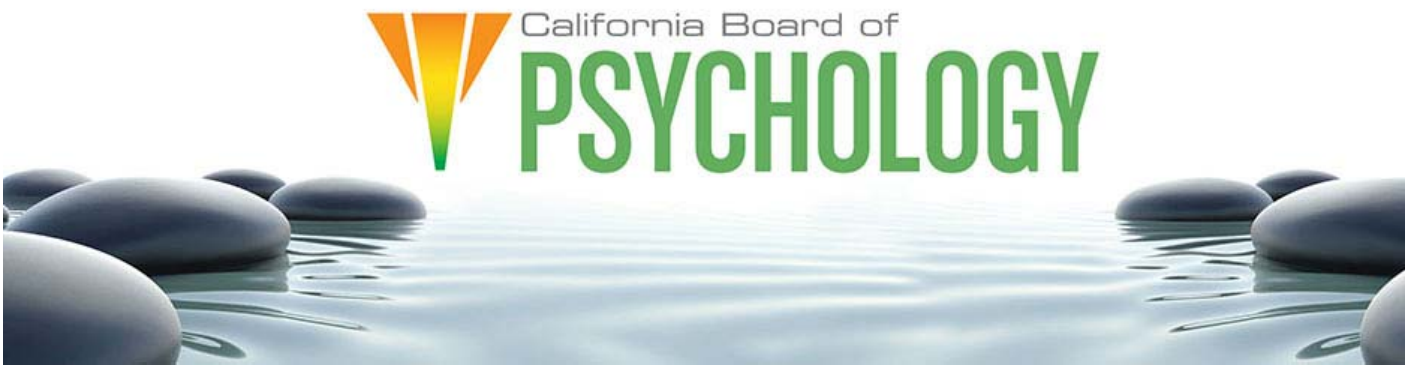
Examination for Professional Practice in Psychology Part 2 (EPPP2) Task Force

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

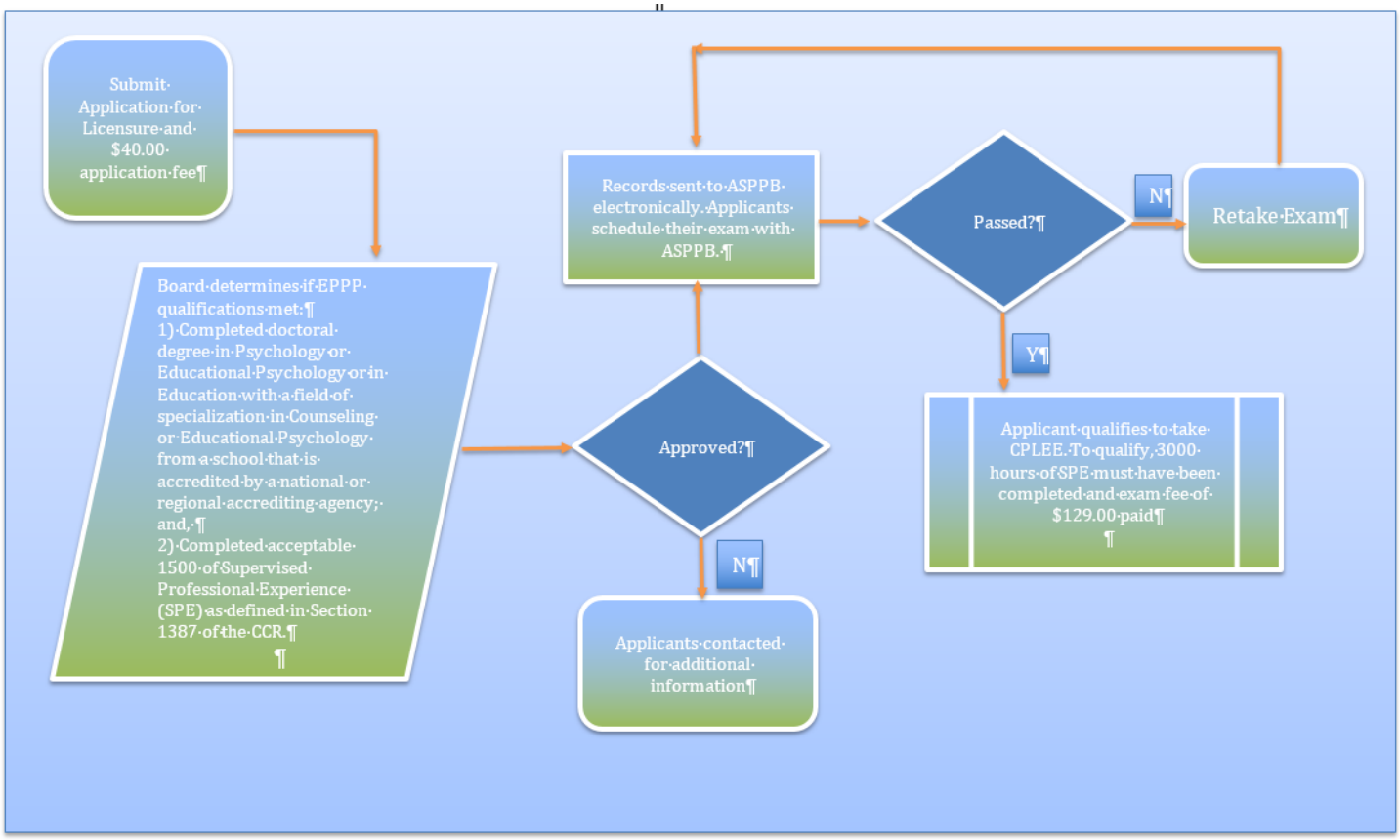


Chart 3. EPPP Examination Process (1/1/2020) Without Changes to Regulations (Option 1)

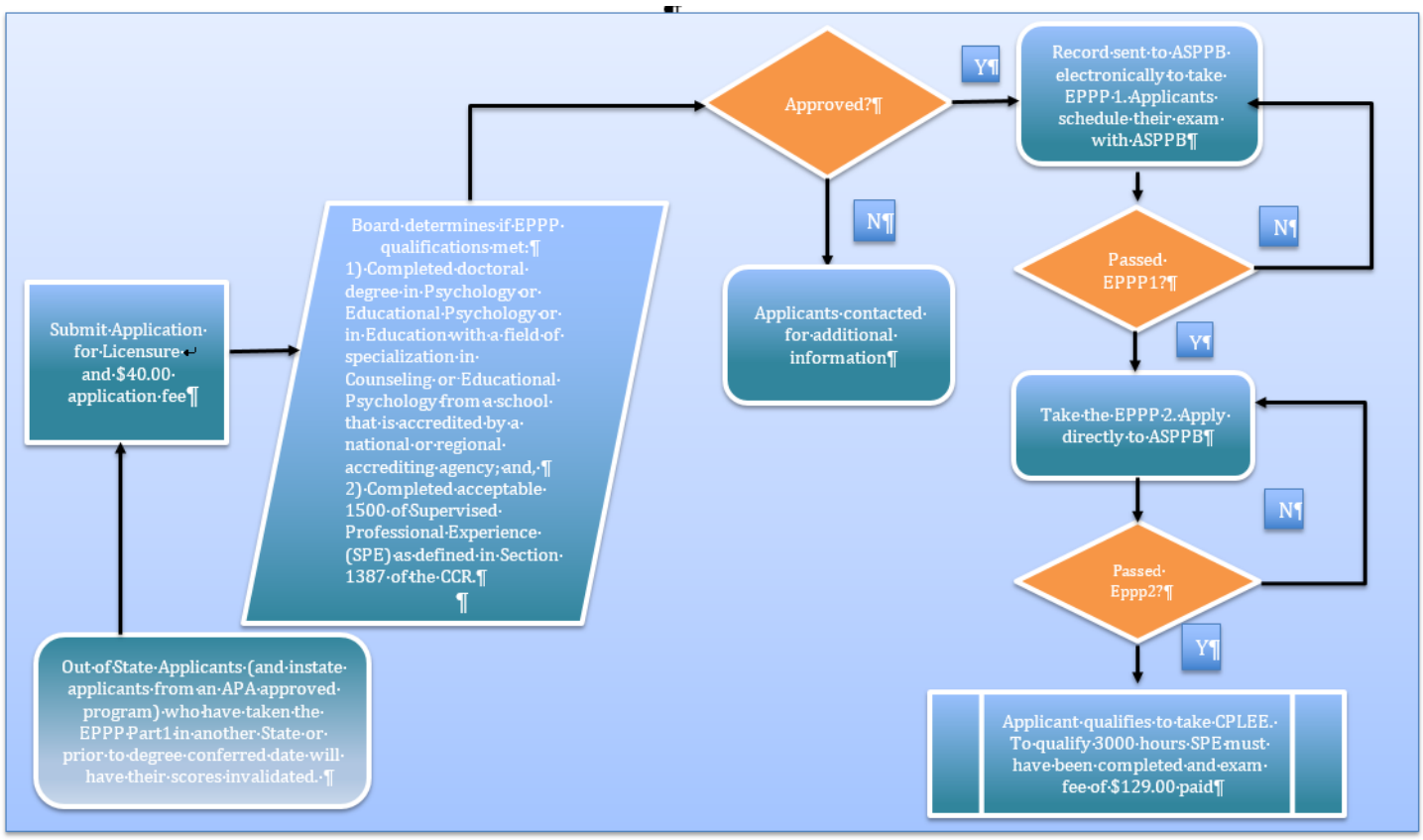


Chart 4. EPPP Examination Process (1/1/2020) With ASPPB Pre-Degree Eligibility (Option 2)

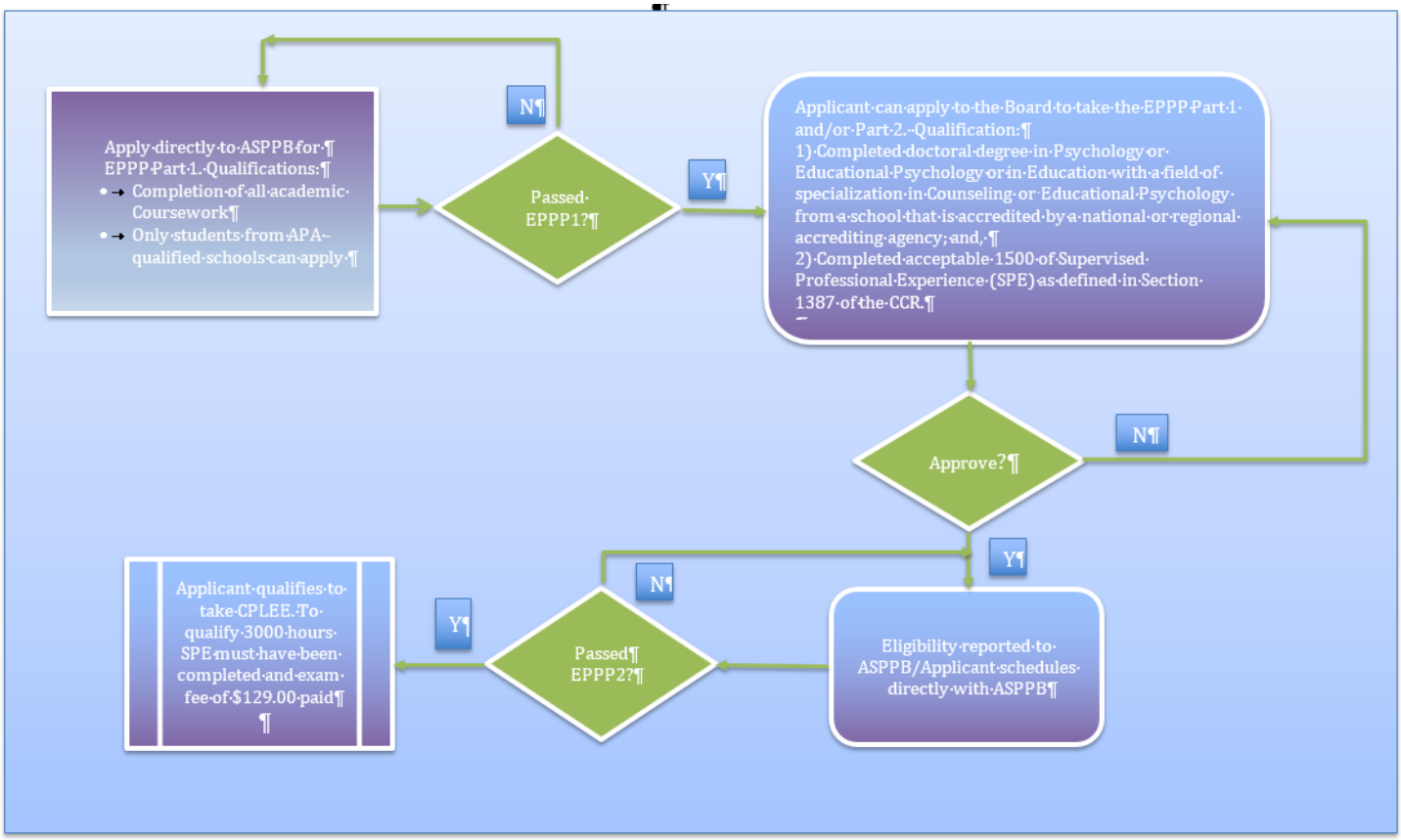
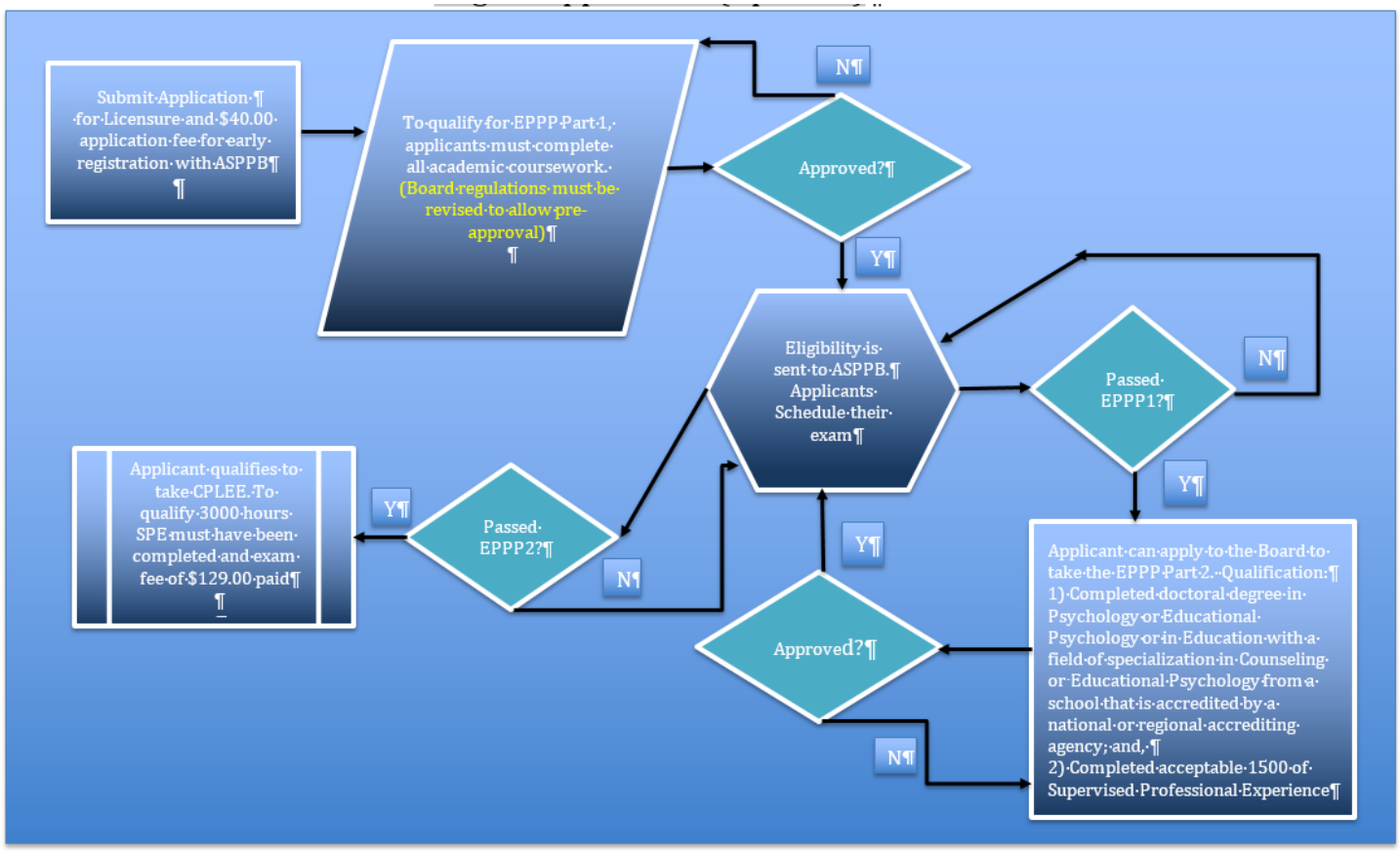


Chart 5. EPPP Examination Process (1/1/2020) With Board Pre-Degree Eligibility (Option 3)



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

California Board of
PSYCHOLOGY

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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

ASPPB Association of State and Provincial Psychology Boards

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.

ASPPB Association of State and Provincial Psychology Boards

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

ASPPB Association of State and Provincial Psychology Boards

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

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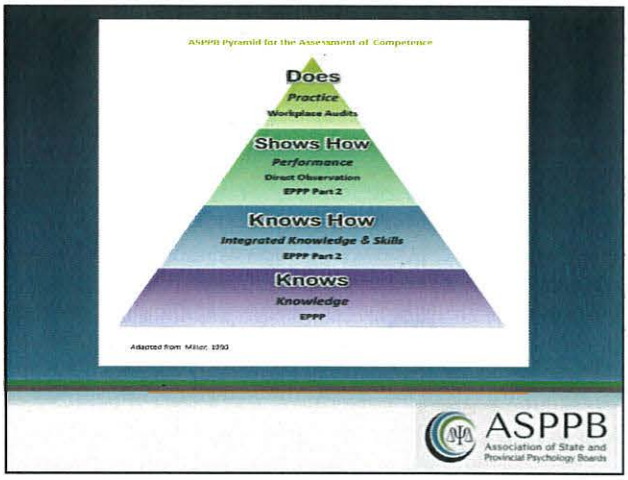

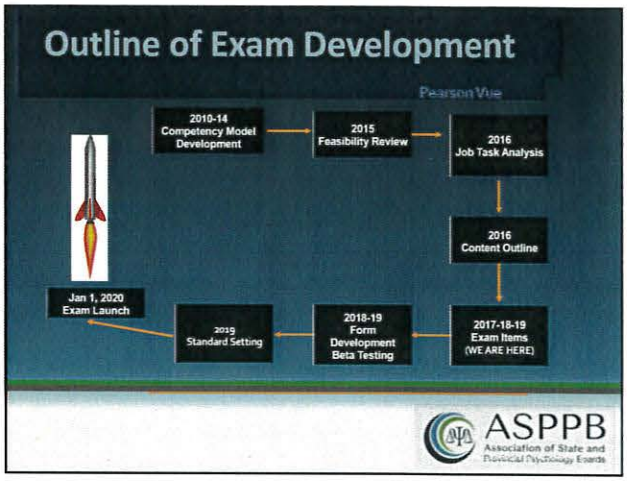

EPPP Part Job Task Analysis Results

- 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

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Will the EPPP Part 2 be a valid exam?

Yes, the accepted standard of validity for credentialing and licensing exams is *content* validity, which is determined through a job task analysis.

According to the Standards for Educational and Psychological Testing "validation of credentialing tests depend mainly on content-related evidence, often in the form of judgments that the test adequately represents the content domain associated with the occupation or specialty being considered"

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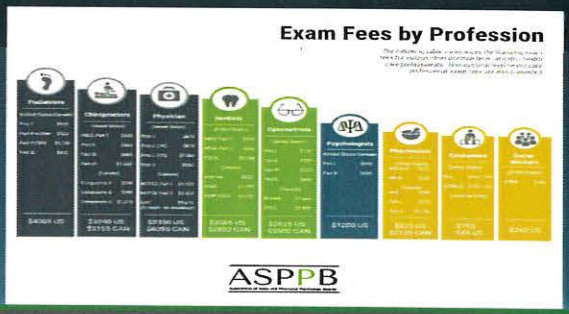
What will the EPPP Part 2 cost?



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Will the EPPP Part 2 delay licensure?

- No, once the EPPP Part 2 is ready for use, the EPPP Part 1 may be taken pre degree, once all academic coursework has been completed (excluding internship and dissertation)

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Will the EPPP Part 2 affect the training sequence?

- ASPPB will conduct a research project comparing licensees who had post-docs vs. licensees who had no post-doc
- This study will be conducted during validation/beta testing of Part 2
- Results will inform discussion of need for post-doc

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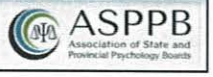
ASPPB is well on the way to developing a standardized, reliable, valid assessment of the skills needed for independent practice:
The EPPP Part 2

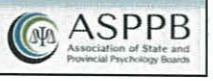


Contact Us:

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

ASPPB

Association of State and Provincial Psychology Boards

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.

Adapted from Miller, 1990

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.

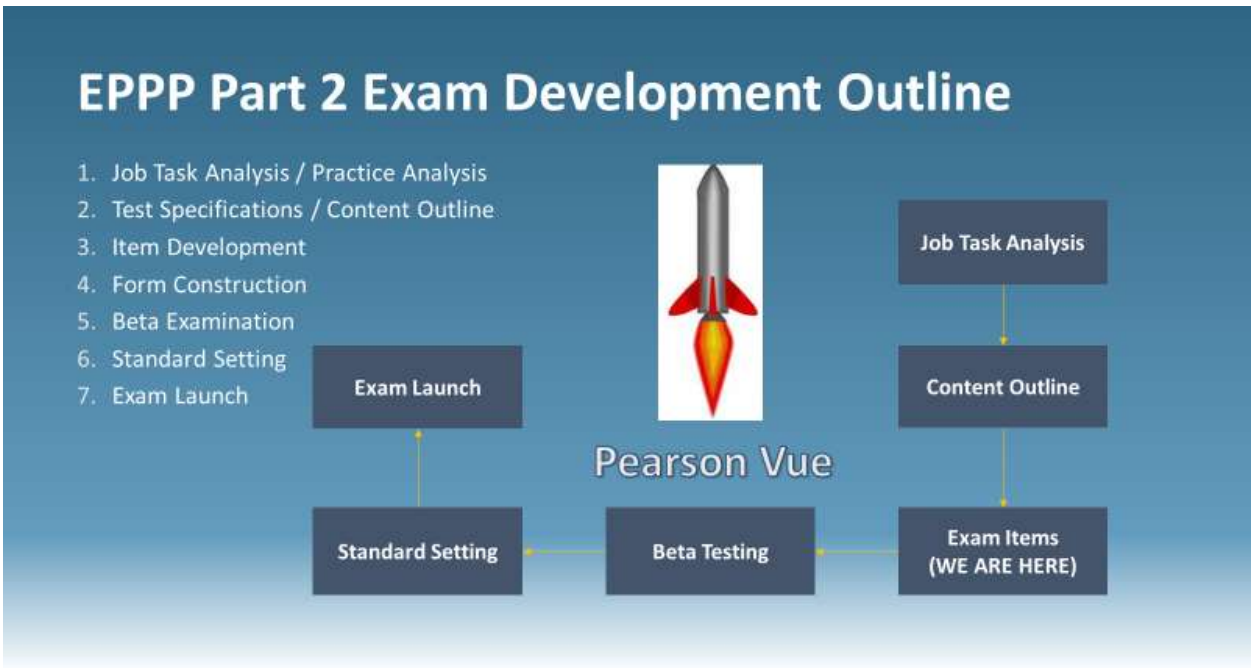
Other professions' competency examinations are consistently based on their competency models. These competency models used to assess practice readiness typically include assessment, intervention, ethics, professional behavior and interpersonal behavior, and interprofessional consultations.

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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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 • Core Knowledge Domains	**Research** • Core Content Areas	**Research** • Discipline- Specific Knowledge (DSK)
Assessment and Intervention	**Assessment and Evaluation** **Intervention**	**Assessment** **Intervention**
Relational Competence	**Interpersonal Relationships** • Knowledge of Others	**Individual & Cultural Diversity** **Communications & Interpersonal Skills**
Professionalism	**Interpersonal Relationships** • Knowledge of Self	**Professional Values, Attitudes & Behaviors**
Ethical Practice	**Ethics and Standards**	**Ethical and Legal Standards**
Collaboration, Consultation and Supervision	**Supervision** **Consultation** **Interpersonal Relationships** • Macro-environment	**Consultation &** **Interprofessional/Interdisciplinary Skills** **Supervision**

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

Appendix C

California Board of
PSYCHOLOGY

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www.psychology.ca.gov

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

California Board of
PSYCHOLOGY

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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?

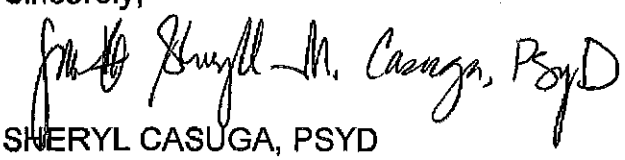
  The concern was raised that having APA/CPA accreditation as a requirement impedes upon the regulatory function of state boards, given that many states including California do not require APA accreditation. Additionally, some doctoral programs without APA/CPA accreditation, but with regional accreditations, 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,



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

Attachment B

ASPPB's EPPP2 Task Force Response

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 ta 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 o 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 candidotes more flexibility in taking the exam.

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
erodolfa@alliant.edu

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

Appendix D

California Board of PSYCHOLOGY

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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.

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

There were no public comments.

<u>Agenda Item #4:</u> 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.

<u>Agenda Item #5:</u> 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 professional 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

Janet Sheryll M. Casuga, PsyD 7/3/18

Chair **Date**

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

Appendix E

California Board of PSYCHOLOGY
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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

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<u>Agenda Item #2:</u> Chairperson Welcome

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

<u>Agenda Item #3:</u> Public Comment(s) for Items not on the Agenda

There were no public comments

<u>Agenda Item #4:</u> Approval of EPPP2 Task Force Minutes: April 5, 2018, meeting

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

Dr. Casuga opened the discussion for public comment.

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

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

Vote: 14 Aye, No-0.

<u>Agenda Item #5:</u> 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

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

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

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

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

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

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

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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.

<u>Agenda Item #6:</u> 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.

DRAFT

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.

<u>Agenda Item #7:</u> 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

DRAFT

~~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**~~

DRAFT

~~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 B~~b~~oard recognizes the expertise of the Department of Consumer Affairs' (DCA) Office of Professional Examination Services (OPES). The B~~b~~oard 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.

(~~c~~d) 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~~e~~ ~~all~~ of 3000 hours of qualifying supervised professional

experience ~~prior to being eligible for the CPLEE, whichever is applicable, pursuant to section 1388.6~~.

(~~d~~f) ~~Upon application, the~~The B~~b~~oard 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.

(~~e~~g) For forms of the EPPP taken prior to September 1, 2001, the passing score is the score that was recognized by the B~~b~~oard at that time. For computer administered forms of the EPPP, the B~~b~~oard shall accept the passing score recommended by~~apply a scaled score as recommended by~~ ASPPB.

(~~f~~h) Qualified applicants desiring to take the CPLEE shall submit to the B~~b~~oard 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.

(~~g~~i) The passing score on the CPLEE shall be determined for each form of the examination by a criterion referenced procedure performed by OPES.

(~~h~~j) 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 B~~b~~oard. 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~~Satisfaction of 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~~.

(a~~b~~) 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.

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(b~~c~~) 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 (~~c~~d) of Code section 2914.

(c~~d~~) 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 (~~c~~d) of Code section 2914.

(d~~e~~) 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 (~~c~~d) of Code section 2914.

(e~~f~~) 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.**~~

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~~(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~~

<u>Agenda Item #8:</u> 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.

Chair **Date**

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