Updates on the Planning for the Integrated EPPP

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Story of the EPPP

- **The EPPP always evolving.**

- **Agreement that competence is more than knowing facts.**

- **Until last year, we had been working towards delivering the EPPP in two parts, one part focused on knowledge and one on skills.**

- **As we got closer to the point of full implementation, increasing concerns about the impact of administering two parts.**

- **Oct 2024 ASPPB Board of Directors decided to move towards integrated exam.**

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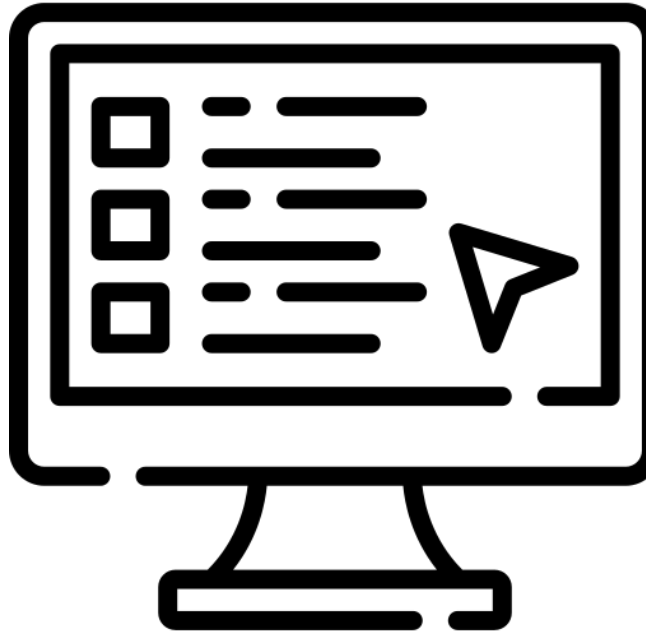Provincial Psychology Boards

EPPP always evolving

Item writing and refinement

500-600 items created annually

Pretest all items

Two new forms annually

Check item statistics

Independent review of every item with differential performance

Standard setting

Job Task Analysis every 7-10 years

Over 130 volunteer psychologists across all our jurisdictions work on the EPPP

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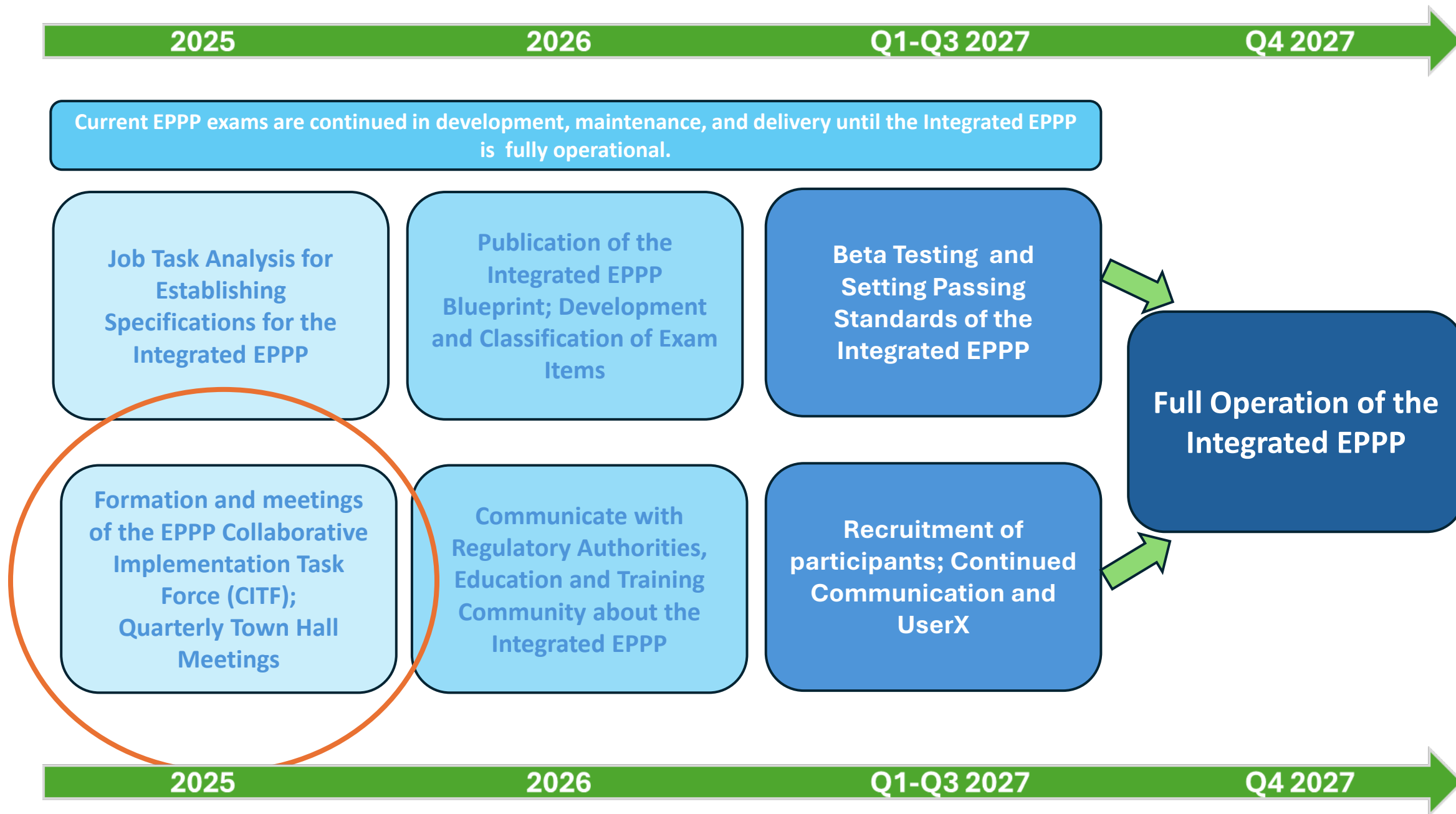
What this means

- It is the EPPP. The name will not change.

- Exam designed to be taken at one sitting

- Remain committed to assessing competence as including knowledge *and* skills

- Committed to maintaining the high standard of test development, including existing checks and modification processes, that are integral to the EPPP

- We have a lot of work to do

Technical   Communication

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| 2025 | 2026 | Q1-Q3 2027 | Q4 2027 |

Current EPPP exams are continued in development, maintenance, and delivery until the Integrated EPPP is fully operational.

Job Task Analysis for Establishing Specifications for the Integrated EPPP

Publication of the Integrated EPPP Blueprint; Development and Classification of Exam Items

Beta Testing and Setting Passing Standards of the Integrated EPPP

Full Operation of the Integrated EPPP

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

Communicate with Regulatory Authorities, Education and Training Community about the Integrated EPPP

Recruitment of participants; Continued Communication and UserX

EPPP Collaborative Implementation Task Force (CITF)

- The EPPP CITF will gather jurisdictional and other stakeholder input and feedback on the implementation of a reimagined EPPP as an integrated competency-based exam (i.e., inclusive of knowledge and skills). This will include activities such as supplemental surveys, town halls, and focus groups.

- The EPPP CITF will advise the ASPPB Board of Directors on key considerations surrounding the successful implementation of a competency-based exam at the jurisdictional level.

- The EPPP CITF will advise the ASPPB Board of Directors on communications to jurisdictions and stakeholders.

- The charges of this Task Force do not include technical exam development activities.

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What has happened so far

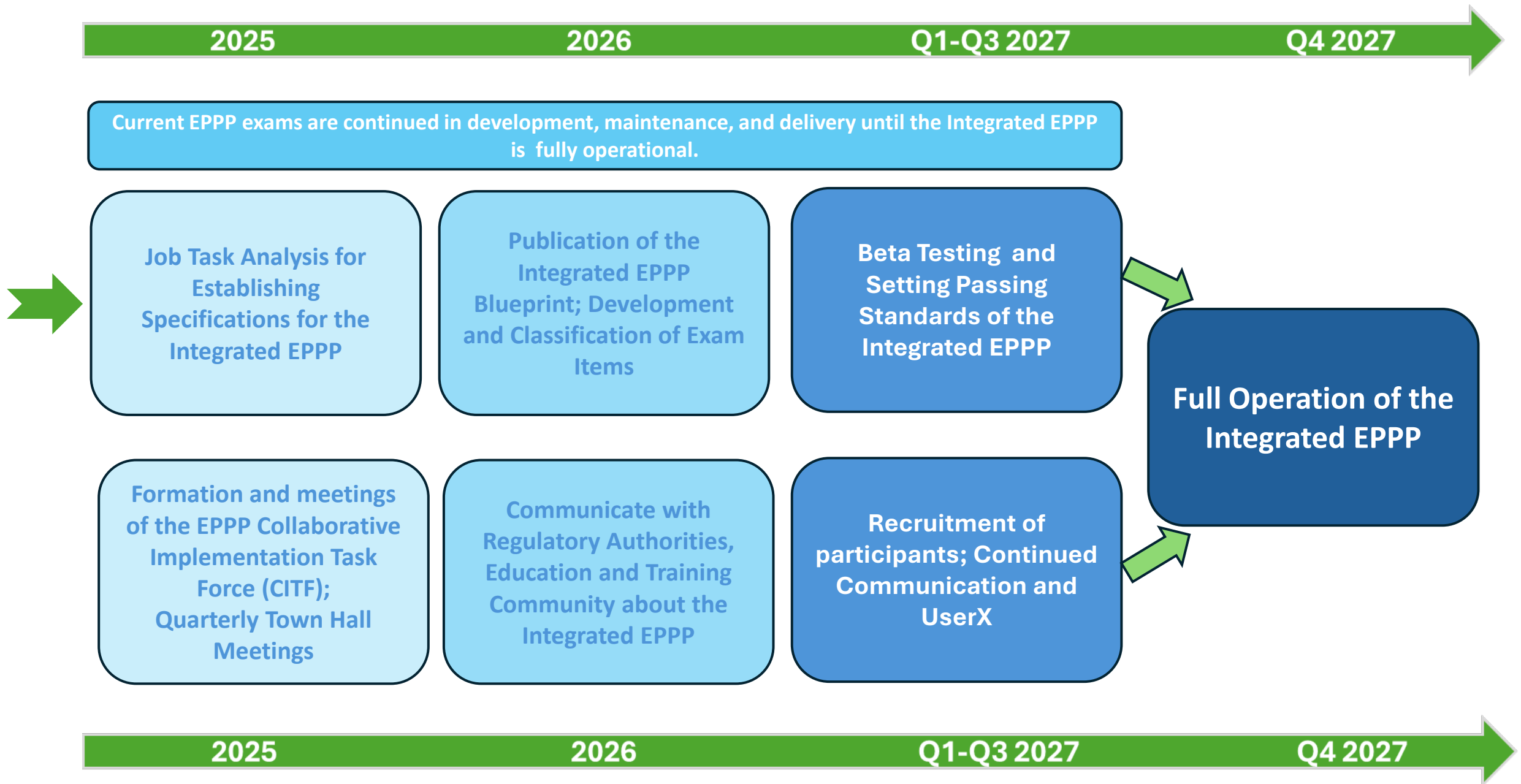CITF meetings (March, April) & ASPPB Town Hall (April 4)

Incorporated EPPP CITF feedback into planning of April Town Hall

<u>CITF Discussion Themes</u>

- General agreement desire for one exam administered at one point in time

- Broader engagement with stakeholders
  - Desire to meet people where they are at
  - Include student-focused activities & Ethnic Psychological Associations
  - Target jurisdictions we are not used to seeing

- Make it easy to get the information
  - Regular, brief, communication regarding technical and engagement efforts

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EPPP Job Task Analysis Task Force (JTATF)

- Job task analysis (JTA) is a systematic, documented process for obtaining information about the professional competencies of individuals with a credential or for whom a credential is designed. Professional assessment programs conduct a JTA periodically to ensure that the content specifications accurately reflect current practice.

- Out of 110 respondents to the call for volunteers, 20 were invited to serve on the JTA Task Force, 3 are from California.

- The first of a series of JTA meetings is on June 5-7 in ASPPB Office.

- The new exam blueprint will be published in Spring 2026.

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Possible Structure for the Integrated EPPP

Level One: Content Domains

1. Scientific Orientation to Practice

2. Assessment

3. Intervention

4. Consultation and Supervision

5. Interpersonal Relationships

6. Ethical and Professional Practice

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Possible Structure for the Integrated EPPP

Level Two: Competencies within a Domain

2. Assessment

A. Demonstrate knowledge of psychometrics, test construction principles, and assessment methods

B. Integrate client characteristics when conducting assessments, differentially diagnosing, and providing feedback and recommendations

C. Administer, score, and interpret instruments adhering to current guidelines and research

D. Formulate and communicate diagnoses, recommendations, and professional opinions considering all data sources and using relevant criteria

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Possible Structure for the Integrated EPPP

Level Three: Knowledge and Skills within a Competence

2. Assessment A. Demonstrate knowledge of psychometrics, test construction principles, and assessment methods

i. Psychometric theories, including knowledge of item and test characteristics, test construction and standardization procedures, reliability and validity, sensitivity and specificity, and test fairness and bias

ii. Assessment theories and models (e.g., developmental, behavioral, ecological, neuropsychological)

iii. Assessment methods and their strengths and limitations (e.g., self-report, multi-informant reports, work samples, assessment centers, direct observation, structured and semi-structured interviews), including methods appropriate for the assessment of groups and organizations

iv. Criteria for selection and adaptation of assessment methods (e.g., evidence-based knowledge of assessment limitations, cultural appropriateness, trans-cultural adaptation, language accommodations)

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

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Possible Structure for the Integrated EPPP

Level Three: Knowledge and Skills within a Competence

2. Assessment C. Administer, score, and interpret instruments adhering to current guidelines and research

i. Administer, score, and interpret a range of frequently used standardized assessment instruments based on psychometric properties, available normed data and/or criterion-referenced standards, and address any limitations in that selection

ii. Use relevant guidelines in situations requiring non-standard administration, scoring, interpretation, or communication of assessment results

iii. Interpret and synthesize results from multiple sources (e.g., multiple methods of assessment, written documentation, interviewees, collateral sources of information) following relevant guidelines and research

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A Question Example

A client is evaluated using the Personality Assessment Inventory (PAI), resulting in the profile below. Given the results of the PAI, what should the psychologist do next?
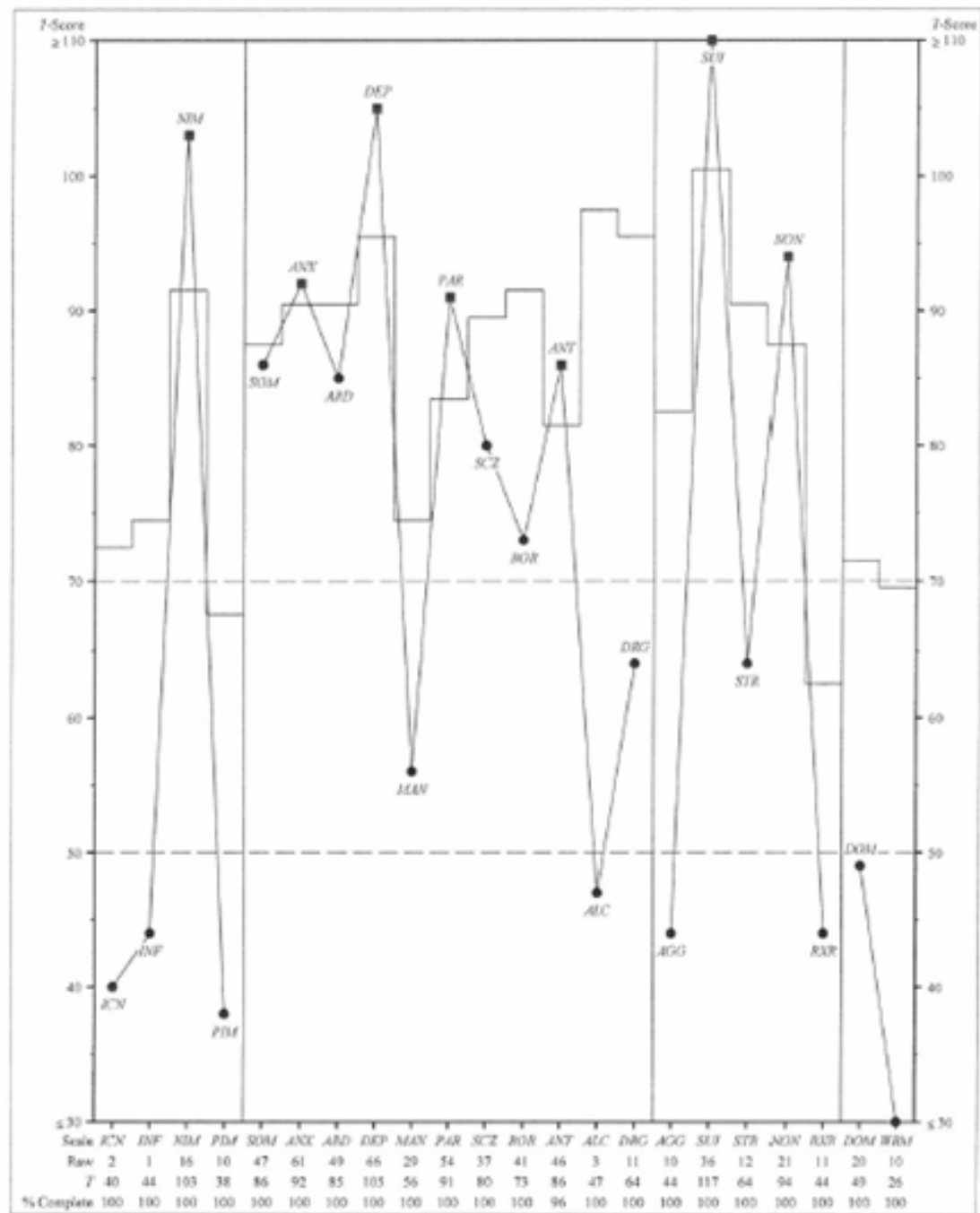
PAI1 profile.PNG

*A. Conduct a suicide assessment with the client.

B. Ask the client about their effort and motivation.

C. Render the results invalid and discontinue report generation.

Full Scale Profile

Scale	ICN	INF	NIM	PIM	SOM	ANX	ARD	DEP	MAN	PAR	SCZ	BOR	ANT	ALC	DRG	AGG	SUI	STR	NON	RXR	DOM	WRM
Raw	2	1	16	10	47	61	49	66	29	54	37	41	46	3	11	10	36	12	21	11	20	10
T	40	44	103	38	86	92	85	105	56	91	80	73	86	47	64	44	117	64	94	44	49	26
% Complete	100	100	100	100	100	100	100	100	100	100	100	100	96	100	100	100	100	100	100	100	100	100

A Question Example

This question taps:

2. Assessment

   A. Demonstrate knowledge of psychometrics, test construction principles, and assessment methods

      i. Psychometric theories, including knowledge of item and test characteristics, reliability and validity…

  C. Administer, score, and interpret instruments adhering to current guidelines and research

      i. Administer, score, and interpret a range of frequently used standardized assessment instruments…

      iii. Interpret and synthesize results from multiple sources (e.g., multiple methods of assessment, written documentation, interviewees, collateral sources of information) following relevant guidelines and research

  D. Formulate and communicate diagnoses, recommendations, and professional opinions considering all data

  sources and using relevant criteria

      i. Distinguish between relevant and non-relevant assessment data

Required Specific Knowledge: PAI Test; Score and Scale Meanings; Distinguishing between Valid and Invalid Scores
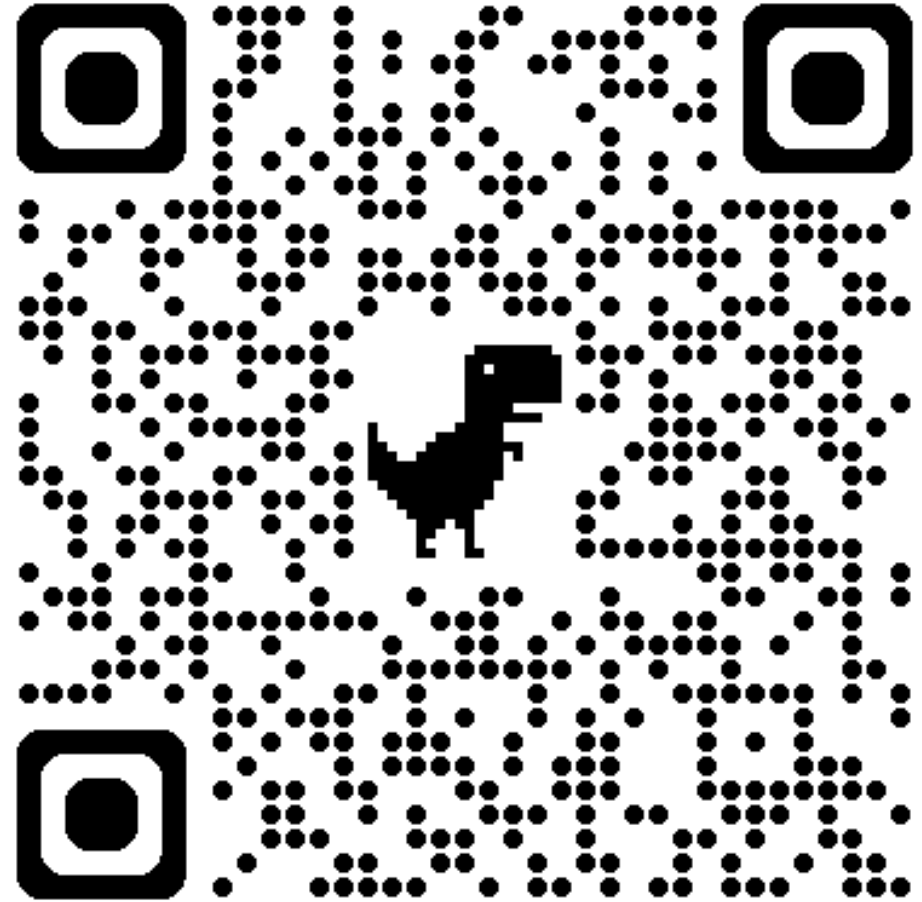
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Commitment to you

- **Continued communication**
  - **Town Halls**
  - **Routine simple communication regarding progress in technical development and efforts to reach out**
  - **Provide materials that you can share**

- **Opportunities to engage in technical development and share experiences and feedback**

EPPPcomments@asppb.org

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Keep your eyes out for this

Survey from EPPP CITF
Early Summer

Town Halls
Three more in 2025
Next likely June

Job Task Analysis survey
Summer

Various Exam Committees
All the time

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Thank you for your contributions!

Exam Activity	Total #/% of CA Members
JTA Task Force in 2025	3 out of 18 (16%)
JTA Survey Participants 2016	EPPP 1 – 708 out of 3,274 (22%); EPPP 2 – 580 out of 2,736 (21%)
Item Development Committee – EPPP1	2 out of 9 (22%)
Exam Committee – EPPP1	1 out of 9 (11%)
Item Writers – EPPP1	5 out of 38 (13%)
Item Development Committee – EPPP2	2 out of 14 (14%)
Exam Committee – EPPP2	3 out of 10 (30%)
Item Writers – EPPP2	10 out of 41 (24%)
Item Review Committee for both exams	1 out of 9 (11%)
Standard Setting	EPPP1 - 1 out of 12 (8%) in 2017 EPPP2 - 5 out of 12 (42% licensed in CA) in 2021

Questions?