

BOARD OF PSYCHOLOGY

VALIDATION REPORT

PSYCHOLOGIST



Prepared by

OFFICE OF PROFESSIONAL EXAMINATION SERVICES

CALIFORNIA DEPARTMENT OF CONSUMER AFFAIRS

BOARD OF PSYCHOLOGY

PSYCHOLOGIST



This report was written by
the staff of the Office of Professional Examination Services of the
California Department of Consumer Affairs.

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CHAPTER 1. INTRODUCTION

NATIONAL AUDIT OF THE EXAMINATION FOR PROFESSIONAL PRACTICE IN PSYCHOLOGY

The Association of State and Provincial Psychology Boards (ASPPB) sponsored a study conducted by Professional Examination Service (PES), a private consulting firm. The report, “*Study of the Practice of Licensed Psychologists in the United States and Canada*” was released in July 2010. One very important purpose of the study was to update and develop the test specification for the national Examination for Professional Practice in Psychology (EPPP).

In California, licensing boards, bureaus, and committees within the Department of Consumer Affairs (DCA) are required to ensure that examination programs being used in the California licensure process comply with psychometric and legal standards. Given the release of the July 2010 national study report, it was imperative that the California Board of Psychology (Board) review its current California examination in relation to the national EPPP.

Therefore, the Board contracted with the California Department of Consumer Affairs’ Office of Professional Examination Services (OPES) to conduct two independent focus group workshops for the purpose of evaluating and comparing the test specifications/examination outlines of the national EPPP and the California Psychology Supplemental Examination (CPSE). Specifically, the purpose was to identify any California-specific tasks and knowledges not represented by the national exam, and to evaluate whether there is redundant information being tested on the competency content areas of both exams. If redundancy was found between the competency content areas of both exams, then the Board would need to consider whether testing strictly on California laws and ethics only would be in the best interest for California.

Given the results of the two national audit focus group workshops (see Appendix A for OPES’ complete audit summary report), the Board informally opted to remove the competency content areas of the CPSE and adopt a strictly California laws and ethics examination. However, prior to formally adopting this option, the Board was advised by OPES to obtain further information and clarification from ASPPB regarding the quality of EPPP test items in order to ensure qualified entry-level practice in California. The Board obtained sufficient proof from ASPPB that the EPPP items test a candidate’s ability to process higher levels of information. The Board then made a motion to eliminate the CPSE and adopt a strictly California laws and ethics examination only. Therefore, the process of conducting an occupational analysis began for revising and enhancing the current California Psychology Law and Ethics Examination (CPLEE).

PURPOSE OF THE OCCUPATIONAL ANALYSIS

The Board requested that OPES conduct an occupational analysis/validation study to identify critical job activities performed by licensed psychologists with regard to California laws and ethics. This occupational analysis is part of the Board's comprehensive review of the practice of psychology in California. The purpose of the occupational analysis is to define practice for psychologists in terms of the actual tasks that new licensees must be able to perform safely and competently with regard to California laws and ethics. The results of this occupational analysis serve as the basis for the California Psychology Law and Ethics Examination (CPLÉE) program.

CONTENT VALIDATION STRATEGY

To ensure that the occupational analysis reflects the actual tasks performed by psychologists, OPES implemented a content validation strategy to describe the content of the job. With the technical expertise of licensed psychologists, the content validation strategy establishes the link between the job tasks and the knowledge statements.

ADHERENCE TO LEGAL STANDARDS AND GUIDELINES

Several statutes, guidelines, and case law serve as standards for the basis of licensure, certification, and registration programs in California. These include Section 139 of the Business and Professions Code; Government Code Section 12944; Federal Uniform Guidelines for Employee Selection; and the Civil Rights Act of 1991. For a licensure program to meet these standards, it must be based upon the job activities that psychologists perform on the job. This report provides all documentation necessary to verify that the analysis has been implemented in accordance with legal, professional, and technical standards.

CHAPTER 2. EXAMINATION OUTLINE DEVELOPMENT

UTILIZATION OF EXPERTS

The Board identified California-licensed psychologists who would provide OPES with technical expertise in all phases of the occupational analysis. The licensed psychologists constructed the examination outline's content areas and subareas, developed and refined job tasks and knowledge statements, and determined the relative weights for the examination. The Board recruited currently licensed psychologists representing diverse geographic locations, years of experience, and specialty areas, including non-mental health. A number of recently licensed psychologists were included in the focus group workshops to ensure that the results of the occupational analysis reflect current practice for the entry-level candidate.

CONTENT AREAS AND SUBAREAS

OPES conducted three focus group workshops to develop the new laws and ethics examination outline. During the first workshop, which was conducted on December 7–8, 2011, seven psychologists were asked to review the CPSE topic areas and sub-topic areas to determine what information is important to include in the new examination outline. They were asked to identify the major content areas of practice as it relates to laws and ethics. The group determined that the APA Ethics Code 2002 should be used as a template for structuring the new examination outline and for ensuring that all major topic areas have been included. Using the APA Ethics Code 2002 as a guide, the group developed the major content areas and subareas. In addition, the California Board of Psychology's most current issue of the *Laws and Regulations Relating to the Practice of Psychology* was used in conjunction with the APA Ethics Code 2002 to develop the content areas and subareas, and subsequently, will also be used in the development of examination questions.

TASK STATEMENTS

The same focus group that developed the content areas and subareas also developed the task statements. The psychologists were asked to identify the job tasks performed in each content area/subarea.

KNOWLEDGE STATEMENTS

The second focus group workshop was conducted on January 4–5, 2012 utilizing a different group of psychologists who had not participated in the first workshop. This group consisted of six licensed psychologists who were asked to identify the knowledge necessary to perform each job task safely and competently. The group developed the knowledge statements in direct linkage to each job task, thereby ensuring that every task had a set of knowledge statements associated with it, and every knowledge statement was associated with at least one task.

The second focus group reviewed and refined the list of job tasks developed by the first focus group to ensure that it accurately captured the job tasks performed by licensed psychologists. The second focus group also evaluated the technical and conceptual accuracy and comprehensiveness of the content areas and subareas. Finally, they determined whether the scope of the task and knowledge statements was independent and nonoverlapping.

CONTENT AREA AND SUBAREA WEIGHTS FOR THE EXAMINATION

The third focus group workshop was conducted on March 14–15, 2012 utilizing a different group of psychologists who had not participated in either of the first two workshops. This group consisted of eight psychologists who were first asked to identify a list of criteria they felt were important to consider when making their weighting judgments. After they developed the list of criteria, they were asked to review the newly revised CPLEE examination outline and to determine the percentages of items that should be tested in each of the nine content areas, with the overall total percentage adding to 100%. The percentages for each content area were then averaged across all eight psychologists and then discussed as a group. Each of the content area's percentages was either approved as originally calculated, or was slightly revised after thorough group discussion.

Once the group had formed a consensus on the content area percentages, the group was then asked to determine the percentages of items that should be tested in each of the subareas, with the subarea percentages totaling to their respective content area percentage. The percentages for each subarea were then averaged across all eight psychologists and then discussed as a group. Each of the subarea percentages was either approved as originally calculated, or was slightly altered after thorough group discussion (see Table 1).

NARRATIVE DESCRIPTION OF CONTENT AREAS

Narrative descriptions were also developed by the third focus group for each content area to provide a broad perspective of each area in terms of a defining theme. The examination outline presented in Table 2 includes these narrative descriptions.

TABLE 1 – SUMMARY OF CALIFORNIA PSYCHOLOGY LAW AND ETHICS EXAMINATION (CPLEE) CONTENT AREAS

Content area	Number of Tasks in Content Area	Number of Tasks in Content Subarea	Area Weight (%)	Subarea Weight (%)
I. Confidentiality and Privilege	8		14%	
A. Mandated Reporting		1		4%
B. Privilege		4		4%
C. Confidentiality		3		6%
II. Psychotherapeutic Relationships	12		15%	
A. Informed Consent		3		3%
B. Treatment of Minors		1		3%
C. Sexual Misconduct		3		3%
D. Multiple and Exploitative Relationships		2		3%
E. Termination of Relationship		2		2%
F. Telemedicine		1		1%
III. Interpersonal Relationships	5		14%	
A. Industrial/Organizational Consulting		1		3%
B. Psychological Consulting		1		3%
C. Personal Impairments		1		3%
D. Cultural Competence		2		5%
IV. Intervention, Evaluation, and Assessments	7		14%	
A. Involuntary Treatment		2		4%
B. Tarasoff and Duty to Warn		2		3%
C. Psychological Testing		2		4%
D. Forensic Services		1		3%
V. Records	7		11%	
A. General Requirements		1		2%
B. Retention of Records		2		3%
C. Release of Records		3		4%
D. Electronic Recordkeeping		1		2%
VI. Administrative	4		5%	
A. Fees and Arrangements		2		3%
B. Barter		1		1%
C. Notice to Consumers		1		1%
VII. Professional Issues	6		15%	
A. Competence Boundaries		1		3%
B. Professional Consultation		1		3%
C. Peer Infractions		1		3%
D. Advertising/Marketing		1		1%
E. Disciplinary Actions		1		3%
F. Conflicts of Interest		1		2%
VIII. Scientific Research and Publication	1	1	4%	4%
IX. Teaching, Training, and Supervision	5		8%	
A. Teaching and Supervision		3		3%
B. Professional Continuing Education		1		1%
C. Supervision of Pre-Licensed Clinicians		1		4%
TOTAL	55	55	100%	100%

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TABLE 2 – CALIFORNIA PSYCHOLOGY LAW AND ETHICS EXAMINATION (CPLEE) EXAMINATION OUTLINE

I. Confidentiality and Privilege (14%) – Demonstrate understanding and application of the legal and ethical requirements regarding, and limitations to, confidentiality, privilege, and mandated reporting.

Subarea	Task	Knowledge
A. Mandated reporting (4%)	T1. Comply with mandated reporting requirements as required by legal and ethical guidelines.	K1. Knowledge of legal and ethical guidelines regarding mandated reporting requirements. K2. Knowledge of the timelines for mandated reporting. K3. Knowledge of methods of mandated reporting (e.g., who, what, where, when, how). K4. Knowledge of circumstances under which confidential information may or may not be disclosed. K5. Knowledge of populations and events/circumstances requiring mandated reports. K6. Knowledge of how and when to disclose to the patient/client the requirements for mandated reporting.
B. Privilege (4%)	T2. Determine holder of privilege in accordance with legal and ethical guidelines.	K7. Knowledge of the methods by which confidential information may be released. K8. Knowledge of how to determine who holds privilege in various situations (e.g., minors, legal proceedings, organizational settings, dependent adults).
	T3. Comply with legal and ethical regulations governing holder of privilege.	K8. Knowledge of how to determine who holds privilege in various situations (e.g., minors, legal proceedings, organizational settings, dependent adults). K9. Knowledge of legal and ethical regulations governing the holder of privilege. K10. Knowledge of legal and ethical consequences for breaching privilege.
	T4. Determine exceptions to privilege in accordance with legal and ethical guidelines.	K4. Knowledge of circumstances under which confidential information may or may not be disclosed. K5. Knowledge of populations and events/circumstances requiring mandated reports.

	T5. Comply with legal and ethical regulations governing exceptions to privilege.	K5. Knowledge of populations and events/circumstances requiring mandated reports. K8. Knowledge of how to determine who holds privilege in various situations (e.g., minors, legal proceedings, organizational settings, dependent adults). K11. Knowledge of how and when to disclose to the patient/client or others the requirements for exceptions to privilege.
C. Confidentiality (6%)	T6. Maintain and protect patient/client confidentiality in accordance with legal and ethical guidelines.	K4. Knowledge of circumstances under which confidential information may or may not be disclosed. K12. Knowledge of privacy and confidentiality guidelines for electronic communications. K13. Knowledge of privacy and confidentiality guidelines for telephonic communications. K14. Knowledge of how and when to clarify with other interested parties (e.g., attorneys, parents, HR departments, law enforcement) their access to protected information.
	T7. Determine limits of confidentiality according to legal and ethical guidelines.	K14. Knowledge of how and when to clarify with other interested parties (e.g., attorneys, parents, HR departments, law enforcement) their access to protected information. K15. Knowledge of limits of confidentiality when required to report crimes and injuries. K16. Knowledge of how and when to disclose the limits of confidentiality to the patient/client.
	T8. Comply with Health Information Portability and Accountability Act (HIPAA) regulations as mandated by law.	K17. Knowledge of settings and circumstances under which HIPAA is required. K18. Knowledge of how to maintain records under HIPAA regulations. K19. Knowledge of methods to disclose protected information under HIPAA regulations. K20. Knowledge of how and when to inform patients/clients of their rights covered by HIPAA regulations.

II. Psychotherapeutic relationships (15%) – Demonstrate understanding and application of the legal and ethical requirements regarding informed consent, treatment of minors, sexual misconduct, multiple and exploitive relationships, termination of relationship, and telemedicine.

Subarea	Task	Knowledge
A. Informed consent (3%)	T9. Provide and obtain informed consent in compliance with legal and ethical guidelines.	K21. Knowledge of the basic elements that must be included in informed consent (e.g., limits of confidentiality, risks and benefits of treatment, HIPAA). K22. Knowledge of how and when to obtain informed consent. K23. Knowledge of the circumstances for the disclosure of information to others (e.g., third-party payers, courts, family).
	T10. Determine patient’s capacity to consent to treatment and services.	K24. Knowledge of the legal standards for competency to consent to treatment. K25. Knowledge of the methods to evaluate a person’s capacity to consent. K26. Knowledge of ethical guidelines regarding providing services to patients who are incapable of giving informed consent.
	T11. Seek assent from patients who are legally incapable of giving informed consent in accordance to legal and ethical guidelines.	K26. Knowledge of ethical guidelines regarding providing services to patients who are incapable of giving informed consent. K27. Knowledge of methods to obtain consent by proxy. K28. Knowledge of methods for obtaining assent from patients who are legally incapable of giving informed consent.
B. Treatment of minors (3%)	T12. Comply with legal and ethical standards in providing treatment and services to minors.	K29. Knowledge of the conditions under which a minor may be treated without parental or guardian consent. K30. Knowledge of how to communicate to parents/guardians the legal and ethical issues (e.g., progress in treatment, limits of confidentiality) involved in the treatment of minors. K31. Knowledge of how to explain legal and ethical issues (e.g., limits of confidentiality) to minors in developmentally appropriate language. K32. Knowledge of the methods of establishing agreement between parent/guardian and minor about sharing treatment information.

C. Sexual misconduct (3%)	T13. Determine behaviors that constitute sexual misconduct as prohibited by legal regulations and ethical standards.	K33. Knowledge of the legal regulations and ethical standards governing sexual conduct with students, supervisees, trainees, and patients/clients. K34. Knowledge of when and how to seek consultation to determine actions that comply with legal and ethical regulations pertaining to sexual misconduct.
	T14. Educate patients about their rights regarding sexual misconduct.	K35. Knowledge of how to educate patients about legal and ethical regulations related to sexual misconduct. K36. Knowledge of actions the patient/client may take against the perpetrator of sexual misconduct, and the potential risks and benefits of these actions.
	T15. Adhere to legal and ethical standards regarding sexual misconduct.	K37. Knowledge of the legal penalties and ethical consequences of sexual misconduct. K38. Knowledge of the potential harm to a patient of sexual misconduct.
D. Multiple and exploitative relationships (3%)	T16. Determine behaviors that constitute multiple or exploitative relationships prohibited by legal and ethical standards.	K39. Knowledge of behaviors that constitute multiple relationships prohibited by legal and ethical standards. K40. Knowledge of behaviors that could possibly lead to an exploitative relationship prohibited by legal and ethical standards. K41. Knowledge of when and how to seek consultation to determine actions that comply with legal and ethical regulations pertaining to multiple and exploitative relationships.
	T17. Comply with legal and ethical regulations governing multiple and exploitative relationships.	K39. Knowledge of behaviors that constitute multiple relationships prohibited by legal and ethical standards. K40. Knowledge of behaviors that could possibly lead to an exploitative relationship prohibited by legal and ethical standards. K42. Knowledge of corrective actions to take if one determines the presence of a multiple or exploitative relationship.

E. Termination of relationship (2%)	T18. Determine when termination with the patient is indicated.	K43. Knowledge of indicators (e.g., accomplishing therapy goals, session limits, lack of progress) for termination. K44. Knowledge of setting goals and measures to evaluate progress.
	T19. Adhere to legal and ethical guidelines in the abandonment, interruption, or termination of treatment.	K45. Knowledge of the legal and ethical guidelines governing the procedures for interrupting treatment. K46. Knowledge of the legal and ethical guidelines governing the termination of treatment. K47. Knowledge of legal and ethical guidelines governing abandonment of patient.
F. Telemedicine (1%)	T20. Comply with legal and ethical standards regarding the provision of professional services via telemedicine.	K48. Knowledge of applying the legal and ethical standards of treatment to the provision of professional services via telemedicine. K49. Knowledge of when and how to seek consultation to determine actions that comply with legal and ethical regulations pertaining to the provision of professional services via telemedicine.

III. Interpersonal relationships (14%) – Demonstrate understanding and application of the legal and ethical requirements regarding personal, professional, and cultural competencies related to consulting and other psychological services.

Subarea	Task	Knowledge
A. Industrial/Organizational consulting (3%)	T21. Comply with legal and ethical standards for providing professional services to organizations.	K50. Knowledge of the ethical guidelines for the planning, development, and implementation of professional services. K51. Knowledge of legal and ethical issues in designing and implementing assessments within organizational settings.
B. Psychological consulting (3%)	T22. Adhere to legal and ethical standards when providing and engaging in psychological consultation (e.g., colleagues, supervisees, teachers, agencies, academics, allied health professionals).	K52. Knowledge of the legal and ethical standards relevant to psychological consultation. K53. Knowledge of the legal and ethical standards of protecting confidentiality when engaging in psychological consultation.
C. Personal impairments (e.g., mental health, physical health, substance abuse) (3%)	T23. Determine the impact of personal issues on one’s ability to provide professional services.	K54. Knowledge of personal limitations impacting one’s competence to provide professional services. K55. Knowledge of when and how to seek consultation to determine whether personal issues impact one’s ability to provide professional services.
D. Cultural competence (5%)	T24. Assess cultural competency for providing services to diverse populations.	K56. Knowledge of the APA guidelines related to the provision of treatment for diverse cultural populations. K57. Knowledge of the impact of culture on psychological practice. K58. Knowledge of when and how to seek consultation, education, and training to develop competency for treating diverse cultural populations.
	T25. Comply with legal and ethical regulations pertaining to non-discrimination.	K59. Knowledge of legal and ethical regulations pertaining to non-discrimination. K60. Knowledge of personal bias and how it impacts clinical practice. K61. Knowledge of when and how to seek consultation to determine whether personal biases impact one’s ability to provide professional services.

IV. Intervention, Evaluation, and Assessments (14%) – Demonstrate understanding and application of the legal and ethical requirements regarding the provision of crisis interventions, forensic services, and other psychological evaluations and assessments.

Subarea	Task	Knowledge
A. Involuntary treatment (4%)	T26. Determine when to initiate involuntary treatment evaluations.	K62. Knowledge of the criteria for involuntary treatment. K63. Knowledge of the legal and ethical responsibilities when initiating involuntary treatment evaluations. K64. Knowledge of methods for involuntary treatment evaluations.
	T27. Comply with legal and ethical regulations regarding involuntary treatment/services.	K63. Knowledge of the legal and ethical responsibilities when initiating involuntary treatment evaluations. K65. Knowledge of the legal and ethical issues regarding the patient’s right to refuse treatment/services. K66. Knowledge of when and how to seek consultation to determine whether patient meets the legal standards for involuntary treatment/services. K67. Knowledge of when and how to collaborate with other health care providers to ensure the safety of patient and continuity of care. K68. Knowledge of who has the responsibility and authority to initiate involuntary treatment/services.
B. Tarasoff and duty to warn (3%)	T28. Determine the duty to warn of imminent danger/violence in accordance with legal and ethical guidelines.	K69. Knowledge of the criteria for determining a duty to warn. K70. Knowledge of the methods to evaluate imminent danger/violence to others.
	T29. Comply with legal and ethical regulations regarding the duty to warn.	K71. Knowledge of the procedures to follow subsequent to a determination of the duty to warn.

C. Psychological testing (4%)	T30. Adhere to legal and ethical standards for storing, administering, scoring, and interpreting psychological tests.	K72. Knowledge of the ethical standards regarding testing, scoring, and interpretation procedures (e.g., test validity, reliability, cultural and linguistic appropriateness tests). K73. Knowledge of test security practices and copyright requirements. K74. Knowledge of the utility and limitations of test data.
	T31. Adhere to legal and ethical standards for release of psychological findings.	K75. Knowledge of the legal and ethical standards regarding the release of findings of psychological evaluations. K76. Knowledge of how to communicate test findings in clear language to patient/clients/others.
D. Forensic services (3%)	T32. Comply with legal and ethical standards pertaining to forensic assessments, evaluations, and treatments/services.	K77. Knowledge of legal and ethical standards for evaluating and disseminating forensic results to patients/clients and third-parties. K78. Knowledge of the ethical standards of informed consent and limitations of confidentiality in evaluating and treating forensic cases.

V. Records (11%) – Demonstrate understanding and application of the legal and ethical requirements regarding documentation, recordkeeping, and release of records.

Subarea	Task	Knowledge
A. General requirements (2%)	T33. Document patient/client assessment and treatment as mandated by legal and ethical guidelines.	K79. Knowledge of the legal and ethical guidelines governing the documentation of patient/client assessment and treatment.
B. Retention of records (3%)	T34. Comply with mandated recordkeeping laws and ethical guidelines.	K80. Knowledge of state and federal regulations, and ethical guidelines governing recordkeeping. K81. Knowledge of legal requirements for maintaining security of patient/client records. K82. Knowledge of legal requirements of HIPAA.
	T35. Dispose of records according to legal and ethical guidelines.	K83. Knowledge of the legal and ethical guidelines pertaining to the timelines required for retention of records. K84. Knowledge of the legal and ethical guidelines pertaining to the methods of record disposal.
C. Release of records (4%)	T36. Maintain legal and ethical guidelines for the release and exchange of protected health information and psychotherapy records.	K85. Knowledge of the legal and ethical guidelines pertaining to the disclosure of protected health information. K86. Knowledge of HIPAA regulations pertaining to the release and exchange of protected health information and psychotherapy records.
	T37. Assess the need to withhold records as required by legal and ethical standards.	K87. Knowledge of the legal and ethical guidelines pertaining to the psychologist's and the patient's/client's rights to withhold records.
	T38. Comply with laws and regulations regarding exceptions for the release of protected health information.	K88. Knowledge of conditions under which withholding records is warranted or required.

D. Electronic recordkeeping (2%)	T39. Secure electronic records as mandated by state and federal regulations.	K89. Knowledge of the state and federal regulations pertaining to securing electronic records. K90. Knowledge of the methods to ensure electronic records are maintained and released according to the state and federal regulations and ethical guidelines.
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VI. Administrative (5%) – Demonstrate understanding and application of the legal and ethical requirements regarding referrals, fee arrangements, and notice to consumers.

Subarea	Task	Knowledge
A. Fees and arrangements (3%)	T40. Establish financial arrangements and agreements in compliance with legal and ethical regulations.	K91. Knowledge of the limitation of services based on patient’s financial situation and third-party payers. K92. Knowledge of the legal and ethical guidelines regarding referrals and fees.
	T41. Comply with laws and regulations related to referrals and fees.	K91. Knowledge of the limitation of services based on patient’s financial situation and third-party payers. K92. Knowledge of the legal and ethical guidelines regarding referrals and fees. K93. Knowledge of the legal and ethical guidelines pertaining to changes to a patient’s/client’s financial status.
B. Barter (1%)	T42. Apply legal and ethical standards to evaluate when bartering with patients/clients is counterindicated or exploitative.	K94. Knowledge of the legal and ethical standards pertaining to bartering with patients/clients.
C. Notice to consumers (1%)	T43. Provide notices to consumers in compliance with legal and ethical regulations.	K95. Knowledge of the legal and ethical regulations pertaining to notices to consumers.

VII. Professional Issues (15%) – Demonstrate understanding and application of the legal and ethical requirements regarding scope of practice, professional conduct, and discipline.

Subarea	Task	Knowledge
A. Competence boundaries (3%)	T44. Provide professional services within the scope of competence and practice.	K96. Knowledge of the need for education, training, and supervised experience to provide services in a new area of practice or specialization. K97. Knowledge of one’s own professional competence and limitations.
B. Professional consultation (3%)	T45. Determine situations that require professional consultation.	K97. Knowledge of one’s own professional competence and limitations. K98. Knowledge of resources available for professional consultation. K99. Knowledge of how and when to seek professional consultation.
C. Peer infractions (3%)	T46. Comply with professional guidelines for responding to legal and ethical violations by colleagues.	K100. Knowledge of legal and ethical violations by colleagues that require the psychologist to respond formally or informally. K101. Knowledge of the ethical guidelines for informal resolution of ethical violations. K102. Knowledge of the ethical guidelines for reporting ethical violations. K103. Knowledge of the ethical guidelines regarding cooperating with ethics committees and filing improper complaints.
D. Advertising/marketing (1%)	T47. Comply with legal and ethical guidelines for advertising and marketing.	K104. Knowledge of the legal and ethical guidelines for advertising and other public statements. K105. Knowledge of the penalties associated with violations of advertising and other public statements.
E. Disciplinary actions (e.g., suspension, revocation) (3%)	T48. Determine situations that could result in disciplinary actions by the Board of Psychology.	K106. Knowledge of situations that may result in disciplinary actions by the Board of Psychology. K107. Knowledge of disciplinary actions and sanctions the Board of Psychology can take for violations.
F. Conflicts of interest (2%)	T49. Assess for conflict of interest in professional relationships.	K108. Knowledge of situations that would constitute a conflict of interest in professional practice.

VIII. Scientific Research and Publication (4%) – Demonstrate understanding and application of the legal and ethical requirements regarding research, publication, and other public media.

Subarea	Task	Knowledge
n/a	T50. Adhere to the legal and ethical guidelines for proposing, conducting, and publishing scientific research.	K109. Knowledge of the legal and ethical guidelines for proposing, conducting, and publishing scientific research. K110. Knowledge of steps to protect identity of participants/subjects in research, consultation, writings, lectures, or other public media.

IX. Teaching, Training, and Supervision (academics, clinical, I/O) (8%) – Demonstrate understanding and application of the legal and ethical requirements regarding teaching, training, and supervision.

Subarea	Task	Knowledge
A. Teaching and supervision (3%)	T51. Develop education, training, and supervision programs/courses that comply with ethical regulations.	K111. Knowledge of the ethical guidelines for education, training, and supervision. K112. Knowledge of the ethical guidelines pertaining to accuracy of course content and program description. K113. Knowledge of the ethical guidelines pertaining to assessing the performance of students.
	T52. Inform students of their rights and responsibilities pertaining to the rules and requirements of training programs.	K114. Knowledge of the ethical guidelines pertaining to mandatory individual or group therapy. K115. Knowledge of the ethical guidelines pertaining to student disclosure of personal information.
	T53. Maintain professional boundaries and conduct with students.	K116. Knowledge of the ethical guidelines pertaining to sexual relationships and other exploitative behaviors with students and supervisees.
B. Professional continuing education (1%)	T54. Comply with professional continuing education requirements and maintain competency for standard of practice.	K117. Knowledge of state regulations governing professional continuing education requirements. K118. Knowledge of the ethical guidelines for developing and maintaining professional competence.
C. Supervision of pre-licensed clinicians (4%)	T55. Comply with state regulations, and legal and ethical standards pertaining to pre-licensure practice in psychology.	K119. Knowledge of state regulations, and legal and ethical standards pertaining to pre-licensure practice in psychology (e.g., trainees, interns, psychological assistants, registered psychologists, post docs). K120. Knowledge of the ethical guidelines pertaining to assessing the performance of supervisees.

CHAPTER 3. CONCLUSIONS

The occupational analysis of psychologists described in this report provides a comprehensive description of current practice with regard to California laws and ethics. The procedures for developing the occupational analysis are based upon a content validation strategy to ensure that the results accurately represent the practice of licensed psychologists. The examination outline specifies the job tasks that a licensed psychologist is expected to master at the time of licensure. Examinations should be based directly on the examination outline.

By adopting the California Psychology Law and Ethics Examination outline contained in this report, the Board ensures that its examination program reflects current practice. This report provides all documentation necessary to verify that the analysis has been implemented in accordance with legal, professional, and technical standards.

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APPENDIX A – NATIONAL AUDIT OF THE EXAMINATION FOR PROFESSIONAL PRACTICE IN PSYCHOLOGY



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

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MEMORANDUM

DATE	October 5, 2011
TO	Robert Kahane, Executive Officer Board of Psychology
FROM	Irene L. Wong-Chi, M.A., Personnel Selection Consultant Office of Professional Examination Services
SUBJECT	National Audit of the Examination for Professional Practice in Psychology (EPPP)

Purpose

The California Board of Psychology (Board) contracted with the Office of Professional Examination Services (OPES) to conduct two focus group workshops for the purpose of evaluating and comparing the test specifications/examination outlines of the national Examination for Professional Practice in Psychology (EPPP) and the California Supplemental Psychology Examination (CPSE). Specifically, the purpose was to identify any California-specific tasks and knowledges not represented by the national exam.

Workshop Participants

The first focus group workshop was conducted on August 3-4, 2011. The group consisted of five California-licensed psychologists who served as subject matter experts (SMEs). The second focus group workshop was conducted on September 14-15, 2011 utilizing new SMEs who had not participated in the first workshop. This group consisted of seven California-licensed psychologists. The Board recruited currently licensed SMEs representing diverse geographic locations, years of experience, and specialty areas, including non-mental health. Both workshops were conducted by an OPES facilitator.

Workshop Process

Each workshop began by asking the SMEs to complete OPES' security agreement, self-certification, secure area agreement, and personal data (demographic) forms. The OPES facilitator explained the importance of and guidelines for security during and outside the workshop. The SMEs were then asked to introduce themselves. The OPES facilitator gave a PowerPoint presentation about the purpose and importance of an occupational analysis, validity, content validity, reliability, test administration standards, examination security, the role of SMEs, the purpose of the workshop, and the difference between an empirical vs. rationale content validation strategy process.

The SMEs reviewed the Business and Professions Code (B&P) and California Code of Regulations (CCR) codes relating to the scope of practice, qualifications, and exam requirements for psychologists. They were informed that the purpose of reviewing these documents was to get an understanding of California's examination requirements, and to use this information when assessing the national examination's test specifications.

The SMEs were provided with the EPPP test specifications and the CPSE exam outline. They were asked to review each task and knowledge on the CPSE and indicate all the areas in which they felt it linked/matched to the EPPP. Each SME was assigned one or two sections of the EPPP to focus on. Therefore, each SME evaluated every task and knowledge on the CPSE, but only needed to match to their assigned EPPP sections.

At the second focus group workshop, the SMEs were also provided with the EPPP test specifications and the CPSE exam outline. In addition, they were given the linkage document that was developed as a result of the first workshop. This linkage document indicates all the CPSE tasks and knowledges that the first workshop group felt linked/matched to the EPPP. The SMEs in this second workshop were asked to evaluate this linkage document to confirm whether they agree or disagree with the linkage. If they did not agree with particular linkages, they were asked to indicate which CPSE tasks and knowledges should be added or eliminated from the original linkage document. (See attached document for the EPPP and CPSE linkage by workshop). The SMEs were split into groups of two or three people and were assigned two or three sections of the EPPP on which to focus.

Workshop Results

Examination Outline. The purpose of a licensing examination is to identify persons who possess the minimum knowledge and experience necessary to perform tasks on the job safely and competently. To ensure that an examination conforms to professional, technical, and legal standards, the items on a written examination must be based on the specifications of an examination outline that was developed from a current (within five years) occupational analysis. By linking the items/tasks to the specifications of an examination outline, the job-relatedness of the examination can be established, and the examination can be legally defended as valid.

First Focus Group Workshop. After reviewing, comparing, and linking the CPSE tasks and knowledges to the EPPP, the SMEs determined that there is sufficient linkage between the CPSE and the EPPP. Therefore, they concluded that the California (CPSE) exam should test strictly on California-specific laws and ethical standards without having to also test on the other three competency content areas (e.g., crisis assessment and intervention, clinical assessment and evaluation, and treatment interventions.)

Second Focus Group Workshop. After reviewing and comparing the linkage document created as a result of the first workshop; and adding to and eliminating tasks and knowledges to that document, the SMEs agreed that there is linkage. However, they felt that the CPSE tasks and knowledges link very loosely to the EPPP on a conceptual level. They agreed that there is an overlap in content, but not in the ability to apply the skills. They stated that the EPPP is more theoretical and esoteric, whereas the CPSE tests application and “how- to.” They determined that the CPSE covers the gap that the EPPP leaves out, and that eliminating the competencies in favor of a strictly California-specific laws and ethical standards exam would not provide sufficient public protection. It was the consensus of the group that it would be in the best interest and benefit to the public to keep the CPSE as it currently stands, with the competency content areas of crisis assessment and intervention, clinical assessment and evaluation, and treatment interventions included.

Conclusions

OPES evaluated the EPPP’s most recent practice analysis/occupational analysis; practitioners sampled; frequency of report updates; test plans and method to link to the practice analysis; exam item development methodology; method to ensure that standards are set for entry-level practice; pass-point setting methodology; size of item bank; test security methods; and test administration procedures for the examination. OPES obtained this information from the Association of State and Provincial Psychology Boards (ASPPB) and compared it against the *Standards for Educational and Psychological Testing (Standards, 1999)* set forth by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. The most relevant standards for test development, test administration, and testing in employment and credentialing are:

Standard 3.9

When a test developer evaluates the psychometric properties of items, the classical or item response theory (IRT) model used for evaluating the psychometric properties of items should be documented. The sample used for estimating item properties should be described and should be of adequate size and diversity for the procedure. The process by which items are selected and the data used for item selection, such as item difficulty, item discrimination, and/or item information, should also be documented. When IRT is used to estimate item parameters in test development, the item response model, estimation procedures, and evidence of model fit should be documented.

Standard 5.1

Test administrators should follow carefully the standardized procedures for administration and scoring specified by the test developer, unless the situation or a test taker's disability dictates that an exception should be made.

Standard 5.6

Reasonable efforts should be made to assure the integrity of test scores by eliminating opportunities for test takers to attain scores by fraudulent means.

Standard 5.7

Test users have the responsibility of protecting the security of test materials at all times.

Standard 14.8

Evidence of validity based on test content requires a thorough and explicit definition of the content domain of interest. For selection, classification, and promotion, the characterization of the domain should be based on job analysis.

Standard 14.9

When evidence of validity based on test content is a primary source of validity evidence in support of the use of a test in selection or promotion, a close link between test content and job content should be demonstrated.

Standard 14.10

When evidence of validity based on test content is presented, the rationale for defining and describing a specific job content domain in a particular way (e.g., in terms of tasks to be performed or knowledge, skills, abilities, or other personal characteristics) should be stated clearly.

Standard 14.14

The content domain to be covered by a credentialing test should be defined clearly and justified in terms of the importance of the content for credential-worthy performance in an occupation or profession. A rationale should be provided to support a claim that the knowledge or skills being assessed are required for credential-worthy performance in an occupation and are consistent with the purpose for which the licensing or certification program was instituted.

Standard 14.17

The level of performance required for passing a credentialing test should depend on the knowledge and skills necessary for acceptable performance in the occupation or profession and should not be adjusted to regulate the number or proportion of persons passing the test.

The results of OPES' evaluation of the ASPPB's information has determined that the EPPP meets all relevant testing standards relating to test development, test administration, and testing in employment and credentialing.

Both focus group workshops found that there is linkage between the EPPP and the CPSE, but the two groups differed in their assessment of the level of linkage. The first group recommended that the current CPSE eliminate the content area competencies and focus strictly on California-specific laws and ethical standards since they determined that all the CPSE tasks and knowledges link to the EPPP.

However, the second group recommended that the current CPSE remain as it currently stands, with the inclusion of the content area competencies, because they determined that although there is linkage between the CPSE and EPPP, the linkage is loosely linked on a content/theoretical level, and not on an applicability level needed for entry-level practice in California. For example, the EPPP has only knowledge statements; no task statements. The CPSE has both task and knowledge statements that tests a candidate's ability to process higher levels of information. The CPSE task and knowledge statements test a candidate's ability to comprehend, apply, and analyze information.

Options for Conducting the Occupational Analysis and the Future Focus of the California Psychology Exam

OPES is currently scheduled to begin the occupational analysis focus group workshops in December 2011 to develop a new exam outline focusing strictly on California laws and ethics. This was scheduled under the assumption that the CPSE would move to a strictly California laws and ethics examination. However, given the results of the national audit, the Board may choose one of three options for moving forward with the occupational analysis process and identify which content areas the California exam would test:

Option 1

Remove the competency content areas of the CPSE and adopt a strictly California Laws and Ethics exam. The occupational analysis would be conducted through a series of four focus group workshops.

A problem with this option is that it would not be testing on the higher level of information for which the second focus group advocated in order to ensure qualified entry-level practice in California. However, this option would eliminate the strongly-based clinical focus and would test on California laws and ethics only.

Option 2

Keep the CPSE with the current competency content areas included. A full-fledged occupational analysis would be conducted with SME interviews, surveys, and three workshops.

A problem with this option is that it would most likely result in the same findings as the prior occupational analysis as it would be strongly focused on clinical psychology

and lacking in I/O psychology. However, this option would allow the Board to see the results of a full study, which may uncover new information about the profession.

Option 3

Keep the CPSE with the current competency content areas included. The occupational analysis would be conducted through a series of four focus group workshops. This option would be considered an update/revision of the current exam outline.

A problem with this option is that we would not be getting results from a full study. However, this option would allow an update to the current exam outline with the inclusion of I/O psychologists to provide input from their discipline's perspective.

Please review this document and identify which option you prefer. We can then schedule a meeting to discuss OPES' recommendations.

If you have any questions, I can be reached at (916) 575-7240.

Attachment

cc: Sonja Merold, OPES Chief
Bob Holmgren, Ph. D., Supervising Personnel Selection Consultant

EPPP and CPSE Linkage by Workshop

	Workshop #1	Workshop #1	Workshop #2	Workshop #2
EPPP Knowledge	CPSE Tasks	CPSE Knowledge	CPSE Tasks	CPSE Knowledge
KN1	1, 3, 4, 6, 7, 8, 9, 10, 11	2, 3, 7, 11, 14, 16, 19, 21, 22, 23, 27, 31, 32, 36, 37, 38, 41, 42, 43, 49, 50, 52, 53, 57, 59, 62		
KN2	2, 5, 6, 7, 8, 9, 10, 11	1, 2, 4, 5, 7, 9, 10, 11, 16, 20, 23, 28, 29, 30, 31, 32, 37, 41, 42, 43, 49, 50, 52, 53, 54, 55, 57, 59, 62		
KN3	10	16, 23, 31, 32, 33, 37, 42, 59		
KN4	6, 8, 9, 10	1, 2, 3, 14, 28, 29, 30, 31, 36, 38, 41, 42, 49, 50, 52, 53, 56, 57, 59, 62		Add: 26, 27, 37, 39, 43, 54, 55, 61, 64
KN5	2, 3, 4, 5, 6, 7, 8, 9, 10, 11	2, 3, 4, 5, 6, 7, 8, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 31, 32, 34, 35, 36, 37, 38, 39, 41, 42, 43, 49, 50, 52, 54, 55, 56, 57, 59, 60, 61, 62, 64		
KN6	6, 7, 8, 9	30, 31, 32, 37, 59, 61		
KN7	2, 3, 4, 5, 6, 7, 8, 9, 10, 11	2, 14, 26, 27, 32, 36, 37, 38, 49, 50, 52, 53, 57, 59, 62		
KN8	6, 7, 8, 9, 10, 11	32, 36, 37, 38, 49, 50, 52, 53, 57, 59, 62		
KN9	5, 6, 10, 11	16, 19, 23, 38, 49, 50, 52, 53, 57, 59, 62	Eliminate: 5, 6, 10	Eliminate: 16, 23, 38
KN10	6, 7, 8, 9, 10, 11	27, 36, 37, 38, 49, 50, 52, 53, 57, 59, 62		
KN11	2, 3, 4, 5, 6, 7, 9, 10, 11	2, 7, 11, 16, 19, 32, 36, 37, 38, 49, 50, 52, 53, 57, 59, 62		

KN12	3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 7, 8, 11, 12, 14, 15, 16, 19, 23, 26, 27, 29, 32, 33, 34, 35, 36, 37, 38, 39, 43, 49, 50, 52, 57, 59, 61, 62, 64	Eliminate: 7 Add: 2	
KN13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 42, 43, 49, 50, 52, 53, 54, 55, 56, 57, 59, 60, 61, 62, 64		
KN14	3, 7, 8, 9, 10	1, 2, 3, 6, 8, 12, 20, 26, 31, 32, 35, 38, 42, 44, 45, 46, 47, 49, 52, 53		Eliminate: 1, 53
KN15	2, 3, 4, 5, 6, 7, 9, 10	1, 2, 6, 7, 8, 11, 12, 14, 15, 19, 23, 24, 30, 32, 34, 35, 41, 42, 49, 53		Eliminate: 14, 19, 24, 30, 41, 42, 49
KN16	4, 6, 7, 9, 10	1, 2, 8, 12, 19, 24, 30, 31, 34, 35, 41, 42, 53		Eliminate: 8, 19, 24, 31, 42
KN17	2, 5, 6, 7, 10	1, 2, 3, 7, 11, 19, 21, 24, 30, 31, 34, 35, 39, 41, 42, 53		Eliminate: 19
KN18	6, 9, 10	1, 2, 6, 19, 20, 28, 30, 42, 52		Eliminate: 1, 2, 19
KN19	6, 10	8, 11, 15, 16, 20, 26, 28, 41, 42, 47, 49, 52, 53, 64		Eliminate: 42
KN20	1, 3, 6, 7, 10	2, 6, 8, 12, 23, 26, 30, 31, 33, 38, 42, 43, 47, 49, 56		
KN21	1, 6, 10, 12	2, 6, 14, 15, 22, 23, 26, 31, 33, 34, 37, 38, 39, 42, 43, 47, 49, 56, 64		
KN22	1, 10	1, 2, 6, 14, 22, 31, 33, 34, 39, 42, 43, 47, 49, 52, 56		
KN23	2, 6, 9, 10	1, 2, 3, 6, 8, 14, 21, 22, 24, 31, 33, 34, 39, 42, 43, 47, 49, 52, 56		Eliminate: 14
KN24	3, 6, 9, 10	2, 3, 6, 14, 31, 33, 34, 38, 39, 42, 43, 47, 49, 52, 56		

KN25	2, 4, 6, 9, 10	2, 21, 22, 23, 24, 26, 31, 33, 34, 38, 39, 41, 42, 43, 47, 49, 56		
KN26	1, 2, 4, 6, 9, 10, 12	1, 2, 3, 6, 8, 14, 21, 22, 23, 26, 31, 33, 34, 38, 39, 42, 43, 47, 49, 56		
KN27	6, 10	2, 6, 8, 12, 22, 32, 34, 38, 39, 43		
KN28	1, 4, 6, 7, 8, 10	1, 2, 3, 13, 14, 26, 27, 28, 30, 36, 38, 39, 42, 43, 49, 53		
KN29	3, 4	2, 3, 11, 34, 35, 38, 39, 43		
KN30		2, 53	Add: 10	Add: 11
KN31	3, 4, 8, 10	1, 2, 3, 6, 7, 11, 14, 22, 24, 26, 28, 30, 33, 34, 35, 38, 39, 42, 43, 47, 49, 52, 56		
KN32	1, 3, 4	1, 2, 3, 21, 34, 35, 39, 43, 60, 64		
KN33	1, 3, 4, 6	2, 3, 7, 11, 21, 33, 34, 35, 39, 43, 64		
KN34	1, 2, 3, 4, 5, 6, 8	1, 2, 3, 7, 11, 24, 26, 28, 30, 34, 35, 36, 38, 39, 43		
KN35	1, 2, 3, 4	1, 2, 3, 7, 11, 28, 30, 33, 34, 35, 38, 39, 43, 49, 56, 60		
KN36	1, 2, 4, 6	2, 3, 26, 28, 30, 34, 35, 36, 38, 39, 43, 49, 56		Add: 7
KN37	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17	1, 4, 5, 6, 7, 11, 16, 28, 31, 36, 37, 38, 39, 40, 44, 46, 47, 49, 50, 51, 52, 53, 55, 56, 58, 60, 66, 67, 68, 69, 70, 72, 74, 75, 76, 79, 88, 90, 96, 101	Eliminate: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17	Eliminate: 1, 4, 5, 6, 7, 11, 16, 28, 31, 36, 37, 38, 39, 40, 44, 46, 47, 49, 50, 51, 52, 53, 55, 56, 58, 60, 66, 67, 68, 69, 70, 72, 74, 75, 76, 79, 88, 90, 96, 101
KN38	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 17	1, 2, 6, 11, 13, 14, 15, 16, 17, 18, 20, 28, 30, 31, 38, 42, 49, 50, 53, 55, 56, 60, 68, 70, 73, 75, 79, 90	Eliminate: 5, 10, 11, 17	Eliminate: 13, 17, 18, 73, 75, 79, 90

KN39	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17	1, 2, 6, 7, 11, 12, 13, 14, 15, 16, 18, 19, 20, 22, 25, 27, 30, 31, 32, 35, 40, 42, 43, 44, 45, 49, 50, 53, 58, 60, 64, 66, 68, 71, 75, 79, 81, 84, 85, 86, 87, 88, 89, 90, 93, 97, 94, 101	Eliminate: 10, 11, 12, 13, 15, 17	Eliminate: 13, 16, 18, 22, 25, 30, 42, 50, 53, 58, 64, 86, 87, 88, 89, 90, 94
KN40	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15	1, 2, 6, 7, 9, 10, 11, 12, 13, 14, 16, 18, 20, 21, 22, 25, 27, 30, 38, 42, 49, 53, 55, 56, 68, 69, 71, 72, 73, 74, 75, 77, 79, 81, 84, 87, 88, 89, 90, 93, 94, 96, 97, 98, 100, 101	Eliminate: 10	Eliminate: 71
KN41	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15	1, 2, 4, 5, 6, 8, 11, 12, 13, 14, 16, 20, 21, 22, 29, 43, 44, 46, 47, 48, 49, 50, 52, 54, 55, 65, 71, 73, 74, 75, 77, 79, 81, 87, 90	Eliminate: 10	Eliminate: 48, 65, 73, 74, 75, 77, 79, 81, 87, 90
KN42	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15	2, 4, 6, 7, 8, 11, 12, 13, 14, 15, 16, 20, 38, 42, 44, 49, 50, 53, 54, 60, 64, 68, 71, 73, 74, 75, 77, 79, 84, 90, 93, 94, 96, 97, 100, 101	Eliminate: 10, 11	Eliminate: 73, 74, 77, 79, 84, 90, 94, 96, 100, 101
KN43	1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 15, 17	1, 2, 4, 5, 6, 7, 8, 11, 12, 16, 19, 20, 21, 24, 25, 31, 32, 33, 34, 36, 46, 48, 49, 58, 61, 63, 67, 71, 78, 79, 90, 93, 94, 96		Eliminate: 48, 71, 79, 90, 94, 96
KN44	2, 3, 4, 5, 6, 7, 8, 9, 13, 15	1, 2, 4, 6, 7, 8, 11, 13, 14, 16, 22, 26, 28, 35, 37, 39, 41, 49, 50, 55, 71, 79, 90, 93, 101		Eliminate: 16, 26, 71, 79, 90, 101
KN45	1, 2, 3, 4, 5, 6, 7, 8, 9, 15	1, 5, 6, 7, 8, 11, 14, 31, 32, 34, 39, 40, 42, 46, 47, 49, 52, 56, 61, 78, 79, 90, 93		Eliminate: 49, 52, 56, 61, 78, 79, 90, 93

KN46	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 15	1, 2, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 22, 41, 42, 49, 50, 71, 79, 89, 90, 101		
KN47	2, 3, 5, 6, 7, 8, 9, 10, 13, 15	1, 2, 4, 5, 6, 7, 8, 12, 14, 15, 16, 19, 20, 23, 24, 26, 27, 29, 33, 41, 45, 46, 48, 49, 53, 54, 55, 61, 62, 64, 65, 70, 71, 75, 79, 80, 81, 84, 85, 86, 87, 88, 89, 90, 91, 93, 96, 101		Eliminate: 8, 48
KN48	2, 3, 5, 6, 7, 8, 9, 10, 12, 15	4, 5, 6, 7, 14, 16, 18, 20, 22, 24, 25, 29, 36, 37, 38, 43, 45, 49, 66, 67, 70, 71, 74, 75, 79, 84, 85, 86, 87, 88, 89, 90, 93, 94, 96, 97, 98, 101		Eliminate: 79, 85, 86, 87, 88, 89, 94
KN49	2, 3, 4, 5, 8, 10, 17	2, 7, 8, 11, 16, 26, 28, 30, 36, 49, 53	Add: 9	
KN50	1, 2, 3, 4, 5, 6, 7, 10, 11, 17	1, 2, 6, 7, 8, 11, 12, 15, 16, 19, 21, 23, 26, 27, 30, 43, 49, 53		
KN51	2, 3, 4, 5, 6, 7, 8, 10, 11, 17	1, 7, 11, 15, 16, 19, 22, 24, 26, 30, 36, 43, 49, 53	Add: 9	Eliminate: 1, 11, 15, 16
KN52	1, 3, 5	1, 2, 6, 11, 14, 16, 22, 30, 33, 34, 35, 38, 39, 43, 52, 54, 56	Add: 2, 4, 8, 9, 10, 11, 14, 15	
KN53	9	10, 20, 21, 54, 55, 60		
KN54	5, 9	1, 4, 5, 16, 29, 48, 54, 55, 58, 60, 61, 62, 63, 64, 71		
KN55	9	10, 48, 54		
KN56	5, 9	4, 5, 10, 15, 16, 21, 22, 29, 48, 54, 64		
KN57		54, 93, 97	Add: 1, 2, 3, 4, 5, 6, 7, 8, 9	Eliminate: 54
KN58	2, 4, 5, 9, 10	4, 8, 9, 15, 16, 20, 29, 55		
KN59	1, 2, 3, 4, 5, 9, 10	1, 7, 8, 9, 11, 12, 15, 16, 20, 38, 55		
KN60		4, 5, 58, 61, 63, 71, 102	Add: 12, 13, 14, 15, 16, 17	

KN61	3, 6, 7, 15, 16, 17	6, 11, 33, 36, 39, 96, 97		
KN62	3, 10, 15	6, 11, 24, 30, 49, 96, 97	Eliminate: 10	
KN63	15	96, 97		
KN64	15	32, 96, 97		
KN65	2, 10, 15	8, 12, 14, 35, 37, 43, 96	Eliminate: 2, 10	
KN66	3, 4, 15	8, 12, 14, 15, 19, 23, 26, 27, 29, 50, 96		
KN67	2, 15, 16, 17	6, 7, 10, 11, 12, 22, 34, 43, 96, 97		
KN68	15, 16, 17	40, 96, 97		
KN69	5, 12, 13, 15, 16, 17	4, 5, 12, 13, 16, 18, 51, 70, 71, 73, 76, 77, 78, 79, 80, 82, 83, 90, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108		Eliminate: 82, 83 Add: 92, 100
KN70	5, 13, 15, 16, 17	1, 2, 4, 13, 16, 18, 51, 71, 73, 76, 77, 78, 80, 82, 83, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108		
KN71	5, 13, 15, 16, 17	1, 2, 4, 13, 16, 17, 18, 51, 67, 75, 76, 77, 78, 80, 82, 83, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108		
KN72	1, 12, 15, 16, 17	1, 4, 21, 60, 64, 96, 97, 98, 102, 103, 104, 108		
KN73	1, 10, 12, 14, 15	12, 21, 66, 68, 69, 70, 98		
KN74	15, 17	53, 58, 59, 70, 97, 98, 102, 108		Eliminate: 97, 98 Add: 107
KN75	4, 13, 15, 17	12, 13, 96, 97, 102, 107, 108		
KN76	1, 15, 16, 17	1, 13, 18, 82, 83, 84, 85, 87, 88, 95, 96, 97, 98, 99, 102, 104		
KN77	4, 15, 16, 17	13, 15, 25, 40, 72, 77, 81, 96, 97, 98, 99, 102, 103, 104, 108	Eliminate: 4	Eliminate: 13, 15 Add: 51, 78, 80

KN78	11, 15, 17	9, 13, 20, 61, 62, 63, 65, 96, 97, 98, 102, 104, 105, 106, 107, 108		
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APPENDIX B – CONTENT AREA AND SUBAREA WEIGHTS BY SUBJECT MATTER EXPERT (SME)

CONTENT AREA	SME 1	SME 2	SME 3	SME 4	SME 5	SME 6	SME 7	SME 8	GROUP AVERAGE	FINAL PERCENTAGE
I. Confidentiality and Privilege	16	15	10	10	15	15	11	15	13.375	14%
II. Psychotherapeutic Relationships	16	20	10	10	15	20	10	15	14.5	15%
III. Interpersonal Relationships	9	15	20	10	15	12	15	10	13.25	14%
IV. Intervention, Evaluation, and Assessments	15	15	10	20	15	13	10	15	14.125	14%
V. Records	10	5	20	10	10	10	10	10	10.625	11%
VI. Administrative	10	5	10	5	5	5	8	10	7.25	5%
VII. Professional Issues	10	15	10	20	10	10	20	10	13.125	15%
VIII. Scientific Research and Publication	6	5	5	5	5	5	6	5	5.25	4%
IX. Teaching, Training, and Supervision	8	5	5	10	10	10	10	10	8.5	8%
TOTAL	100	100%								

SUBAREA	SME 1	SME 2	SME 3	SME 4	SME 5	SME 6	SME 7	SME 8	Group Average	Final Percentage
IA. Mandated Reporting	4	5	5	4	6	5	4	3	4.5	4%
IB. Privilege	5	4	4	2	4	4	5	5	4.125	4%
IC. Confidentiality	5	5	5	8	4	5	5	6	5.375	6%
IIA. Informed Consent	2	3	2	3	4	3	3	2	2.75	3%
IIB. Treatment of Minors	3	2	2	3	4	3	2	3	2.75	3%
IIC. Sexual Misconduct	3	4	4	2	2	3	4	4	3.25	3%
IID. Multiple and Exploitative Relationships	3	4	3	3	1	3	3	3	2.875	3%
IIE. Termination of Relationship	2	1	3	2	2	2	1	2	1.875	2%
IIF. Telemedicine	2	1	1	2	2	1	2	1	1.5	1%
IIIA. Industrial/Organizational Consulting	3	1	3	2	2	2	5	4	2.75	3%
IIIB. Psychological Consulting	3	2	4	2	2	4	4	3	3	3%
IIIC. Personal Impairments	3	5	3	2	3	4	1	4	3.125	3%
IIID. Cultural Competence	5	6	4	8	7	4	4	3	5.125	5%
IVA. Involuntary Treatment	5	4	2	6	4	4	2	4	3.875	4%
IVB. Tarasoff and Duty to Warn	5	3	2	2	4	4	3	3	3.25	3%
IVC. Psychological Testing	2	4	4	4	3	3	5	5	3.75	4%
IVD. Forensic Services	2	3	6	2	3	3	4	2	3.125	3%
VA. General Requirements	3	2	2	2	1	2	3	2	2.125	2%
VB. Retention of Records	2	3	3	3	2	3	2	3	2.625	3%
VC. Release of Records	3	4	4	4	4	4	3	3	3.625	4%
VD. Electronic Recordkeeping	3	2	2	2	4	2	3	3	2.625	2%
VIA. Fees and Arrangements	3	3	3	3	2	2	2	3	2.625	3%
VIB. Barter	1	1	1	1	1	2	1	1	1.125	1%
VIC. Notice to Consumers	1	1	1	1	2	1	2	1	1.25	1%
VIIA. Competence Boundaries	3	2	3	2	1	4	3	2	2.5	3%
VIIIB. Professional Consultation	3	3	3	3	3	2	2	3	2.75	3%
VIIIC. Peer Infractions	3	3	2	4	3	2	3	4	3	3%
VIID. Advertising/Marketing	3	2	1	2	1	1	3	2	1.875	1%
VIIIE. Disciplinary Actions	2	3	3	2	5	2	2	2	2.625	3%
VIIIF. Conflicts of Interest	1	2	3	2	2	4	2	2	2.25	2%
VIII. Scientific Research and Publication	4	4	4	4	4	4	4	4	4	4%
IXA. Teaching and Supervision	4	5	3	4	3	3	3	4	3.625	3%
IXB. Professional Continuing Education	1	1	1	2	2	3	2	1	1.625	1%
IXC. Supervision of Pre-Licensed Clinicians	3	2	4	2	3	2	3	3	2.75	4%
TOTAL	100	100%								