Agenda Item #13 – Continuing Education and Renewals Report

The Continuing Education (CE) audits between February 2021 through June 2021 were sent out October 7, 2021, those audits conclude on December 6, 2021. The current pass rate for January 2021 through June 2021 CE audits is 26 percent and 51 percent of audits have not yet been received. Currently there are two CE waivers. The first CE waiver states that licensees who expire between March 31, 2020 through September 30, 2021 are given until January 26, 2022 to fulfill the CE requirement. The second CE waiver states licensees who expire between October 1, 2021 and October 31, 2021 have until March 28, 2022 to complete all renewal related CE requirements. The pass rate from 2016-2020 has been consistently over 80 percent. The pass rate for 2nd audits has risen from 68 percent in 2016 to 94 percent in 2019.

The Continuing Professional Development (CPD) goal from the Strategic Plan 2019-2023 to implement licensed Board member CPD audits each license renewal cycle for transparency purposes began with the January 1, 2019 audit cycle. The following Board members have had their continuing education courses audited for their 2021 renewal and passed:

Stephen Phillips, JD, PsyD

For renewals, between January 2021 through November 2021, 80 percent of Psychologists renewed as Active. Approximately 90 percent of Psychologists and Psychological Assistants renewed their license online using BreZE per month.

Action Requested:

These items are for information purposes only. No action requested

Attachments:

Attachment A: CE Audits for 2021

Attachment B: Pass and Fail Rate for CE Audits January 2021 – June 2021

Attachment C: Pass and Fail Rate for 1st Audits 2016-2021

Attachment D: Pass and Fail Rates for 2nd Audits

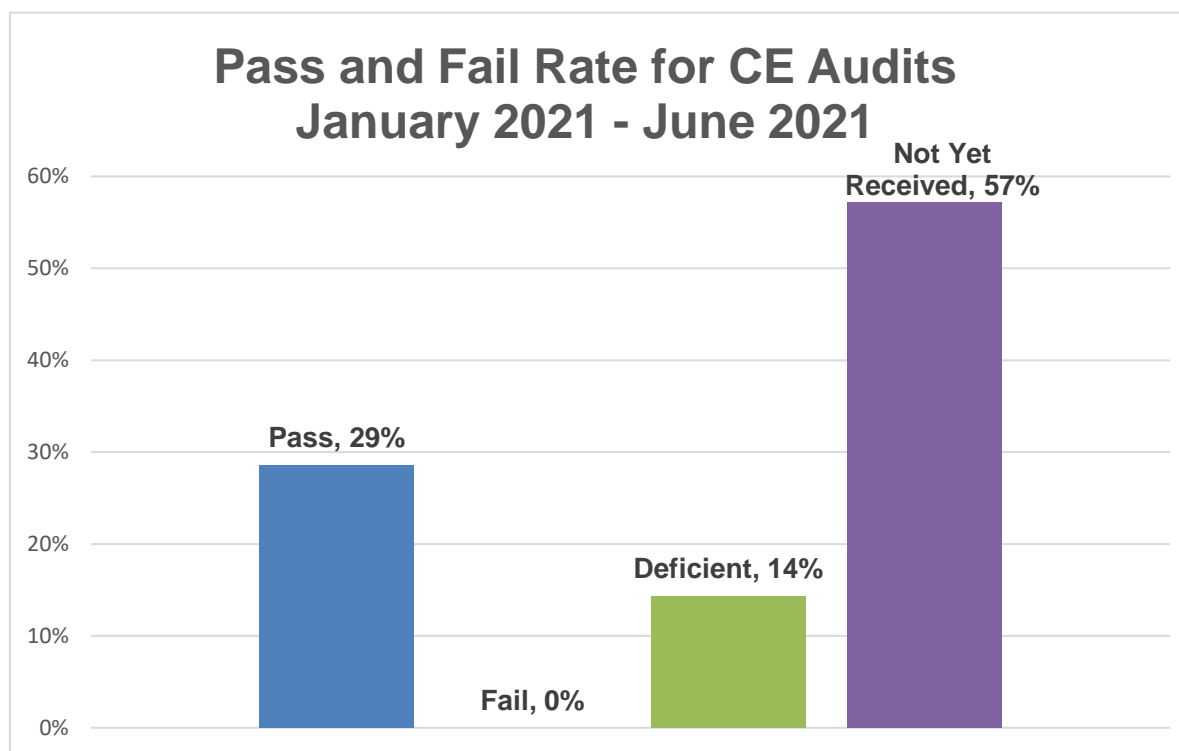
Attachment E: Online vs. Mailed in Renewals Processed

Attachment F: Psychologist and Psychological Assistant Renewal Applications Processed:
January 2021 – November 2021

Continuing Education Audits January 2021 - June 2021

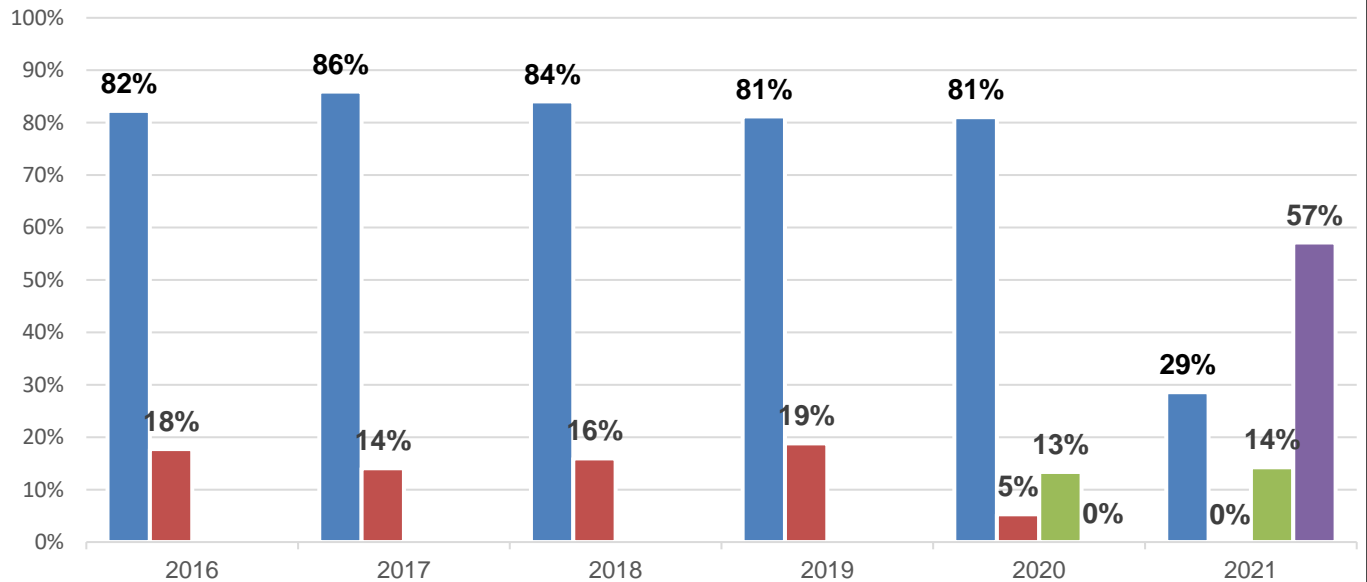
Month	Total # of Licensees Selected for Audit:	% Passed:	% Deficient	% Not Yet Received:	% Failed:
January	24	63%	21%	0%	0%
February	22	9%	9%	82%	0%
March	24	4%	0%	63%	0%
April	25	24%	12%	40%	0%
May	30	20%	7%	73%	0%
June	24	33%	21%	46%	0%
Totals:	149	26%	11%	51%	0%

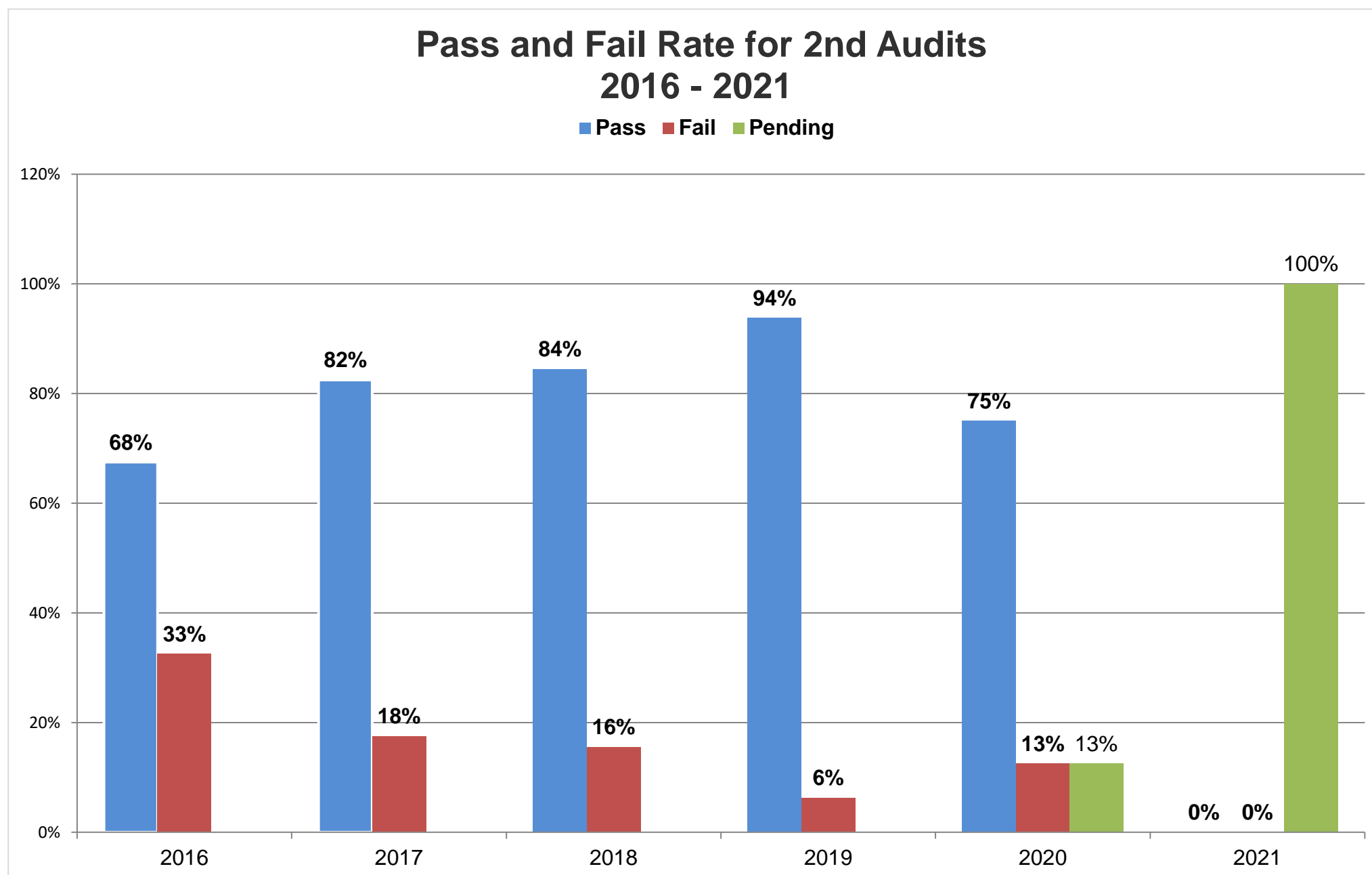
Of the total of 149 audits sent out, the current pass rate is 26% with 11% of audits found to be deficient and 51% of audits still pending. Currently, there are two CE waivers. The first states that licensees who expire between March 31, 2020 to September 30, 2021 are given until January 26, 2022 to fulfill the CE requirement. Those who were found to be deficient were given until January 27, 2022 to submit required documentation. The second waiver states licensees who expire between October 1, 2021 and October 31, 2021 have until March 28, 2022 to complete all renewal related CE requirements.



Pass and Fail Rate 1st Audits 2016 - 2021

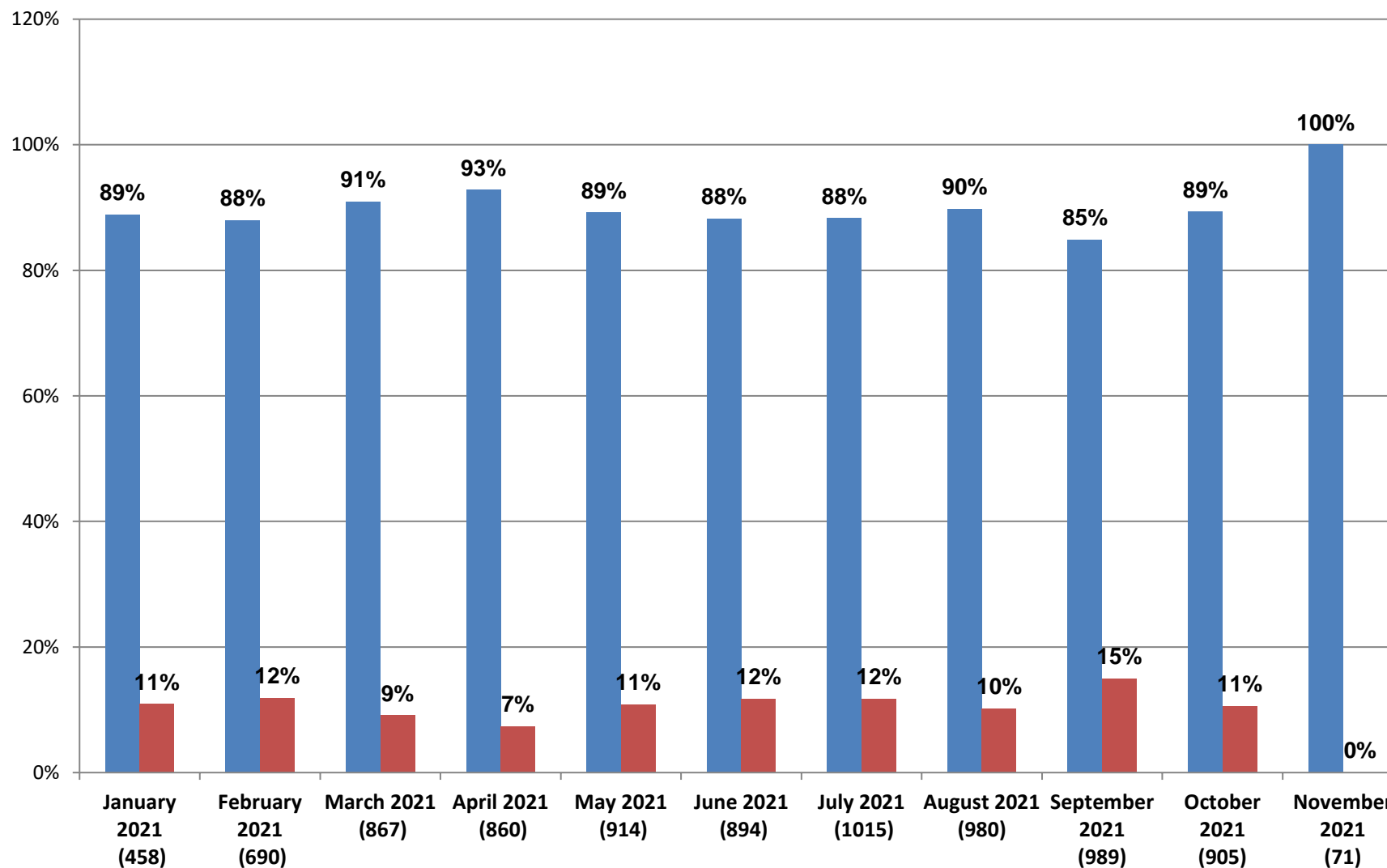
■ Pass ■ Fail ■ Deficient ■ Not Yet Received





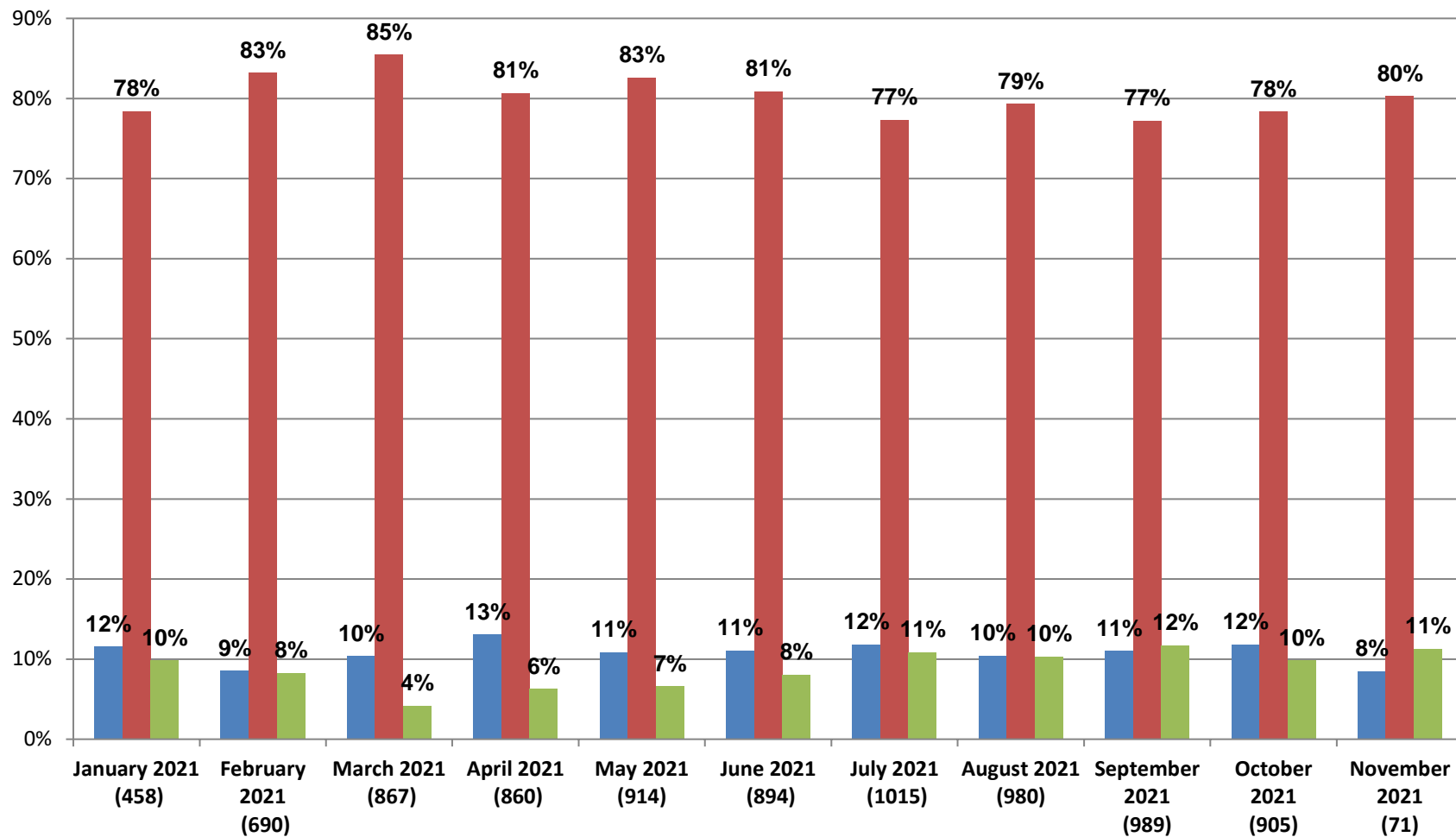
Online vs. Mailed In Renewals Processed January 2021 - November 2021

■ Online ■ Mailed In



Psychologist and Psychological Assistant Renewal January 2021 - November 2021

■ Inactive ■ Active ■ Psych Assistants



Every month an average of 80% of Psychologists renew as Active, and 11% of Psychologists renew as Inactive. Additionally, an average of 9% of renewal applications submitted every month are from Psychological Assistants.

MEMORANDUM

DATE	October 27, 2021
TO	Board of Psychology
FROM	Suzy Costa Legislative and Regulatory Analyst
SUBJECT	Agenda Item #14 – Regulatory Update, Review, and Consideration of Additional Changes

The following is a list of the Board's regulatory packages, and their status in the regulatory process:

a) Update on 16 CCR sections 1391.1, 1391.2, 1391.5, 1391.6, 1391.8, 1391.10, 1391.11, 1391.12, 1392.1 – Psychological Assistants

Preparing Regulatory Package	Initial Departmental Review	Notice with OAL and Hearing	Notice of Modified Text and Hearing	Preparation of Final Documentation	Final Departmental Review	Submission to OAL for Review	OAL Approval and Board Implementation
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This package was provided to the Department of Consumer Affairs (DCA) on November 12, 2019 and is now in the Initial Departmental Review Stage. This stage involves a review by DCA's legal, budget, and executive offices, and the State's Business Consumer Services and Housing Agency (Agency). Upon approval by DCA and Agency, staff will notice this package for a 45-day comment period and subsequent hearing.

b) Update on 16 CCR sections 1381.9, 1381.10, 1392 – Retired License, Renewal of Expired License, Psychologist Fees

Preparing Regulatory Package	Initial Departmental Review	Notice with OAL and Hearing	Notice of Modified Text and Hearing	Preparation of Final Documentation	Final Departmental Review	Submission to OAL for Review	OAL Approval and Board Implementation
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This package was approved by DCA and Agency on 9/30/2021, and will be in the Office of Administrative Law (OAL) for their notice register on October 15, 2021. The comment period ends November 31, 2021 and the hearing is scheduled for December 1, 2021.

c) Update on 16 CCR sections 1381.9, 1397.60, 1397.61, 1397.62, 1397.67 – Continuing Professional Development

Preparing Regulatory Package	Initial Departmental Review	Notice with OAL and Hearing	Notice of Modified Text and Hearing	Preparation of Final Documentation	Final Departmental Review	Submission to OAL for Review	OAL Approval and Board Implementation
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This package was submitted to the OAL for their final review on 10/1/2021.

d) **Update on 16 CCR sections 1391.13, and 1391.14 – Inactive Psychological Assistant Registration and Reactivating a Psychological Assistant Registration**

Preparing Regulatory Package	Initial Departmental Review	Notice with OAL and Hearing	Notice of Modified Text and Hearing	Preparation of Final Documentation	Final Departmental Review	Submission to OAL for Review	OAL Approval and Board Implementation
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This package is in the Initial Review Stage. Staff received feedback from Legal Counsel on September 17, 2019 and have incorporated the recommended changes. Staff is waiting to submit the package back to Board Counsel until the Sunset Psychological Assistant regulatory package is farther through the regulatory process. Upon approval by Board Legal Counsel, the package will be submitted for the Initial Departmental Review which involves reviews by DCA Legal Affairs Division, DCA Budget Office, DCA's Division of Legislative Affairs, DCA Chief Counsel, DCA Director, and the Business Consumer Services and Housing Agency.

e) **Addition to 16 CCR section 1392 – Psychologist Fees – California Psychology Law and Ethics Exam (CPLEE) and Initial License and Biennial Renewal Fee for Psychologist**

Preparing Regulatory Package	Initial Departmental Review	Notice with OAL and Hearing	Notice of Modified Text and Hearing	Preparation of Final Documentation	Final Departmental Review	Submission to OAL for Review	OAL Approval and Board Implementation
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Initial Departmental Review. This stage involves a review by DCA's legal, budget, and executive offices and Agency. Upon approval by DCA and Agency, staff will notice this package for a 45-day comment period and subsequent hearing.

f) **Addition to 16 CCR section 1395.2 – Disciplinary Guidelines and Uniform Standards Related to Substance-Abusing Licensees**

Preparing Regulatory Package	Initial Departmental Review	Notice with OAL and Hearing	Notice of Modified Text and Hearing	Preparation of Final Documentation	Final Departmental Review	Submission to OAL for Review	OAL Approval and Board Implementation
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Drafting Phase. This phase includes preparation of the regulatory package and collaborative reviews by Board staff and legal counsel.

Action Requested:

No action required at this time. This is for informational purposes only.

MEMORANDUM

DATE	October 22, 2021
TO	Board of Psychology
FROM	Lavinia Snyder Examination Coordinator
SUBJECT	Agenda Item #20(a) Establish Committee Goals

Background:

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

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

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

Action Requested:

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

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

MEMORANDUM

DATE	October 22, 2021
TO	Board of Psychology
FROM	Lavinia Snyder Examination Coordinator
SUBJECT	Agenda Item 5(b)(1) Timeline of Examination

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

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

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

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

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

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

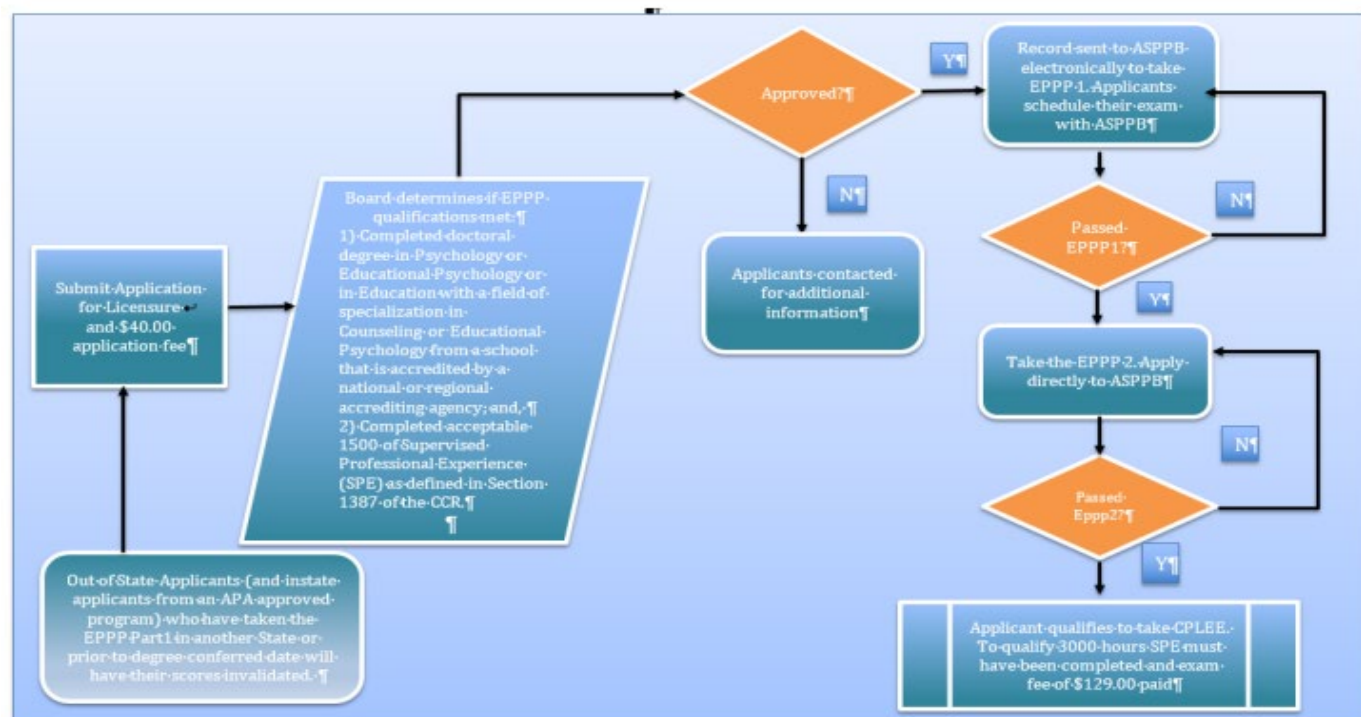
- Lack of a proven necessity for the additional examination;
- Considerable concerns related to the examination designs ability to assess skills and thus potentially providing negligible consumer protections;
- The additional examination costs and burden on prospective licensees, and

especially on historically underrepresented and socioeconomically disadvantaged students; and

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

Attachment:

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

Attachment B: January 29, 2019 letter from ASPPB

Action Requested:

No action required. This is for informational purposes only.

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

Task Force Report

July 30, 2018



EPPP2 Task Force Members

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

Origin and Purpose of the Task Force

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

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

Task Force Meetings

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

ASPPB Background and Necessity for the EPPP Part 2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Chart 2. Current California Examination Qualification for the EPPP

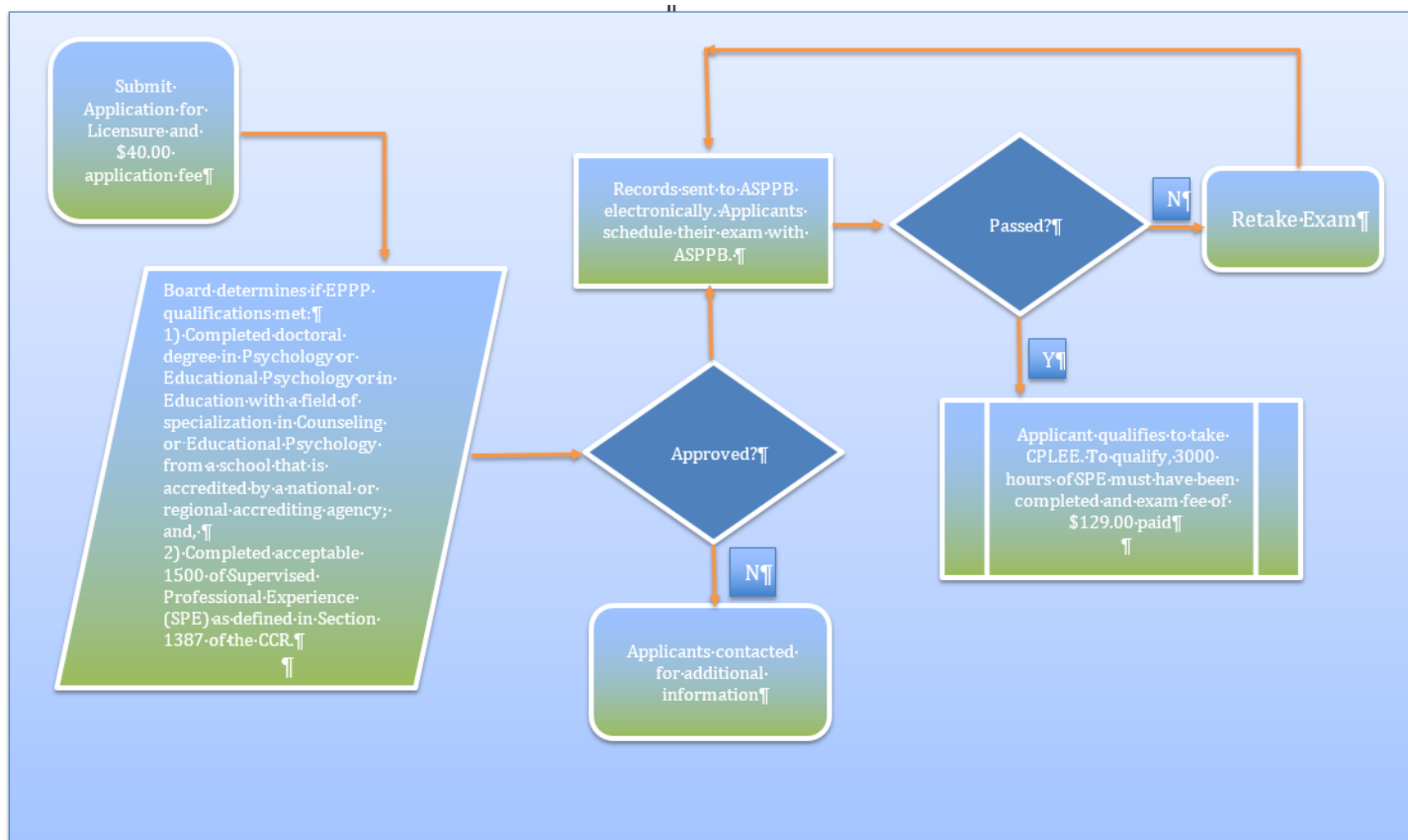


Chart 3. EPPP Examination Process (1/1/2020) Without Changes to Regulations (Option 1)

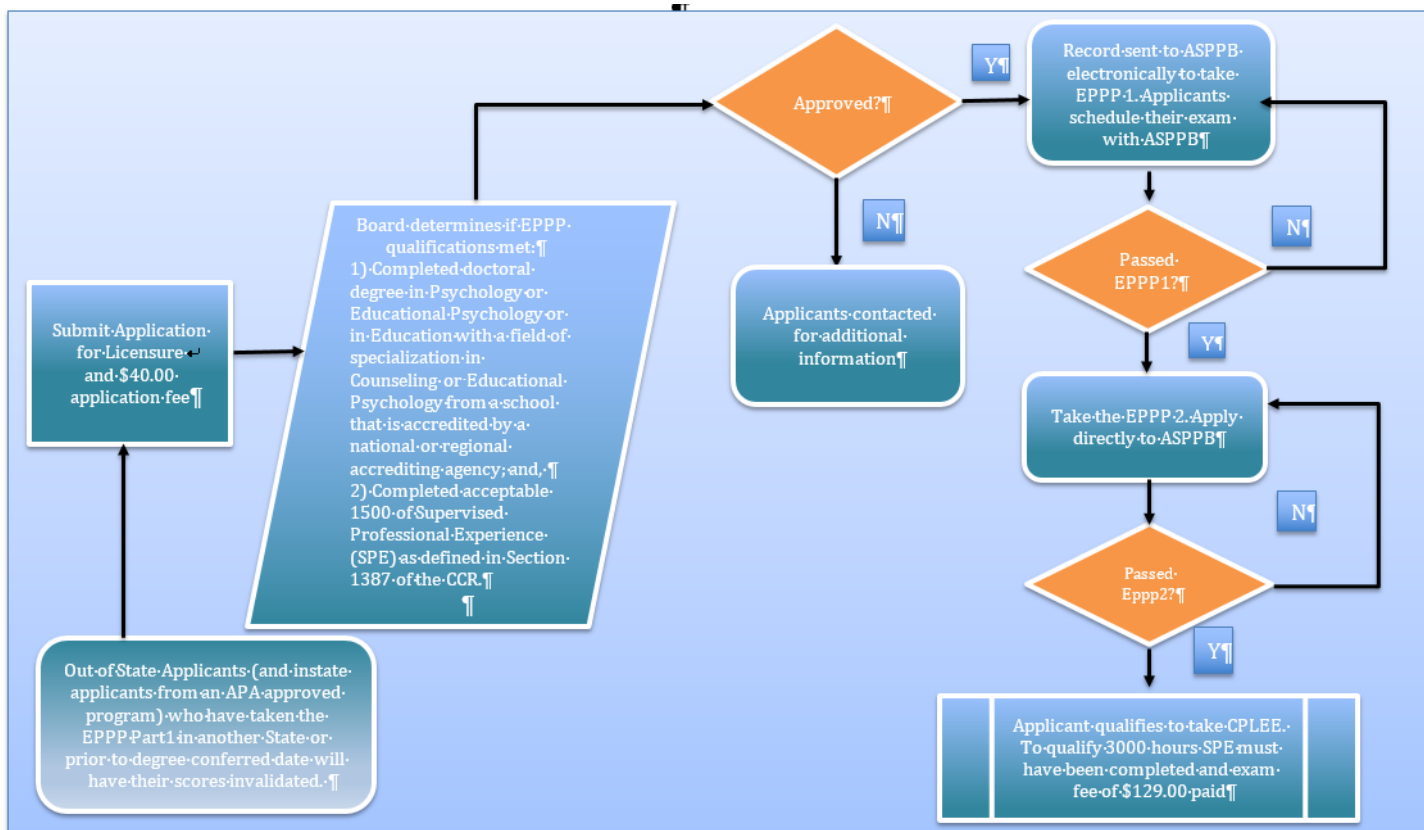


Chart 4. EPPP Examination Process (1/1/2020) With ASPPB Pre-Degree Eligibility (Option 2)

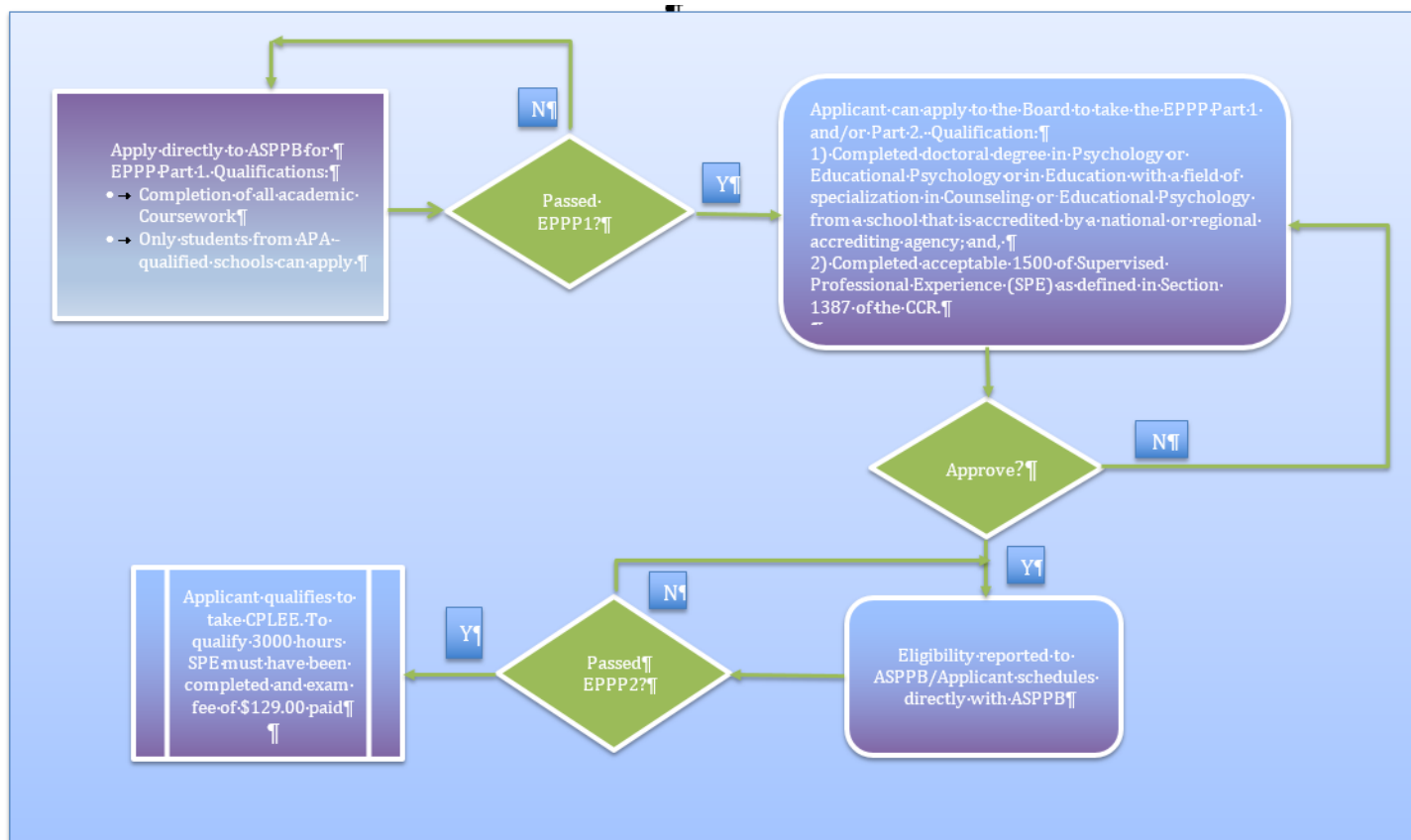
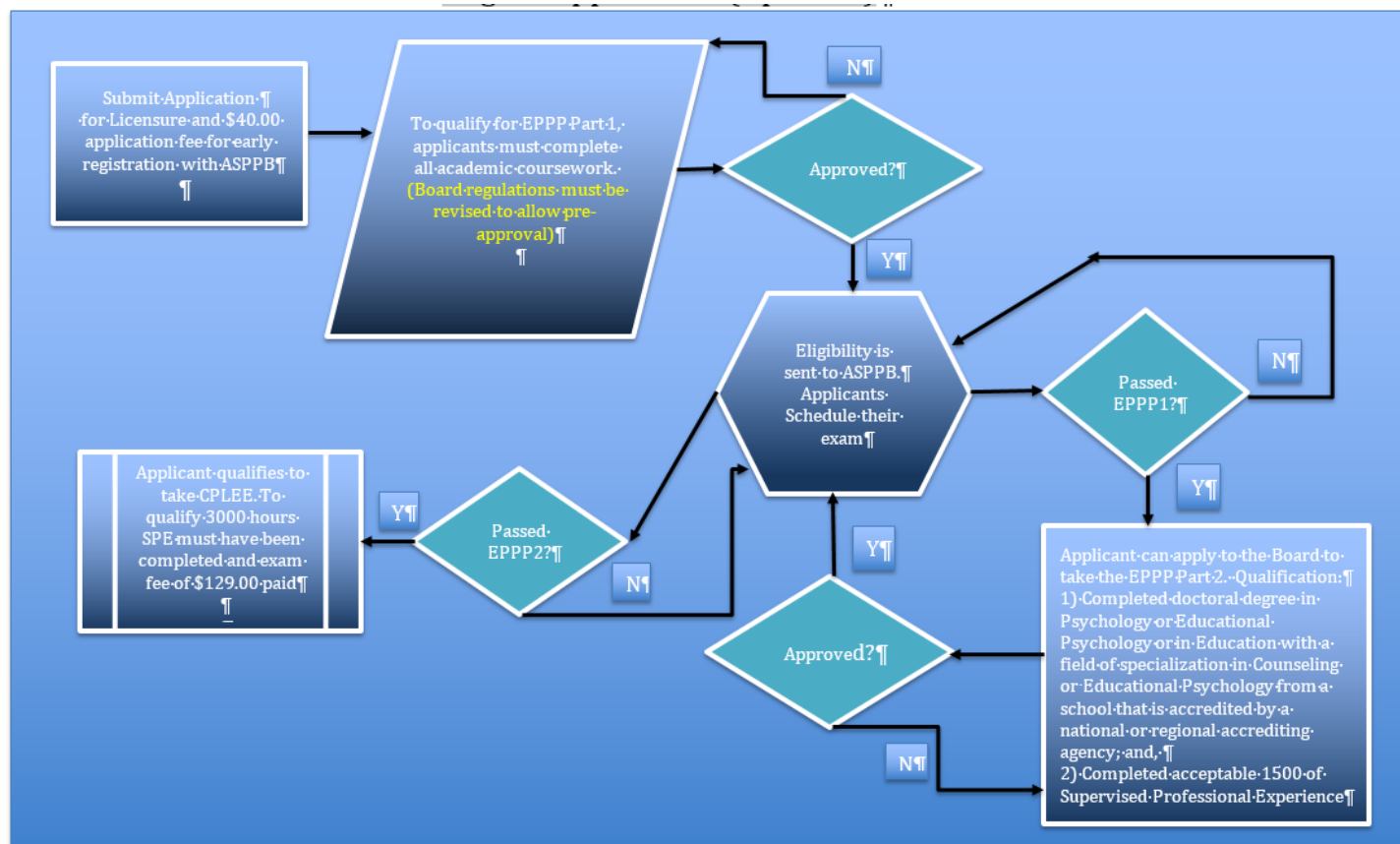


Chart 5. EPPP Examination Process (1/1/2020) With Board Pre-Degree Eligibility (Option 3)



Ensuring Exam Eligibility is Consistent and Equitable

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

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

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

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

The Need for More Information and Transparency from ASPPB

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

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

Summary of Task Force Recommendations

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

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

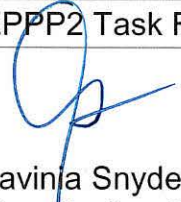
However, if ASPPB continues to make the implementation of the EPPP Part 2 mandatory and not optional, the Task Force had significant concerns with the loss of license portability if the Board does not implement the EPPP Part 2. Therefore, the Task Force recommends that the Board does not discontinue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

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

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

Appendix A

MEMORANDUM

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

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

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

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

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

The Enhanced EPPP

What Got Us Here and Where Are We Headed?

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



What is the Enhanced EPPP?

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



Why the EPPP Part 2?

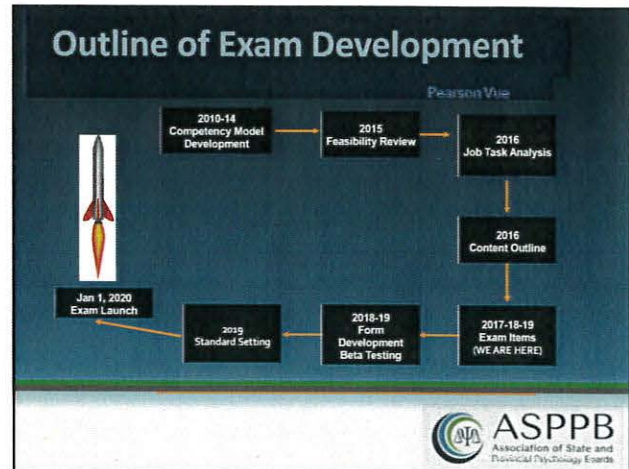
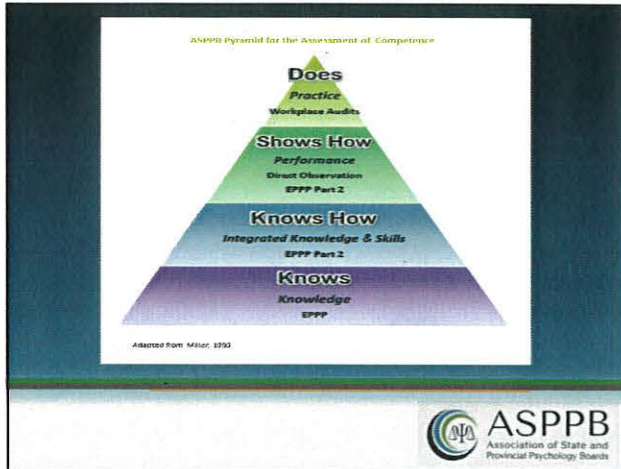
- Licensing boards charged with public protection
- Public protection includes ensuring competence to practice
- Knowledge is one part of competence
- Skills, attitudes, and values comprise the rest of competence
- Psychology and most regulated professions have embraced the move to assessment of competence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



Why the EPPP Part 2?

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





EPPP Part Job Task Analysis Results

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

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

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

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

ASPPB
Association of State and Provincial Psychology Boards

QUESTIONS About the EPPP Part 2

- Many questions are answered on the ASPPB Website:
- www.asppb.net/page/EPPPPart2

ASPPB
Association of State and Provincial Psychology Boards

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



Contact Us:

Please email me if I can provide you additional information:
erodolfa@alliant.edu

Or please feel free to email Carol Webb: cwebb@asppb.org

More Information: www.asppb.net/page/EPPPPart2



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

Appendix B

The EPPP Part 2

The Assessment of Skills needed for the Independent Practice of Psychology

October 2017

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

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An Overview of the Rationale for the EPPP Part 2

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

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

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

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

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

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

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

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

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

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

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

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

Developing an Empirical Base for a Competency Model

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

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

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

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

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

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

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

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

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

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

Results of the Surveys and 2014 Competency Model

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

2016 Job Task Analysis

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

2017 ASPPB Competencies Expected of Psychologists

at the Point of Licensure

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

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

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

Comparison of Competency Models

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

Assessment of Competence

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

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

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

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

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



Reviewing Methodologies to Assess Competency

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

Computer-Based Testing Procedures

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

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

Review of Competency Assessment Procedures Used by Other Professions

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

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

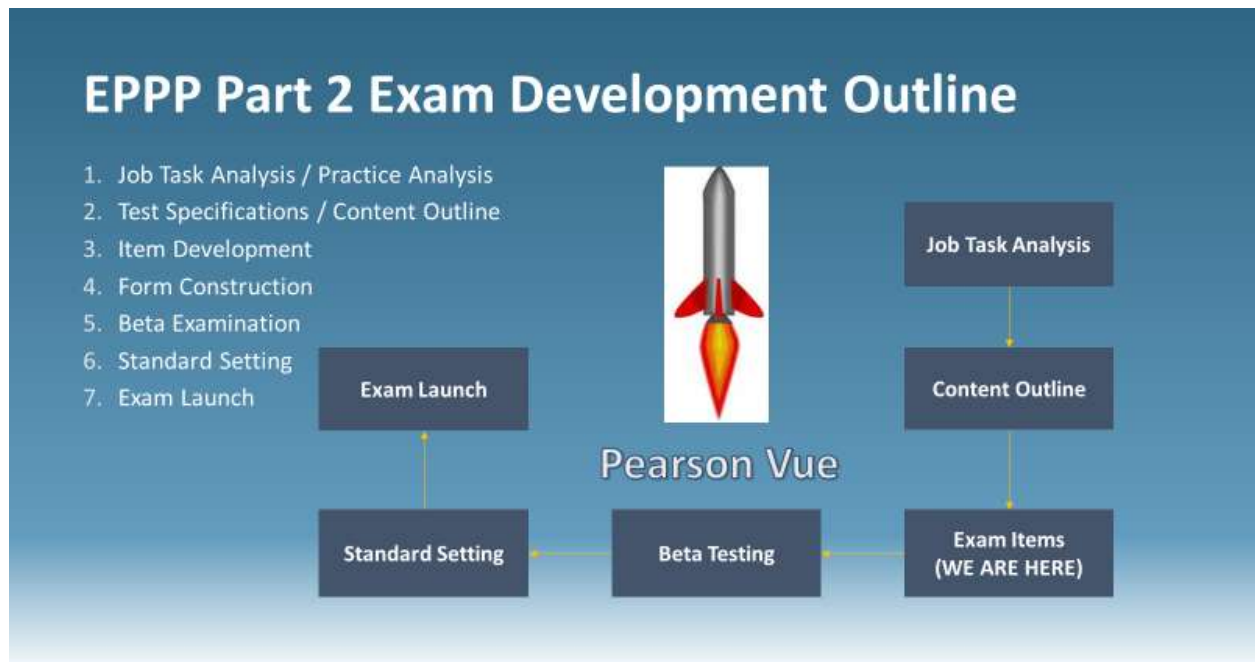
Other professions’ competency examinations are consistently based on their competency models. These competency models used to assess practice readiness typically include assessment, intervention, ethics, professional behavior and interpersonal behavior, and interprofessional consultations.

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

The Timeline for Skills Assessment in Psychology

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

EPPP Part 2 Exam Development Outline



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A Competency Model for the Practice of Psychology. *Training and Education in Professional Psychology*. 7 (2).

APPENDIX A: 2017 ASPPB Competencies Expected of Psychologists at the Point of Licensure

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

Domain 1: Scientific Orientation

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

Domain 2: Assessment and Intervention

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

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

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

Domain 3: Relational Competence

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

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

Domain 4: Professionalism

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

Domain 5: Ethical Practice

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

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

Domain 6: Collaboration, Consultation, and Supervision

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

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


2017 Comparison of Competency Models

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

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

Appendix C

MEMORANDUM

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

Background:

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

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

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

Action Requested:

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

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

Attachment B: ASPPB's EPPP2 Task Force Response

Attachment A
EPPP2 Task Force Letter to ASPPB Board of Directors

April 9, 2018

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

Dear Board Members:

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

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

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

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

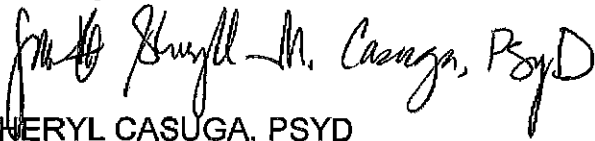
- Would ASPPB consider a mechanism to make the cost of the examination more affordable for low-income applicants or for those serving impoverished communities, underserved populations, or performing services in public agencies? For instance, would there be consideration to lower the cost of the EPPP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

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

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

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

Sincerely,

A handwritten signature in black ink, reading "Sheryl M. Casuga, PsyD". The signature is fluid and cursive, with the first name "Sheryl" being the most prominent part.

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

Attachment B
ASPPB's EPPP2 Task Force Response



ASPPB

Association of State and
Provincial Psychology Boards

Supporting member jurisdictions in fulfilling their responsibility of public protection.

Dear California EPPP Task Force,

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

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

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

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

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

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

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

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

President, Board of Directors – Sharon Lightfoot, PhD

Chief Executive Officer – Stephen T. DeMers, EdD

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Matt Turner
ASPPB, Director of Examination Services
mturner@asppb.org

Emil Rodolfa
ASPPB, Implementation Task Force Chair
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**Examination for Professional Practice
in Psychology Part 2 (EPPP2)
Task Force Report**

Appendix D

EPPP2 TASK FORCE MEETING MINUTES

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

THURSDAY, APRIL 5, 2018

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

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

Members Present:

Sheryll Casuga, PsyD, Chairperson
Seyron Foo, Board Member
Amy Welch-Gandy, Office of Professional Examination Services (OPES)
Crystal Faith Cajilog, Student Representative of California Psychological Association of Graduate Students
Anushree Belur, Student Representative of California Psychological Association of Graduate Students for The Chicago School of Professional Psychology
William Bloxham, Student Representative of JFK University 5th Year Student
Sherry Johnson, Director of Clinical Training, Representative of University of California
Rene Puliatti, Esq, Representative of California Psychology Internship Council (CAPIC)
Andrew Harlem, PhD, Representative of California Institute of Integral Studies
Gilbert Newman, PhD, Representative of The Wright Institute
Alejandra Ojeda-Beck, Student Representative of California Psychological Association of Graduate Students, UC Berkeley
Sherri Sedler, Student Representative of California Psychological Association of Graduate Students, California Southern University
Olga Belik, PhD, Representative of California Psychological Association (CPA), Division II

Others Present:

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

Agenda Item #2: Chairperson Welcome

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

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

There were no public comments.

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

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

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

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

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

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

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

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

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

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

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

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

Vote: 17 Aye, No-0

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Task Force adjourned at 5:10pm

John B. M. Casara, PsyD
Chair

7/3/18

Date

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

Appendix E

EPPP2 TASK FORCE MEETING MINUTES

Department of Consumer Affairs
1625 N. Market Blvd., HQ1 Hearing Room #117
Sacramento, CA 95834
(916) 574-7720

Friday, June 29, 2018**Agenda Item #1: Call to Order/Roll Call/Establishment of a Quorum**

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

Members Present:

Sheryll Casuga, PsyD, Chairperson
Seyron Foo, Board Member
Amy Welch-Gandy, Office of Professional Examination Services (OPES)
Paul Marcille, PhD, Representative of California Psychological Association (CPA)
Representative
Anushree Belur, Student Representative of California Psychological Association of Graduate Students for The Chicago School of Professional Psychology
William Bloxham, Student Representative of JFK University 5th Year Student
Cindy Yee-Bradbury, Director of Clinical Training, Representative of UCLA
Rene Puliatti, Esq, Representative of California Psychology Internship Council (CAPIC)
Lani Chow, PhD, Representative of California Institute of Integral Studies
Allison Briscoe-Smith, Representative of The Wright Institute
Jay Finkelman, PhD, Representative of The Chicago School of Professional Psychology
Alejandra Ojeda-Beck, Student Representative of California Psychological Association of Graduate Students, UC Berkeley
Sherri Sedler, Student Representative of California Psychological Association of Graduate Students, California Southern University
Olga Belik, PhD, Representative of California Psychological Association (CPA), Division II

Others Present:

Antonette Sorrick, Executive Officer
Stephanie Cheung, Licensing Manager
Cherise Burns, Central Services Manager
Lavinia Snyder, Examination Coordinator
Jason Glasspiegel, Central Services Coordinator
Norine Marks, Legal Counsel, Department of Consumer Affairs
Jo Linder-Crow PhD, California Psychological Association

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

48
49 Dr. Casuga welcomed the Task Force members and those in attendance.

50
51 **Agenda Item #3: Public Comment(s) for Items not on the Agenda**

52
53 There were no public comments

54
55 **Agenda Item #4: Approval of EPPP2 Task Force Minutes: April 5, 2018, meeting**

56
57 It was M(Foo)/S(Puliati)/C to accept the minutes as written.

58
59 Dr. Casuga opened the discussion for public comment.

60
61 Mr. Foo asked for lines 100 and 101 to be amended to state: "Mr. Foo stated that the
62 new part of the exam will need to be considered for implementation."

63
64 The motion was amended as follows: it was M(Foo)/S(Puliati) to accept the minutes as
65 amended.

66
67 Vote: 14 Aye, No-0.

68
69 **Agenda Item #5: Review and Discussion of ASPPB's Response to the EPPP2**
70 **Task Force Letter Regarding Questions and Concerns Raised at the April 5, 2018,**
71 **Task Force Meeting**

72
73 Dr. Casuga provided an overview of the item and the response letter.

74
75 Mr. Foo thanked Dr. Matthew Turner, from ASPPB, for attending and asked for an
76 update on the cost of the examination.

77
78 Dr. Turner stated the suggestion to review the different cost per examination options
79 and/or scholarship opportunities was well received by ASPPB, and it is currently under
80 review. No decision has been made, but the Board of Directors will meet again in
81 August.

82
83 Discussion ensued regarding the overall financial impact to students with the addition of
84 the second part of the EPPP and the number of students that take a test prep course,
85 and how this should be considered when discussing the total financial impact.

86
87 Ms. Briscoe-Smith advised that cost is not the only issue. She is concerned about
88 students incorporating the first part of the EPPP into when they would normally be
89 working on their dissertation and applying for internships.

90
91 Discussion ensued regarding how the change to when students can take the first part of
92 the EPPP will affect students' completion of their dissertation and when they begin their
93 internship.

94

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

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

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

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

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

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

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

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

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

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

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

Dr. Casuga asked for discussion.

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

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

Vote: 14 Aye, No-0.

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

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

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

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

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

Vote: 14 Aye, No-0

Bus. & Prof. Code sections 2940-2944

§ 2940. Application and fee

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

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

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

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

§ 2941. Examination and fee

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

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

Each applicant shall pay any applicable examination fees.

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

§ 2942. Time for examinations; Passing grades

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

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

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

~~§ 2943. Examination subjects~~

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

~~(Amended by Stats. 1989, Ch. 888, Sec. 24.)~~

~~§ 2944. Written examinations~~

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

~~(Amended by Stats. 1989, Ch. 888, Sec. 25.)~~

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

§ 1388. Examinations.

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

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

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

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

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

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

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

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

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

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

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

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

Reference:

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

§ 1388.6. License Requirements and Waiver of Examination **Licensure Requirements.**

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

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

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

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

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

(ef) Although the EPPP ~~is some requirements are deemed to have been met~~ waived under this section, an applicant must file a complete application and meet all current ~~licensing~~ licensure requirements not addressed above, including payment of any fees, take and pass the California Psychology Law and Ethics Examination (CPLEE), and not been subject to discipline.

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

§ 1389. Reconsideration of Examinations.

(a) ~~There shall be no reconsideration of the grade score received on the EPPP or on the CPLEE.~~

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

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

§ 1389.1. Inspection of Examinations.

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

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

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

Agenda Item #8: Recommendations for Agenda Items for Future Task Force Meetings.

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

- Ms. Briscoe-Smith – Requested a vote on whether the Task Force recommends implementation of the EPPP2
- Dr. Marcille – Requested that staff collect more information from ASPPB on the items included in the test and how it will test for competency.
- Mr. Puliatti – Requested that an item is included which asks ASPPB to provide information on how this examination will help protect California consumers.
- Dr. Belik - Different ASPPB decisions and alternatives and their timelines for implementation of those considerations, including ASPPB's timeline for rollout of the examination.
- Mr. Bloxham - Requested a true implementation plan with details, validating the test, and when materials will be available.
- A request to ASPPB for clarification on the lack of PCSAS inclusion.
- A request to ASPPB for clarification on when the beta testing will be happening and when would results of that beta testing be available.
- A request to ASPPB for their cost considerations decision.
- A request for the written charge of Task Force.

ADJOURNMENT

The Task force adjourned at 4:12 pm.



ASPPB

Association of State and
Provincial Psychology Boards

Supporting member jurisdictions in training their responsibility of public protection.

Dear Members of the California Board of Psychology:

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

Matt Turner, PhD
ASPPB, Senior Director of Examination Services
mturner@asppb.org

Emil Rodolfa, PhD
ASPPB, Implementation Task Force Chair
erodolfa@alliant.edu

References

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

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

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

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

MEMORANDUM

DATE	October 22, 2021
TO	Board of Psychology
FROM	Lavinia Snyder Examination Coordinator
SUBJECT	Agenda Item 20(b)(2) Correspondence between the Board of Psychology and the Association of State and Provincial Psychology Boards (ASPPB)

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

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

Action Requested:

No action required. This is for informational purposes only.



Supporting member jurisdictions in fulfilling their responsibility of public protection.

August 17, 2018

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

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

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

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

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

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

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

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

Sincerely,

Sharon Lightfoot, PhD
President, ASPPB Board of Directors
lightfootphd@sbcglobal.net
314-289-9981

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

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October 2, 2018

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

Dear Board of Directors:

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

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

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

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

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

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

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

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

If you have any questions, please do not hesitate to contact Antonette Sorrick, Executive Officer, at Antonette.Sorrick@dca.ca.gov.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Stephen Phillips'.

Stephen Phillips, JD, PsyD
President, Board of Psychology

A handwritten signature in blue ink, appearing to be 'Seyron Foo'.

Seyron Foo
Public Member, Board of Psychology



ASPPB
Association of State and
Provincial Psychology Boards

Supporting member jurisdictions in fulfilling their responsibility of public protection.

Jurisdictional Update on the Enhanced EPPP

October 24, 2018

Dear Membership,

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

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

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

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

Sincerely,

Sharon Lightfoot, PhD
President, ASPPB Board of Directors
lightfoot@sbcglobal.net



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December 10, 2018

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

Dear ASPPB Board of Directors:

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

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

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

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

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

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

If you have any questions, please do not hesitate to contact our Executive Officer,
Antonette Sorrick at Antonette.Sorrick@dca.ca.gov.

Sincerely,

A handwritten signature in black ink, appearing to be 'SC Phillips', written over three horizontal lines.

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



ASPPB

Association of State and
Provincial Psychology Boards

Supporting member jurisdictions in training their responsibility of public protection.

Dear Members of the California Board of Psychology:

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

Matt Turner, PhD
ASPPB, Senior Director of Examination Services
mturner@asppb.org

Emil Rodolfa, PhD
ASPPB, Implementation Task Force Chair
erodolfa@alliant.edu

References

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

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

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

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

MEMORANDUM

DATE	October 22, 2021
TO	Board of Psychology
FROM	Lavinia Snyder Examination Coordinator
SUBJECT	Agenda Item 20(b)(3) Identify Outstanding Issues

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

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

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

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

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

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

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

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

Action Requested:

No action required. This is for informational purposes only.

MEMORANDUM

DATE	October 22, 2021
TO	Board of Psychology
FROM	Lavinia Snyder Examination Coordinator
SUBJECT	Agenda Item #20(c) ASPPB Report on the EPPP (Part 2-Skills)

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

Action Requested:

No action required. This is for informational purposes only.

March 8, 2021

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

Dear Dr. Burnetti-Atwell:

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

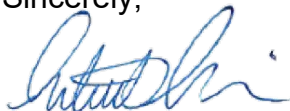
Since we have new Board members, the Board is interested in the following information:

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

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

If you have any questions, please do not hesitate to email Lavinia Snyder at Lavinia.snyder@dca.ca.gov.

Sincerely,



ANTONETTE SORRICK, Executive Officer



ASPPB

Association of State and
Provincial Psychology Boards

Supporting member jurisdictions in fulfilling their responsibility of public protection

President

Tomás R. Granados, PsyD

Chief Executive Officer

Mariann Burnett-Atwell, PsyD

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Sheila G. Young, PhD

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Associate Executive Officer**Member Services**

Janet P. Orwig, MBA, CAE

Senior Director of Examinations**Services**

Matt Turner, PhD

Director of Educational Affairs

Jacqueline B. Horn, PhD

Director of Professional Affairs

Alex Siegel, JD, PhD

September 17, 2021

Antonette Sorrick

California Board of Psychology

Executive Officer

1625 North Market Boulevard

Suite N-215

Sacramento, CA 95834

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. The cost justification for the EPPP2 exam fee.

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

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

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

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

Respectfully,

Matt Turner, PhD
Senior Director of Examination Services, ASPPB

Mariann Burnetti-Atwell, PsyD
Chief Executive Officer, ASPPB

Overview of the EPPP (Part 2-Skills)

Matt Turner, PhD
ASPPB Senior Director of Examination Services

The Examination For Professional Practice in Psychology (EPPP)

- Used in all US and Canadian jurisdictions as requirement for licensure
 - Examines a candidate's breadth and depth of knowledge of the profession of psychology
-
-

What has Changed with the EPPP?

- As of November 2020, jurisdictions have had the option to adopt
 - One Exam: Two Parts
 - Part 1 (current EPPP) = knowledge
 - Part 2 = skills
 - Provides a standardized, objective assessment of knowledge and skills needed for independent practice
 - Provides a more thorough assessment of competency than the EPPP (Part 1-Knowledge) does now
-
-

Why did we Develop a Two Part EPPP?

- Psychology and most regulated professions have embraced the move to competency and the assessment of competence
 - A number of doctoral and non-doctoral healthcare professions have implemented the assessment of competence in licensure examination procedures
 - Licensing boards charged with public protection
 - Public protection includes ensuring competence to practice
 - EPPP assesses knowledge only - (one part of competence)
 - Skills comprise another part of competence
-
-

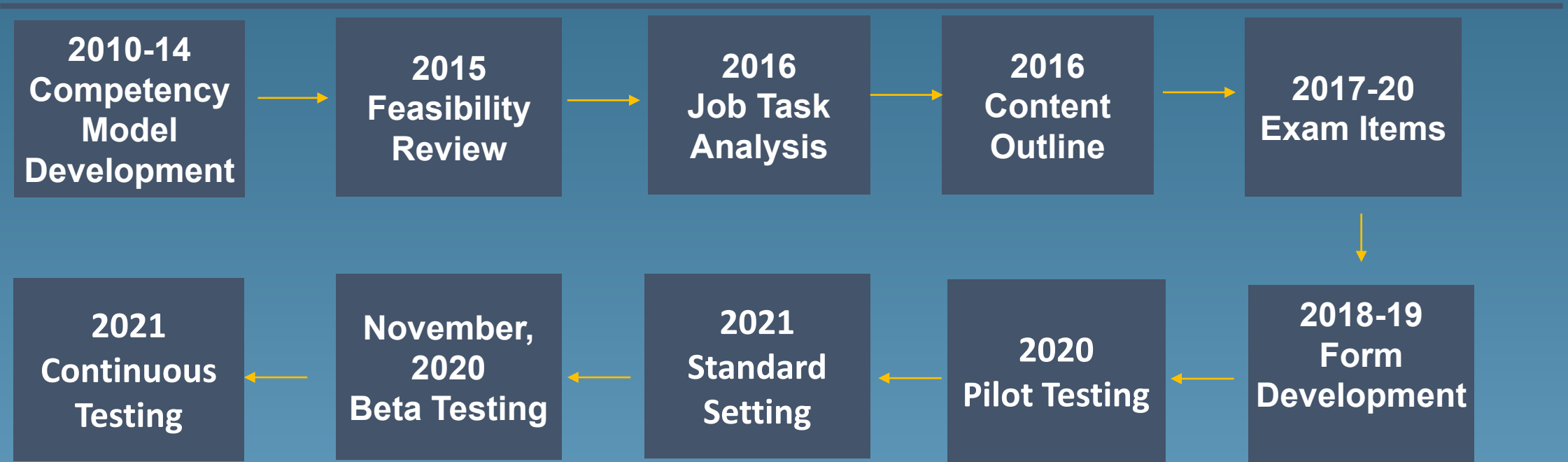
Why did we Develop a Two Part EPPP?

- Most jurisdictions would like better information about their applicants
- Current methods to assess skills are variable
 - Oral Exams
 - Hours of Supervised Experience
 - Letters of Recommendation

Bottom Line for Regulators

Legally defensible tool for regulators to ensure that their candidates demonstrate a universal standard of competency

Timeline of EPPP (Part 2-Skills) Development



Establish Validity

Content Validity is established through:

- Subject Matter Experts (SME)
 - Job Task Analysis
 - Test Specifications
 - Multiple Levels of Content Review
 - Psychometric data.
 - Standard Setting
-
-

EPPP Part 2 Job Task Analysis Results (2016)

- 2736 licensed psychologists responded from 61 of 64 jurisdictions (95%)
- 20% of respondents from CA
- 84% from the US; 16% from Canada
- Blueprint for the EPPP (Part 2- Skills)
 - Scientific Orientation 6%
 - Assessment and Intervention 33%
 - Relational Competence 16%
 - Professionalism 11%
 - Ethical Practice 17%
 - Collaboration, Consultation, Supervision 17%

Item Writing: Process

- Item Development Committee-2
 - Committee members are SME's in their competency cluster
 - Committee edits and rewrites items - an iterative process
 - When satisfied, Items entered into item bank by test vendor
 - Exam Committee-2
 - Finalizes each exam form and pretest blocks
 - Items are pretested on exam forms
 - Items that achieve acceptable statistics on pretest are incorporated into an exam form
-
-

EPPP (Part 2-Skills) Item Types

- Traditional multiple choice (3 options)
- Multiple select
- Scenarios and vignettes
 - Items with exhibits (e.g., test protocols, animation)
- Hot Spot or Enhanced Matching

Early Adopters of the EPPP (Part 2-Skills)

- Early adoption period is now occurring and is scheduled to end in 2023
- Beta testing period has ended and a pass point has been established through SS process
- There are reduced fees for applicants from these jurisdictions.

What will it cost to take the EPPP?

- Part 1: \$600.00
- Part 2: \$450.00
- Early Adoption of the EPPP
 - \$100 for test takers during the Beta phase*
 - \$300 for candidates in early adopting jurisdictions – from exam launch through August, 2023
 - \$450 as of August 15, 2023

Early Admittance Option for EPPP (Part 1-Skills)

- **ASPPB strongly supports an early admittance option**
- Early admittance option will only be allowed for candidates who are registered through an EPPP jurisdiction using both parts.
- Allows students to take the EPPP Part 1 pre-degree and after completion of all academic coursework, excluding internship and dissertation
- Member jurisdictions will decide whether they will allow for this option

Early Adopting Jurisdictions

- Nevada
- Arizona
- Newfoundland and Labrador
- Prince Edward Island
- Manitoba
- Georgia
- Washington DC
- Guam
- Minnesota has approved both parts of EPPP for their candidates for licensure
- 14 additional Jurisdictions have indicated that this is under consideration

EPPP Part 2



ASPPB
Association of State and
Provincial Psychology Boards

EPPP Part 1 Knowledge Items

A young girl is asked to suggest an appropriate birthday gift for her father. She replies, "Daddy wants a dolly that talks". According to Piagetian theory, her response implies that she is demonstrating:

- A. animistic thinking.
- B. egocentric thought.
- C. horizontal décalage.
- D. transitivity.

Correct Option: B

Domain: 4

KN: KN21



ASPBB
Association of State and
Provincial Psychology Boards

EPPP Part 1 Knowledge Items

Which type of intelligence is measured by a test that requires writing the definitions for vocabulary words?

- A. crystallized
- B. creative
- C. practical
- D. fluid

Correct Option: A

Domain: 2



ASPPB
Association of State and
Provincial Psychology Boards

EPPP Part 2 Sample Item

In the first session with a client diagnosed with schizophrenia, the psychologist should:

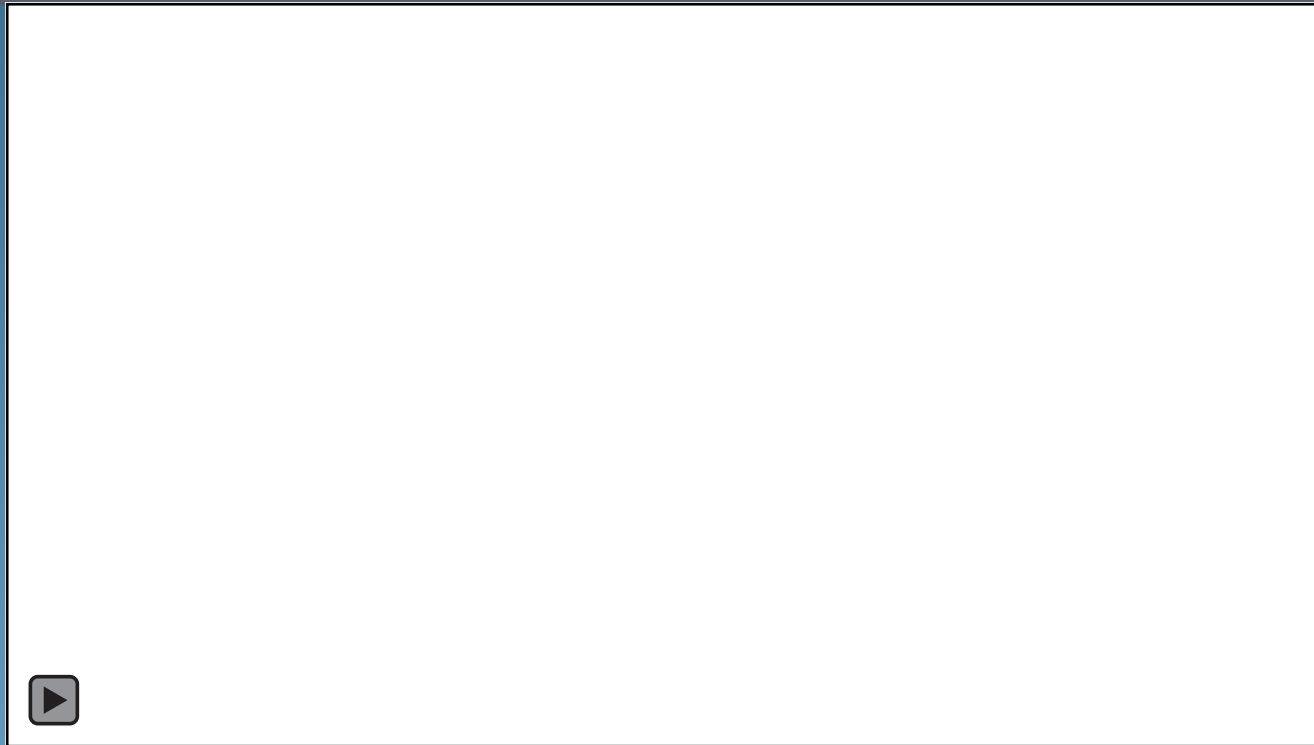
- ☒ A. display empathy, convey expertise, and express optimism that therapy can be helpful.
- ☐ B. identify poor coping mechanisms, set goals and discuss medication adherence.
- ☐ C. help the client identify triggers, thoughts and behavioral responses associated with psychotic symptoms.

EPPP Part 2 Sample Item

After an initial evaluation, a psychologist diagnoses an adolescent with a disorder not covered by the client's health insurance. Which of the following is an acceptable course of action for the psychologist?

- ☐ A. Submit an insurance claim identifying the client's parent as the client.
- ☒ B. Provide the client with a referral to an affordable resource for treatment.
- ☐ C. Change the client's diagnosis to one that is reimbursable.

Sample Video Scenario



EPPP (Part 2- Skills) Sample Item

First Session

Religion

Meeting

Which of the following are the most critical considerations the psychologist needs to be aware of when treating this client? (select 2)

- ☐ A. The length of the dating relationship
- ☒ B. The psychologist's own biases and opinions around religion
- ☐ C. The partner's family's feelings about the relationship
- ☐ D. The seriousness of the dating relationship for the client
- ☒ E. The psychologist's level of competence regarding family systems

EPPP (Part 2- Skills) Sample Item

First Session

Religion

Meeting

The psychologist encounters the patient and his parents at an event at their shared place of worship. The psychologist recognizes the parents as fellow members of an upcoming fundraising committee.

What is the *best* way for the psychologist to protect client confidentiality?

- ☐ A. Pull the client aside and ask for permission to be introduced to his parents.
- ☐ B. Inform the client that you are leaving the event immediately and will discuss the situation during the next session.
- ☒ C. Meet the parents if the client decides to make the introduction.

EPPP (Part 2-Skills) Sample Item

A psychologist is using cognitive-behavioral therapy to treat a client. The client arrives to a follow up session with an automatic thought record completed. The client describes feeling frustrated with the thought record and does not believe that it helped. The psychologist reviewed the record and noted that the client did not utilize the record in the correct manner. Identify the four regions with errors in the thought record below:

SITUATION	EMOTION	AUTOMATIC THOUGHT	RATIONAL RESPONSE	OUTCOME
1. Describe the event leading up to an unpleasant emotion.	1. Specify the emotion. 2. Rate the degree of emotion, 0 – 100%	1. Write the automatic thought that preceded the emotion. 2. Rate belief in automatic thoughts, 0 – 100%	1. Write a rational response to automatic thought. 2. Rate belief in rational response.	1. Re-rate belief in automatic thought, 0 – 100% 2. Specify and rate subsequent emotions, 0 – 100%
Argument with co-worker over cleaning up the breakroom after lunch	1. Anger 2. 85%	1. I always have to clean up around here 2. 100%	1. My co-worker takes out the trash at the end of the day 2. 50%	1. 75% 2. Frustration, 75%
Car did not start in the morning and I was late for work	1. Nothing ever goes my way 2. 100%	1. I am going to get fired 2. 100%	1. I need to buy a new car 2. 100%	1. 100% 2. Angry, 100%
I missed a deadline at work	1. Everyone at work must hate me 2. 85%	1. I am never getting promoted 2. 100%	1. I should find a different job 2. 100%	1. 100% 2. Angry, 100%

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The purple area shows that that area has been selected. The yellow color is a highlight that indicates when the candidate hovers over a 'hot area.'

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EPPP (Part 2-Skills) Sample Item

John Smith is a clinical psychology doctoral candidate who has created a business card for his current practicum placement. Click two (2) elements of the card that represent a **violation** of the APA and CPA ethics codes.

Note: Several elements of this card may be viewed as problematic. This sample is provided only for to demonstrate this item format

John Smith, Ph.D. Candidate
Clinical Psychologist
Specialty: School Refusal

University of North Kingstown
Department of Psychology (APA-Accredited)
ADDRESS | 123 Main Street, North Kingstown, RI
TEL | 400.123.4567
EMAIL | jsmith@northkingstown.edu
HONOR: American Psychological Association, Member

"There is beauty in struggle"

Contact Us

Please email us if we can provide you with additional information:

Matt Turner, PhD - mturner@asppb.org

For More Information:

www.asppb.net/page/EPPPPart2

MEMORANDUM

DATE	October 22, 2021
TO	Board of Psychology
FROM	Lavinia Snyder Examination Coordinator
SUBJECT	Agenda Item # 20(e) Office of Professional Examination Services (OPES) Status Report of the EPPP Audit

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

Action Requested:

No action required. This is for informational purposes only.



REVIEW OF THE EXAMINATION FOR
PROFESSIONAL PRACTICE IN PSYCHOLOGY



BOARD OF PSYCHOLOGY

REVIEW OF THE EXAMINATION FOR PROFESSIONAL PRACTICE IN PSYCHOLOGY



April 2021

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



EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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



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PROFESSIONAL PRACTICE IN PSYCHOLOGY



BOARD OF PSYCHOLOGY

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CHAPTER 1 | INTRODUCTION

PURPOSE OF THE COMPREHENSIVE REVIEW

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

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

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

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

The OPES review had four purposes:

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

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

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

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

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

ASPPB provided documentation related to validation of the two examinations. Pearson VUE conducted the most recent OA for the psychology profession to update the examination blueprint³ for the EPPP Part 1 and to create the examination blueprint for the new EPPP Part 2. The OA results are documented in the ASPPB *EPPP Job Task Analysis Report November 2016* (2016 Job Task Analysis Report), which was used for this review.

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

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

CALIFORNIA LAW AND POLICY

California B&P Code § 139 states:

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

¹ An occupational analysis is also known as a job analysis, practice analysis, or task analysis.

² A passing score is also known as a pass point or cut score.

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

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

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

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

FORMAT OF THE REPORT

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

CHAPTER 2 | OCCUPATIONAL ANALYSIS

STANDARDS

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

Standard 11.13

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

The comment following Standard 11.13 emphasizes its relevance:

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

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

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

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

FINDINGS

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

Occupational Analysis – Methodology and Time Frame

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

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

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

Occupational Analysis – Development of Survey Instrument

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

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

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

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

Occupational Analysis – Sampling Plan

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

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

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

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

Occupational Analysis – Survey Results

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

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

Occupational Analysis – Decision Rules and Final Examination Blueprint

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

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

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

CONCLUSIONS

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

CHAPTER 3 | EXAMINATION DEVELOPMENT

STANDARDS AND REGULATIONS

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

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

Standard 4.7

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

Standard 4.12

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

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

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

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

FINDINGS

Examination Development – Subject Matter Experts (SMEs)

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

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

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

Examination Development – Linkage to Examination Blueprint

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

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

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

Examination Development – Item Pilot Testing

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

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

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

Examination Development – Examination Forms

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

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

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

CONCLUSIONS AND RECOMMENDATIONS

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

CHAPTER 4 | PASSING SCORES AND PASSING RATES

STANDARDS AND REGULATIONS

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

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

Standard 5.21

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

Standard 11.16

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

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

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

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

FINDINGS

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

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

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

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

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

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

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

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

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

Passing Rates

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

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

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

CONCLUSIONS AND RECOMMENDATIONS

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

CHAPTER 5 | TEST ADMINISTRATION

STANDARDS

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

Standard 3.4

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

Standard 4.15

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

Standard 4.16

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

Standard 6.1

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

Standard 6.2

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

Standard 6.3

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

Standard 6.4

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

Standard 6.5

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

Standard 8.1

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

Standard 8.2

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

FINDINGS

Test Administration – Candidate Registration and Information

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

The ASPPB website includes the following information for test candidates:

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

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

Test Administration – Accommodation Requests

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

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

Test Administration – Test Centers

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

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

Test Administration – Standardized Procedures and Testing Environment

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

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

CONCLUSIONS

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

CHAPTER 6 | EXAMINATION SCORING AND PERFORMANCE STANDARDS

STANDARDS

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

Standard 2.3

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

Standard 4.10

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

FINDINGS

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

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

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

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

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

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

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

CONCLUSIONS

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

CHAPTER 7 | TEST SECURITY

STANDARDS

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

Standard 6.6

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

Standard 6.7

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

Standard 8.9

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

Standard 9.21

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

FINDINGS

Examination Security Agreements

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

Test Security

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

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

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

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

Test Security – Examination Development

All individuals involved in examination development sign a confidentiality agreement.

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

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

Test Security – Preventing Examination Subversion

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

CONCLUSIONS

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

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

PARTICIPATION OF SUBJECT MATTER EXPERTS

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

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

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

WORKSHOP PROCESS

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

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

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

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

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

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

TABLE 1 – EPPP PART 1 EXAMINATION BLUEPRINT DOMAIN SECTIONS

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

TABLE 2 – EPPP PART 2 EXAMINATION BLUEPRINT DOMAIN SECTIONS

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

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

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

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

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

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

FINDINGS

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

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

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

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

CONCLUSIONS

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

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

CHAPTER 9 | CONCLUSIONS

COMPREHENSIVE REVIEW OF THE EPPP

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

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

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

CHAPTER 10 | REFERENCES

American Educational Research Association, American Psychological Association, National Council on Measurement in Education, and Joint Committee on Standards for Educational and Psychological Testing. (2014). *Standards for educational and psychological testing*.

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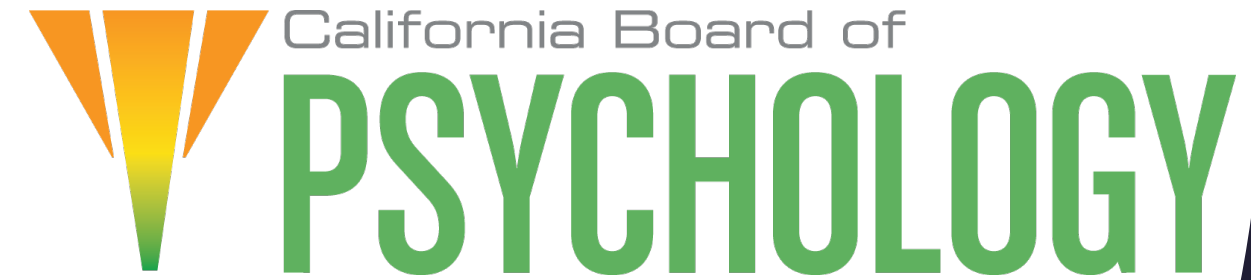
Association of State and Provincial Psychology Boards. (October 1, 2020). *EPPP candidate handbook*.

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Department of Consumer Affairs (DCA). *Policy OPES 20-01 Participation in examination development workshops*. State of California.

Department of Consumer Affairs (DCA). *Policy OPES 18-02 Licensure examination validation policy*. State of California.

Office of Professional Examination Services (OPES). (2019). *Occupational analysis of the psychologist profession*. State of California. Department of Consumer Affairs.



OPES Review of the Association of State and Provincial Psychology Boards Examination for Professional Practice in Psychology Part 1 and Part 2

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Division of Policy and Programs Review
Chief

October 22, 2021

STATE OF CALIFORNIA



DEPARTMENT OF CONSUMER AFFAIRS

OFFICE OF PROFESSIONAL
EXAMINATION SERVICES

Presentation Topics

- **Who is OPES?**
 - Regulations, Professional Guidelines, and Technical Standards
 - Purpose of Licensure Examinations
- **National Examination Reviews**
 - Psychometric Evaluation
 - Comparison of National OA to California OA
- **Evaluation of EPPP Part 1-Knowledge and Part 2-Skills**
- **Summary**
- **Questions**

The Office of Professional Examination Services provides:

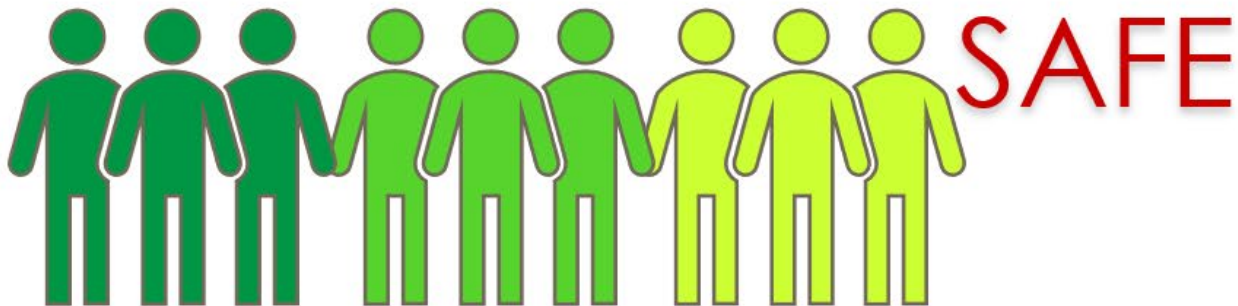
Professional consulting services in examination validation and development to DCA's boards, bureaus, and committees

Recommendations based on regulations, professional guidelines, and technical standards related to licensure examinations

Licensure Examinations

Must provide a reliable method for identifying practitioners who are able to practice safely and competently

Focus on **entry-level** tasks and knowledge important for **public protection**



Regulations, Standards, and Guidelines

Business and Professions Code section 139

Principles for the Validation and Use of Personnel Selection Procedures (Society for Industrial and Organizational Psychology)

Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, National Council on Measurement in Education)

Business and Professions Code section 139 Requirements for National Examination Reviews

Must meet psychometric and legal standards

California practitioners must be represented

Must be reviewed for California content

Review of National Examinations has Three Parts



Psychometric
Evaluation



SMEs compare
national OA
to California OA

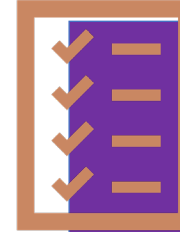


Identification of any
critical entry level
content that is not
assessed

Psychometric Evaluation



Evaluate occupational
analysis



Review procedures for
developing examination



Review procedures for
establishing passing
scores



Review examination
scoring and passing
rates



Review administration
and security
procedures



Review information
available to candidates

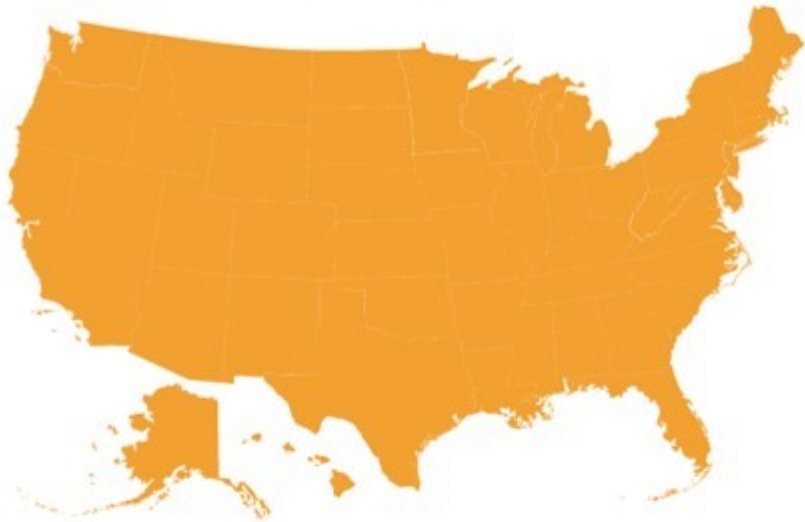
OPES Evaluation of EPPP Part 1 and Part 2

Psychometric Evaluation

- Both exams meet psychometric standards
- OA linked to both EPPP Part 1 and Part 2
- California licensed psychologists were well represented in the OA at 22% and 21%
- Passing rates for the EPPP Part 1 were reasonable
- Passing rates for the EPPP Part 2 are unknown
- Use of board members and educators in examination validation process instead of entry-level psychologists

Comparison of National OA to CA OA

National examinations test core, mainstream practice.



FULL PRACTICE

California examinations test what is unique about practice in the state.

- **Geology**
- **Weather**
- **California health and safety laws**
- **California-specific practice areas**



OPES Evaluation of EPPP Part 1 and Part 2

Comparison to California OA

- EPPP Part 1 and Part 2 assess 3 of 4 content areas
- California law and ethics is not assessed by the EPPP

Evaluation of EPPP Part 1

Results of Evaluation

- The EPPP Part 1 assesses the general knowledge required for entry level psychologists in CA
- The EPPP Part 1 does not necessarily assess application of skills

Evaluation of EPPP Part 2

Results of Evaluation

- SMEs were partial to the measurement of skills on the EPPP Part 2
- SMEs favored the EPPP Part 2 over the Part 1 as a deeper measure of skills that are not assessed on the Part 1
- SMEs also agreed that the skills tested on the EPPP Part 2 may be assessed during supervised clinical experience

Summary

EPPP Part 1 and Part 2 meet Standards and link to California practice as outlined in the California Professional Practice examination outline.

California laws and ethics are not assessed by either EPPP Part 1 or Part 2.

The Board should request, from ASWB, any updates to the examination beta testing, including pass rates.

Thank you.

Any questions?