ASPPB
Association of State and Provincial Psychology Boards

# The *integrated Examination for Professional Practice in Psychology® (EPPP) Candidate Handbook

# October 2026

***integrated will be used as a placeholder until the new EPPP is the only exam EPPP exam on April 1, 2028. At that time, the integrated will no longer be used, as the new exam will be the EPPP.**

**Notes:**

- The specifications for the current EPPP (Part 1-Knowledge) and the EPPP (Part 2-Skills) are covered in a separate EPPP Candidate Handbook.
- Candidates should ensure they are referencing the appropriate handbook for the exam they will be taking.

**MISSION**

To support member jurisdictions in fulfilling their responsibility of public protection.

**VISION**

Consistent standards that ensure the competent practice of psychology.

**VALUES**

ASPPB is committed to quality, respect, responsiveness, accountability, and transparency.

**Notes:**

- The integrated EPPP is scheduled to become operational in the fourth quarter of 2027. At that time, the EPPP (Part 1-Knowledge) and EPPP (Part 2-Skills) will no longer be available to **first-time test takers.**

- Candidates who fail the EPPP (Part 1-Knowledge) or EPPP (Part 2-Skills) before the release date of the integrated EPPP may retake the respective exam until March 31, 2028.

- Beginning April 1, 2028, the EPPP (Part 1-Knowledge) and EPPP (Part 2-Skills) will no longer be available. At that time, the integrated EPPP will become the sole examination available for candidates seeking licensure through participating jurisdictions.

# Table of Contents


Table of Contents....4
Introduction....6
Content of the (integrated) EPPP....7
EPPP Domains....7
Approval to Take the EPPP....8
Registering for the EPPP....9
Exam Accommodations....10
Attestations Required Before Scheduling the EPPP....11
Authorization to Test....12
Exam Scheduling and Fees....13
Scheduling an EPPP Testing Appointment....13
Scheduling the French EPPP (FEPPP)....14
Rescheduling/Canceling a Testing Appointment....15
Rescheduling/Cancelation/No-Show Fees....16
Refunds....17
Taking the EPPP....18
In Case of Technical Problems During the Exam Administration....20
Appointment Time is Not Necessarily Starting Time....21
Providing Feedback/Comments About the Exam....21
Receiving Examination Results/Feedback....22
Retaking the EPPP....23
Understanding the EPPP Score and the Passing Standard....25
For Further Information....27
EPPP Sample Exams....28
SAMPLE EXAM DELIVERED AT PEARSON TESTING CENTERS....30
SAMPLE EXAMS DELIVERED ONLINE....30
Transfer EPPP Scores....31
Appendix A....32
EPPP FEE SUMMARY....32

**Appendix B** ..... **33**
**EXAM RESCHEDULING, CANCELLATION, AND NO-SHOW FEES** ..... **33**
**Appendix C** ..... **35**
**SAMPLE EPPP FEE SUMMARY** ..... **35**
**Appendix D** ..... **36**
**CANDIDATE ACKNOWLEDGEMENT STATEMENT** ..... **36**
**Appendix E** ..... **38**
**SAMPLE EPPP QUESTIONS** ..... **38**
**Appendix F** ..... **41**
**TEST SPECIFICATIONS / SUMMARY OF EPPP CONTENT AREAS** ..... **41**

# Introduction

The Examination for Professional Practice in Psychology (EPPP) is developed and owned by the Association of State and Provincial Psychology Boards® (ASPPB). The EPPP is provided to licensing authorities of psychology to assist them in their evaluation of the qualifications of applicants for licensure and certification. This standardized examination is constructed by ASPPB with the assistance of Pearson VUE. Since 1963 the EPPP has assessed the core knowledge required to competently practice psychology independently. The EPPP is continuously administered in a computerized delivery format through the Pearson VUE network of computer testing centers. State psychology boards and provincial colleges acting collectively through ASPPB provide support for the testing format. Pearson VUE maintains a network of more than 300 Pearson Professional Centers (PPCs) in the United States and Canada to provide access to computer-based testing (CBT) for Professionals (Candidates). Individual psychologists who are subject matter experts (SMEs) in their field work with ASPPB and Pearson VUE in the ongoing development, maintenance, and improvements to the EPPP. These combined resources are greater than those available to any individual psychology licensing authority. The EPPP is only a part of the evaluation procedures used to determine candidates' readiness to practice the profession of psychology. Most licensing authorities supplement the EPPP with other requirements and/or assessment procedures.

Following extensive consultation and feedback from numerous stakeholders, in 2024, the ASPPB Board of Directors (BOD) decided the EPPP would shift to become an integrated competency assessment that assesses both knowledge and skills in a single examination. The EPPP is intended to evaluate the knowledge and skills that the most recent Job Task Analysis (JTA) has determined as foundational to the competent practice of psychology. Most candidates taking the EPPP have obtained a doctoral degree in psychology, a year of doctoral supervised experience, appropriate postdoctoral experience, and are expected to have acquired a broad basic knowledge of psychology and a core range of applied skills, regardless of individual areas of concentration. Knowledge and skills are assessed by the EPPP through the candidates' responses to objective, multiple-choice questions that are representative of the field at large, as well as scenarios and videos (with audio).

# Content of the (integrated) EPPP

## EPPP Domains

The integrated EPPP is organized into the following six competency domains that reflect the knowledge and skills required for entry-level independent practice in psychology:

1. Scientific Orientation to Practice (15%)
2. Assessment (20%)
3. Intervention (20%)
4. Consultation and Supervision (10%)
5. Interpersonal Relationships (15%)
6. Ethical and Professional Practice (20%)

These domains and percentages were established through ASPPB's JTA in which approximately 2,000 licensed psychologists provided input and represent the core competencies considered essential for safe and effective psychological practice. The domain summaries and specific sub-areas, make up the Test Specifications, which are provided in Appendix F.

The EPPP contains 215 items, of which 175 are operational (scored) and 40 are pretest items, which are not scored and do not count toward the final score. The items are designed to evaluate candidates' ability to apply knowledge in professional settings and collectively assess competencies across the six domains, The item types include multiple choice with single response (with three or four answer options), multiple choice with multiple response, and scenarios that can include:

- Animation (with video/audio portions)
- A description of an interview
- A test protocol
- Other data that adds information
- Up to 5 questions attached to any given scenario

Sample EPPP questions are provided in Appendix E.

# Approval to Take the EPPP

To take the EPPP, an individual must first apply for a **license in psychology** in one of the 66 ASPPB Member Jurisdictions—the state, province, or territory where they wish to practice. The licensing authority reviews the applicant's credentials to determine whether they meet the requirements to enter the licensure process. Once the applicant is approved, the licensing authority determines their eligibility to take the EPPP. For eligible candidates, the licensing authority will then create an account in Clarus, ASPPB's EPPP Candidate Registration System, enters the candidate's basic information, assigns access to an exam, and sets the testing window's start and end dates. Clarus then sends the candidate an email invitation.

To see contact information of the Member Jurisdictions, please click here: Board Contact Information.

# Registering for the EPPP

The candidate will receive an automated email from Clarus with instructions to complete their account creation and begin the EPPP registration process.

Once entering Clarus, candidates will review the information entered by their licensing authority. If any of the read-only information is incorrect, complete the form and then use the "Request [Email/Name] Change" links in the left navigation bar of the Clarus dashboard to submit a request to the licensing authority.

When verifying and entering the information into the system, the first and last name must MATCH the name on the two forms of identification that candidates are required to present when checking in at the Pearson testing center. The middle name will not be verified at the testing center. Click here to view the Pearson VUE ID Policy.

**Note:** Candidates will not be permitted to test if proper IDs are not presented.

After completing the initial information screen, candidates will be returned to their dashboard. A "Start your exam registration" button will be available. Candidates should proceed through registration reading the screens carefully.

The first question will ask if candidates wish to request testing accommodations.

- If candidates select "Yes," their request will be sent to the licensing authority for review. The licensing authority will contact the candidate to determine the subsequent steps. If supporting documentation is required, candidates must submit it directly to the licensing authority, as Clarus does not allow documentaiton to be uploaded. Once the review and decision processes are completed, candidates will be notified and then will be able to proceed with registration, purchase, and scheduling of their exam.
- If candidates select "No," they will be able to complete their registration, purchase, and schedule the their exam.

# Exam Accommodations

ASPPB is committed to providing all qualified candidates with an equal opportunity to successfully complete the EPPP while ensuring the validity and security of the examination. Candidates with documented disabilities or impairments recognized by the Americans with Disabilities Act (ADA) or the Accessible Canada Act (ACA) who wish to be tested under non-standard conditions must request accommodations during the registration process.

After entering their information into their Clarus account, all candidates will be asked if they wish to request exam accommodations. If they answer "yes," a request will be submitted to their licensing authority. The candidate's registration will remain locked while the request is under review. If they answer "no," they will be able to proceed toward purchasing and scheduling their exam.

If medical documentation is required to verify/support the requested accommodation(s), candidates will be responsible for providing the information. Documents cannot be uploaded into Clarus, so candidates must submit them directly to their licensing authority. The licensing authority will review the request and documentation and determine candidates' eligibility for accommodations in accordance with its policies and procedures. If warranted, the licensing authority will collaborate with ASPPB for a final review and implementation planning. Please note that once ASPPB receives approval from the licensing authority, the final review by ASPPB and the creation of an implementation plan by Pearson could take up to 10-15 business days.

Candidates are encouraged to submit accommodation requests and supporting documentation as early as possible to allow sufficient time for review and approval prior to scheduling their examination.

**Note:** Until the accommodations process is complete, candidates are not able to schedule their exam.

**Note:** Accommodations cannot be added to an exam after it is scheduled.

If there are questions regarding accommodations, please contact the licensing authority directly prior to completing the EPPP Registration process.

# Attestations Required Before Scheduling the EPPP

During the registration process, all candidates are required to attest to having read and being aware of the content included in each of the following documents:

- Candidate Acknowledgment Statement (Appendix D)
- This EPPP Candidate Handbook in its entirety before scheduling to sit for the EPPP
- The ASPPB scheduling and rescheduling policy (with timelines and fees) (Appendix B)
- The Pearson VUE ID Policy
- Pearson Professional & Regulatory Candidate Rules Agreement
- Pearson VUE Testing Center Check-in Process

Once all steps and all attestations have been completed, candidates can purchase their exam in Clarus. After payment, candidates will be Authorized to Test.

**Note:** All fees are non-refundable.

The procedures outlined here serve as a general guideline only. Please read the entire *EPPP Candidate Handbook* for details.

| | |
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| **EPPP (English and French)**<br>* The French EPPP is offered in Canadian Provinces | **$600 USD per sitting (non-refundable)**<br>**Current Pearson VUE sitting fee (non-refundable)** |
| **Effective April 1, 2028, all EPPP exam fees will be $650 USD, plus the current Pearson sitting fee.** | |

The ASPPB BOD will consider increases every two years informed by the U.S. Consumer Price Index (CPI), starting April 1, 2030.

**Note:** Once candidates pay their exam fees, they must sit for the exam within the following 12 months, unless their validity end date (set by their licensing authority) is before that 12-month date.

# Authorization to Test

Authorization to Test indicates that candidates have completed all steps of their EPPP registration and are authorized to schedule their exam. The exam can be scheduled by clicking on Schedule Exam on the dashboard of the candidates' Clarus account.

**Note**: Candidates should not pay for or schedule their exam until they are ready to sit for the exam. Once they pay their exam fees, they must sit for the exam within the following 12 months, unless their testing window end date (set by their licensing authority) is before that 12-month date.

**Note:** Candidates can view their approved testing window start and end dates on their Clarus dashboard.

**Note:** The Authorization to Test is valid for one exam appointment only.

# Exam Scheduling And Fees

### All Exam And Test Center Fees Are Non-Refundable

The ASPPB BOD will consider increases every two years informed by the U.S. Consumer Price Index (CPI), starting April 1, 2030.

**Note:** Once candidates pay their exam fees, they must sit for the exam within the following 12 months, unless their validity end date (set by their licensing authority) is before that 12-month date.

All fees are paid within Clarus. Acceptable forms of payment are Visa or Mastercard. A receipt for payment can be found in the Digital Wallet in Clarus.

**Note:** Cancelations will not result in a refund. All fees are non-refundable.

### Scheduling an EPPP Testing Appointment

Candidates can schedule an EPPP appointment after they have completed the EPPP registration process, paid the exam and sitting fees, agreed to the required attestations, and received an Authorization to Test.

Candidates must complete their exam within their testing window dates available on their Clarus dashboard, unless they have received instructions otherwise from their licensing authority.

Candidates can schedule their exam using the Schedule Exam link in their Clarus dashboard or by calling the toll-free number for the Pearson VUE test centers at 800-513-6910. Operators are available on weekdays from 8:00 am to 8:00 pm Eastern Time.

Candidates who have approved testing accommodations applied to their exam may schedule their exam with Pearson VUE at 1-800-466-0450, option 3, or by completing the online scheduling form.

Candidates will need to provide the following information when scheduling their appointment on the phone:

- First and last name exactly as it is printed on identification documents, and as entered in Clarus

- Daytime phone number
- The name of the examination sponsor: The Association of State and Provincial Psychology Boards (ASPPB)
- The ASPPB ID Candidate Number (starts with ASPPB)

U.S. Candidates can only take the EPPP at one of the authorized Pearson Testing Centers within the ASPPB network in the United States (including U.S. territories), regardless of the U.S. jurisdictions where they have applied to be licensed.

Canadian Candidates can only take the EPPP at one of the authorized Pearson Testing Centers within the ASPPB network in Canada.

When candidates schedule their exam appointment, they will receive an email that includes confirmation of their appointment (date, time, and location), an Order Number, a Registration ID, and the candidate's ASPPB Candidate ID number.

On each candidate's Clarus dashboard, the following exam appointment details are also shown: exam date and time, testing center location, confirmation number, and testing window dates.

Pearson Professional Centers are used for individuals taking exams for any profession that uses Pearson VUE test centers. Therefore, Pearson VUE time slots for EPPP testing are limited. The earlier candidates schedule their exam, the more likely they will be able to schedule at the time and location of their choice.

If candidates fail the EPPP, they will need to retake the EPPP. Please see the "Retaking the EPPP" section below.

**Note:** Each attempt of the EPPP will require new approval; candidates will need to register, pay all fees, complete the attestations, schedule their exam, and request and receive approval of exam accommodations if those are needed.

### Scheduling the French EPPP (FEPPP)

A French version of the EPPP (FEPPP) is available only to candidates whose licensing authorities legally require the availability of a French form of the exam. Eligibility, registration, and purchase of the French EPPP follow the same steps as listed. To select

the EPPP in French, candidates should select the FEPPP when scheduling online or by calling the toll-free number for the Pearson VUE test centers at 800-513-6910. Operators are available Monday through Friday from 8:00 am to 8:00 pm Eastern Time. Canadian Candidates are not required to take the FEPPP and may register to take the English version of the EPPP.

**Note:** Some licensing authorities do not accept EPPP scores from candidates who take non-English versions of the Exam.

### Rescheduling/Canceling a Testing Appointment

If a candidate is unable to sit for the original exam appointment, the appointment will need to be **rescheduled**. To reschedule an appointment more than 24 hours prior to the appointment **START TIME**, candidates must either contact Pearson VUE by telephone Monday through Friday (8 am to 8 pm Eastern Time) at 800-513-6910 or reschedule online. Candidates testing with exam accommodations should call 800-466-0450. The new appointment date must be within the candidate's testing window dates set by the licensing authority (visible on the candidate's Clarus dashboard). A rescheduling fee and any applicable taxes may apply and will be collected by Pearson VUE at the time of rescheduling. If contacting Pearson VUE by phone, please note that the call center is not open on the weekends.

Once the exam is rescheduled, it is the candidate's responsibility to keep the confirmation email received from Pearson VUE or to keep a record of the date, time, and the name of the representative spoken with if the appointment was changed by phone. On each candidate's Clarus dashboard, the following exam appointment details are shown: exam date and time, testing center location, confirmation number, and testing window dates.

Candidates may **cancel** their exam date any time prior to 24 hours of the scheduled **START TIME** of the exam appointment. Canceling within 24 hours of exam appointment **START TIME** will result in forfeiture of the exam fee and test center fee. If candidates cancel the scheduled exam appointment, it must be rescheduled prior to the end of their testing window end date set by their licensing authority. A cancelation fee and any applicable taxes may apply and will be collected by Pearson VUE at the time of cancelation.

## Rescheduling/Cancelation/No-Show Fees

- ***Rescheduling*** *up to and including 31 calendar days before the scheduled* ***START TIME*** *of the exam appointment following the timing of these examples result in no additional fee:*
  - **Examples:**
    - If my exam appointment's START TIME is 8:00 AM on May 29th, I must complete my reschedule before 8:00 AM on April 28th (the 31st day before the exam day) to avoid a rescheduling fee.
    - If my exam appointment's START TIME is 12:00 PM on May 29th, I must complete my reschedule before 12:00 PM on April 28th (the 31st day before the exam day) to avoid a rescheduling fee.

## $87.50 USD, plus applicable tax:

- ***Rescheduling*** *less than 31 days, but more than 24 hours, before the scheduled* ***START TIME*** *of the appointment.*
  - **Examples:**
    - If a canidate's exam appointment's **START TIME** is at 8:00 AM on June 1st, the candidate must complete the reschedule before 8:00 AM on May 31st.
    - If a canidate's exam appointment's **START TIME** is at 12:00 PM on June 1st, the candidate must complete my reschedule before 12:00 PM on May 31st.

- ***Canceling*** *less than 31 days but more than 24 hours before the scheduled* ***START TIME*** *of the appointment.*
- ***Cancellation*** *of the exam appointment will not result in a refund. The exam appointment must be rescheduled if the candidate is unable to sit on the original date booked.*

### Forfeiture of all fees: (exam and Pearson VUE sitting fees)

- ***Cancellations, or Rescheduling*** *within 24 hours of the scheduled* ***START TIME*** *of the appointment.*

- ***No-Shows, Late Arrivals*** **-** If a candidate does not arrive for, or does not arrive on time for the exam appointment, and has not rescheduled more than 24 hours prior to the scheduled **START TIME** of the exam appointment, the exam fee, Pearson VUE sitting fee, and the Authorization to Test will be forfeited. In this case, the candidate will not be permitted to schedule another examination date until re-registering with the licensing authority and paying for another examination.

A chart of the rescheduling/cancellation fees is in Appendix B.

### Refunds

All exam fees and test center fees are non-refundable.

# Taking the EPPP

Candidates may test at any authorized Pearson VUE center that administers the EPPP, regardless of the licensing authority where they are applying for licensure. However, all U.S. Candidates must test at a U.S. testing center (including U.S. territories) and all Canadian Candidates must test at a Canadian testing center.

Candidates must arrive 30 minutes prior to their scheduled appointment and present two forms of identification. One must be a current valid, government-issued photo ID (e.g., passport, driver's license). The other form of identification must be imprinted with their name and containing a signature or recent photo (e.g., credit card, CPR card). The first and last name on both forms of ID must match the name on the Authorization to Test email. Candidates will not be permitted to test, and the registration fee will be forfeited if proper IDs are not presented. Please review the Pearson VUE ID Policy.

Prior to accessing exam items on the EPPP at the testing center, candidates will be required to agree to the Candidate Acknowledgment Statement (Appendix D), also known as the Non-Disclosure Agreement on the exam computer. Please note that this contains important rules for taking the EPPP and should be read in its entirety before acknowledging that it has been read.

The EPPP is administered under standardized conditions in accordance with procedures established by Pearson VUE for all their testing centers.

**The EPPP contains the following sections:**

- Candidate Acknowledgement Statement
  - If the accept option is not selected within the allotted time, the exam will be canceled and cannot be reset.
- Tutorial
- Completion of exam items (with optional 30 minute break)**
- End of exam survey

** The EPPP exam items will be delivered in two sections with equitable timing. The optional 30-minute break can only be taken upon the completion of the first section and before the start of the second section. If candidates choose to take this break, the clock on the time allotted for the exam will be paused until they return from this break but cannot be longer than 30 minutes. Once the first section of the exam has been completed,

candidates will not be able to return to that first section.

There are no other scheduled breaks during. Candidates may take breaks whenever they wish; however, the clock on the time allotted for the exam will continue to run during those breaks.

Candidates with documented disabilities or impairments, who wish to be tested under nonstandard conditions, please see the section on Exam Accommodations. Dependent upon a candidate's accommodations approved by their licensing authority, the time allcations above be may different.

Once the exam begins, candidates are not permitted to leave the testing center with the expectation of re-entry. If a candidate chooses to exit the center prior to the completion of their exam, their exam will be ended.

Although candidates cannot leave the testing center, they can exit the exam room. For exam security, a palm scan will be performed each time a candidate leaves and returns to the exam room.

Pearson Professional Centers are built to standard specifications and vary primarily on the basis of size. Individual modular workstations provide ample workspace, comfortable seating, and proper lighting.

Proctors monitor the testing process through an observation window and from within the testing room. Parabolic mirrors mounted on the walls assist proctors in observing the testing process. All testing sessions are videotaped and audio-monitored.

Computer knowledge is not required to take the EPPP. During the tutorial section of the exam, the following actions will be demonstrated to help candidates during the exam: how to select an answer, highlight, strikethrough, comment, flag, and skip forward or go to previous items (navigating forward and back are not available in every section of the exam). Candidates are strongly encouraged to review each tutorial page carefully.

**Note:** Testing center staff will not be familiar with the specific navigation tools used within the EPPP delivery software.

The testing software contains a feature that allows candidates to flag questions to be reviewed

later, if time permits. Questions that are "flagged" for review do not need to be "unflagged" to count in the scoring of the exam, as long as the questions have been answered. Candidates can also take notes on whiteboards during the tutorial.

Whiteboards can be requested from the testing center staff if needed for use during the exam and will be collected once the exam has ended. These do not require pre-approval. Candidates are not allowed to bring personal items into the testing room.

**Note:** Please be aware of the following conditions in the testing centers:

- Other candidates may be taking exams that require narrative responses or that have audible test questions, and there may be keyboard noise.
- Proctors will be entering the testing room on a regular basis to observe activity and to seat other candidates or answer inquiries.
- There may be ambient noise from outside the testing room.

If a candidate is concerned that these kinds of distractions will affect exam performance, earplugs and/or noise canceling headphones may be requested at the testing center and do not require pre-approval. However, candidates are not allowed to bring their own earplugs into the testing room.

The total number of correct responses determines a candidate's score. Therefore, it is to the candidate's advantage to answer every item, even when uncertain of the correct response.

### In Case of Technical Problems During the Exam Administration

A candidate who experiences technical difficulties (e.g., a malfunctioning computer) while taking the EPPP should alert Pearson VUE staff immediately. If Pearson VUE staff cannot remedy the situation within 30 minutes, or if the problem persists despite attempts to remedy it, the candidate will have the choice to stay until the issue is corrected if the test center can accommodate the extra time or to have their appointment rescheduled. ASPPB cannot help to resolve a problem that has not been reported to the test center staff at the time it occurs. Once it is reported to the test center staff, an incident will be created and submitted for review.

### Appointment Time is Not Necessarily Starting Time

Candidates should remember that their appointment start time is not their exam start time. Candidates must be checked-in before taking the EPPP (i.e., sign in, present the appropriate identification, have a digital facial photo taken, and have a palm vein scan). The check-in process may take longer if many candidates have the same appointment time. Candidates who are required to wait more than 30 minutes after their scheduled appointment time to begin taking the EPPP will be asked by Pearson VUE staff if, rather than continuing to wait, they would prefer to be rescheduled for another day, provided it is within their approved testing window. If candidates cannot reschedule to an exam date within their testing window because there are only a few days left before the window expires, and/or there are no available appointments, the candidate will be instructed by Pearson VUE staff about next steps.

### Providing Feedback/Comments About the Exam

Candidates may provide feedback about the EPPP by completing their end of exam survey on their testing computer immediately after completing the exam. Should candidates wish to provide feedback or comments at a later date, they can use the ASPPB Contact Us Form to provide feedback.

# Receiving Examination Results/Feedback

Immediately upon completing the EPPP, candidates will receive an **unofficial** score report at the test center. Candidates should maintain this report for their records. This score will also be reported to the licensing authority the candidate selected during the EPPP registration process in Clarus. The licensing authority will determine whether the score meets its established passing score and determine the point at which individuals are formally considered licensed.

Any candidate who scores below ASPPB's recommended passing score for independent practice on the EPPP will receive performance feedback at the test center as part of the printed score report. The feedback will be shown in the form of a bar graph broken down by each domain.

The printed score report received at the testing center is considered unofficial, therefore, it cannot be used for score transfers. If a candidate is applying for licensure in multiple provinces or states, each licensing authority will require an Official Score Transfer sent directly from ASPPB. Score transfers can be ordered here.

No information regarding a candidate's score will be given from either the ASPPB or the Pearson VUE helpline.

# Retaking the EPPP

If a candidate's score does not meet their licensing authority's requirement, their licensing authority may approve for them a retake. Requirements for retakes vary across licensing authorities. Some have rules related to retakes, such as waiting periods, maximum attempts, or additional requirements prior to a retake.

Many licensing authorities allow the candidates to request a retake exam within their Clarus account. For these candidates, "Start Registration for Your Retake Exam" will be visible on their Clarus dashboard. Clicking the link will open a request to retake the EPPP.

The first question will ask if candidates wish to request testing accommodations.

- If candidates select "Yes," their request will be sent to the licensing authority for review. The licensing authority will contact the candidate to determine the subsequent steps. If supporting documentation is required, candidates must submit it directly to the licensing authority, as Clarus does not allow documentaiton to be uploaded. Once the review and decision processes are completed, candidates will be notified and then will be able to proceed with registration, purchase, and scheduling of their exam.
- If candidates select "No," they will be able to complete their registration, purchase, and schedule the their retake exam.

Candidates that do not see the "Start Registration for Your Retake Exam" button are not currently eligible to register for a retake due to one of the following reasons:

- They have passed the exam.
- They have met ASPPB's limit of four attempts in a 12-month period
- They have met the retake limit of their licensing authority,
- Their licensing authority requires candidates to contact them directly to request a retake of the exam.

If candidates have questions about their eligibility, they can contact their licensing authroity directly or use the Messages tool in the left navigation bar of their Clarus dashboard.

Regardless of the licensing authority's allowance, candidates may NOT take the EPPP more than four times in any 12-month period. It is recommended that candidates wait for approximately 90 days from their last exam date to allow sufficient time to prepare to retake the EPPP.

# Understanding the EPPP Score and the Passing Standard

This section explains how the EPPP is scored, and how the passing standards are established and maintained. ASPPB's goal is to ensure the scoring process is fair, defensible, and transparent for every candidate.

**1. How the Passing Score is Determined: A Rigorous Standard-Setting Process**

The passing score for the EPPP is not arbitrary. Both the development and the scoring of the exam are conducted in accordance with the standards set in Chapter 11 "Workplace Testing and Credentialing" in the *Standards for Educational and Psychological Testing* published by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. The passing score is established through a formal standard-setting process led by a panel of SMEs. These experts are practicing psychologists who analyze the knowledge and skills a candidate must have for safe and effective entry-level practice.

Using their professional judgment and established psychometric methods, the SMEs recommend a performance standard. This recommendation is reviewed through extensive statistical analysis before the ASPPB BOD officially establishes the recommended passing scores.

The passing scores for the integrated EPPP have not yet been established. After the EPPP Beta is adminisitered in March and April of 2027, the results will be analyzed. In June of 2027, ASPPB will hold a Standard Setting meeting to establish the passing score for the EPPP. Once the ASPPB BOD approves a passing score, it will be made public and updated in our resources.

While ASPPB will recommend these as passing scores, each state, provincial, and territorial licensing board officially sets the passing requirements in its own jurisdiction.

**2. From Your Answers to Your Score: Raw vs. Scaled Scores**

The scoring process begins with the "raw score," which is the number of questions answered correctly. The EPPP contains 215 questions, but only 175 of these questions are scored. The remaining 40 are unscored "pretest" questions that are being evaluated for use in future exams; they do not affect the exam score in any way.

To ensure fairness, the raw score is converted into a "scaled score" on a scale from 200 to 800. This conversion is essential because different groups of candidates take different versions (or "forms") of the exam to prevent cheating and test theft, thus upholding fairness and validity. A given scaled score represents the same level of knowledge and skill, regardless of exam form.

# For Further Information

| TO LEARN MORE ABOUT: | GO HERE: |
|---|---|
| • **Licensure application**<br>• **Specific licensure requirements**<br>• **Prerequisites for taking the EPPP in each licensing authority** | The licensing authority where licensure is being sought.<br>Board contact information:<br>https://asppb.net/contact-licensing-board/ |
| • **General EPPP information** | https://asppb.net/exams/EPPP / |
| • **Questions or issues registering for the EPPP** | https://www.asppb.net/page/ContactUs<br><br>For candidates with a Clarus account, the "Messages" tool in the Clarus dashboard |
| • **Scheduling or rescheduling a testing appointment** | **Pearson VUE EPPP Candidate Helpline**<br><br>**Monday–Friday:** 8:00 am–8:00 pm EST<br>**Toll Free:** 800-513-6910<br>**Toll:** 952-905-7369<br><br>**Pearson VUE EPPP Candidate Helpline for exam accommodations**<br><br>**Toll Free:** 800-466-0450, prompt 3 |

# EPPP Sample Exams

ASPPB creates and provides computer-based Sample Exams and other resources to assist in candidate preparation for the EPPP. These sample exams are designed to familiarize candidates with the exam's content, format, and testing experience. Sample exams are developed using the same blueprint and item development processes as the operational examinations. Each sample exam contains 100 questions. Because the exams include previously used operational items, they closely reflect the style, structure, and delivery format candidates will encounter on the actual exam. By increasing familiarity with the testing experience, sample exams can help candidates build confidence, reduce test anxiety, and prepare more effectively for the examination.

The sample exams are available to approved candidates in English and will be available in French in Summer 2027.

Candidates can access, purchase, and schedule a sample exam through the Sample Exams link in the left navigation bar of their Clarus dashboard.

There is one form of the Sample Exam. It is offered either online or at a Pearson VUE test center and can be purchased and taken multiple times. Whether candidates take it online or at a Pearson Testing Center, they will see the same exam form.

The costs of the sample exams are located in the Sample EPPP Fee Summary (Appendix C) section later in this document.

**The Sample EPPP contains the following sections:**

- Candidate Acknowledgement Statement
  - If the accept option is not selected within the allotted timeframe, the exam will be canceled and cannot be reset.
- Tutorial
- Completion of exam items
- Review the rationales for exam items after exam section is completed and submitted.
  - A rationale for each answer choice for all items included on the sample exams will be accessible once candidates submit their answers. Candidates will then be able to navigate back through the exam and review each item, including the rationale, but their submitted answers cannot be changed.

**Note:** Both the Sample EPPP delivered at the testing centers and the Sample EPPP delivered online are offered for preparation purposes only. No representation is made that performance on the sample exams is a valid indicator of performance on any future licensing examination or a guarantee of passage of such a licensing examination. An individual's score on a sample exam will not be accepted in lieu of the passage of an operational form of the EPPP. By taking these sample exams, candidates acknowledge that they understand these limitations on their use.

**Note:** For the most current information and resources related to the integrated EPPP, candidates are encouraged to visit the ASPPB website regularly.

**Note:** ASPPB is not affiliated with any third-party providers of EPPP preparation materials, and no test preparation companies have access to ASPPB exam materials except materials that are made available publicly. Therefore, ASPPB cannot comment on the content, utility, quality, format, language use, or intent of the questions in those materials and how they may or may not align with items on the EPPP.

### Sample Exam Delivered At Pearson Testing Centers

If candidates choose to take a sample exam at a Pearson VUE Testing Center, they will have the opportunity to practice answering exam questions under live EPPP testing conditions. They will experience navigating the exam with the test delivery software and will receive a percent correct result upon completion. The score report does not include a pass/fail indication and does not provide detailed information on missed items.

### Sample Exams Delivered Online

If candidates choose to take a sample exam online, they will experience taking a sample exam at the time and place of their choice with any computer that can connect to the Internet. Candidates will receive a percent correct result upon completion of the exam. The score report does not include a pass/fail indication and does not provide detailed information on missed items.

**Note:** The timing for the Sample EPPP delivered online cannot be reset or extended. If candidates fail to complete the exam within 90 days, or they pause the exam and the time runs out, they will forfeit the $30.00 USD exam fee.

**Note:** If there is a need to pausethe exam for an extended time, candidates should click exit in the web browser. If this option is used, candidates must re-enter and complete within 168 hours (one week) of the time the candidates began taking the sample exam.

**Note**: Once the exam is completed, candidates should click the “Finish Exam and View Scores” option. Once that is selected, there is no way to go back to the sample exam.

# Transfer EPPP Scores

EPPP scores are automatically registered with the ASPPB EPPP Score Transfer Service. Candidates ’ examination fees include one report of their score directly submitted to the licensing authority through which they took the EPPP.

The ASPPB Score Transfer Service maintains a permanent record of EPPP scores and, at a candidate's request, the service will report the candidate's EPPP scores to the licensing authority of another state or province in which the candidate seeks licensure or certification. The EPPP score report will also include a review of ASPPB's Disciplinary Data System to determine if a disciplinary sanction imposed on the candidate’s license has been reported by any psychology licensing authority.

EPPP Score Transfers can now be requested online. For more information about the EPPP score transfer, including fees and expedited service, click here. Score transfers can also be processed on the phone by calling ASPPB at (678) 216-1175.

# Appendix A

## EPPP FEE SUMMARY

**Note: All Exam And Test Center Fees Are Non-Refundable**

| Fee | Note | Amount |
|---|---|---|
| **EPPP Fee** | Paid within Clarus | **$600.00 USD** Effective April 1, 2028, the EPPP fee will be $650 USD. |
| **Pearson VUE Sitting Fee** | Paid within Clarus | **Current Fee** |
| **Pearson VUE Rescheduling Fees** | Paid to Pearson VUE during rescheduling process.<br><br>Rescheduling 31 calendar days or more before the scheduled **appointment START time** | **$0** |
| | Rescheduling less than 31 days but more than 24 hours before the scheduled **appointment START time** | **$87.50 USD, plus applicable tax** |
| | Canceling less than 31 days but more than 24 hours before the scheduled **appointment START time** | **$87.50 USD, plus applicable tax** |
| | No-shows or rescheduling/cancellation within 24 hours of the scheduled **appointment START time** | **Forfeiture of all fees (exam and Pearson VUE sitting fees)** |



**ASPPB:** Contact Us Form for general EPPP Info, Trouble Logging-in to Register, and EPPP Applications

**Pearson VUE EPPP Candidate Helpline: 800-513-6910** for Scheduling or Rescheduling

# Appendix B

## EXAM RESCHEDULING, CANCELLATION, AND NO-SHOW FEES

| | |
|---|---|
| **Rescheduling** more than 31 days before the **START TIME** of the scheduled exam appointment<br><br>**Examples:**<br>• If the scheduled exam appointment's **START TIME** is 8:00 AM on May 29th, candidates must complete their reschedule before 8:00 AM on April 28th (the 31st day before the exam day) to avoid a rescheduling fee.<br><br>• If the scheduled exam appointment's **START TIME** is 12:00 PM on May 29th, candidates must complete their reschedule before 12:00 PM on April 28th (the 31st day before the exam day) to avoid a rescheduling fee. | No Charge |
| **Rescheduling** less than 31 days, but more than 24 hours, before the **START TIME** of the scheduled exam appointment.<br><br>**Examples:**<br>• If the scheduled exam appointment's **START TIME** is at 8:00 AM on June 1st, candidates must complete their reschedule before 8:00 AM on May 31st.<br><br>• If the scheduled exam appointment's **START TIME** is at 12:00 PM on June 1st, candidates complete their reschedule before 12:00 PM on May 31st. | $87.50, plus applicable tax |

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| **Cancelling** less than 31 days, but more than 24 hours, before the **START TIME** of my exam appointment: $87.50, plus applicable tax.<br><br>**Cancellation of the exam appointment will not result in a refund.** The exam appointment must be rescheduled if the candidate is unable to sit on the original date booked. | $87.50, plus applicable tax |
| **No-shows, Cancellations, or Rescheduling** within 24 hours of the scheduled **START TIME** of the appointment. | **Forfeiture of all exam and Pearson VUE sitting fee** |

# Appendix C

## SAMPLE EPPP FEE SUMMARY

**Note: All Exam And Test Center Fees Are Non-Refundable**

| Fee | Note | Amount |
|---|---|---|
| **Online** | Sample EPPP Online **non-refundable** | **$30.00 USD plus applicable tax** (Per attempt) |
| **At Pearson Professional Center** | Sample EPPP at Testing Center **non-refundable** | **$82.50 USD plus** applicable tax (Per attempt) |
| **Sample Exam Rescheduling Fees: Applicable to the Sample EPPP at Pearson VUE testing centers** | *Rescheduling 31 calendar days or more before the scheduled **appointment start time*** | **$43.75 USD plus** applicable tax (Per attempt) |
| | *Rescheduling less than 31 days but more than 24 hours before the scheduled **appointment start time*** | **$43.75 USD plus** applicable tax (Per attempt) |
| | *Canceling less than 31 days but more than 24 hours before the scheduled **appointment start time*** | **$43.75 USD plus** applicable tax (Per attempt) |
| | *No-shows or Rescheduling/Cancellation within 24 hours of the scheduled **appointment start time*** | **Forfeiture of the entire fee: $82.50 USD** |

# Appendix D

## CANDIDATE ACKNOWLEDGEMENT STATEMENT

Candidates are reminded that they have an ethical and legal duty not to divulge the content of the EPPP. The Candidate Acknowledgment Statement reproduced below, is presented on-screen as part of the online application process. Candidates are required to acknowledge their understanding of the statement in order to complete the application process. This text also appears on the computer screen at the testing centers prior to the commencement of the Exam, and by proceeding with the Exam, each Candidate acknowledges that he/she understands its meaning.

**"By taking this examination, I hereby acknowledge that I have read and understand the following:**

1. I have an ethical duty to protect the security and validity of the Examination for Professional Practice in Psychology (EPPP).

2. The dissemination of the content of the EPPP to any person, organization, company, or other entity in any manner shall constitute a breach of professional ethics and theft of the exam. The EPPP score may be voided if any person is found guilty of such a violation. The Association of State and Provincial Psychology Boards (ASPPB) may prohibit the Candidate from future access to the EPPP.

3. This examination and the items contained therein are the exclusive property of the ASPPB.

4. The theft or attempted theft of an examination or examination items is punishable as a felony and may result in civil penalties or professional sanction. I recognize that the breach of my obligations under this Candidate acknowledgment may expose me to

liability for damages caused to the ASPPB and to legal fees incurred by the ASPPB in preserving its rights.

5. This examination and the items contained therein are protected by copyright law and constitute valuable trade secret information, the disclosure of which will cause injury to the ASPPB. No part of this examination may be copied or reproduced in part or whole by any means whatsoever, including memorizing and/or reporting items, item topics, or exam content unless previously authorized by the ASPPB.

6. My participation in any irregularity occurring prior to, during, or subsequent to this examination, such as giving or obtaining unauthorized information or aid, as evidenced by observation or subsequent statistical analysis, may result in termination of my participation, invalidation of the results of my examination, or other appropriate action.

7. My demographic information and test scores will be used in aggregate with information from other candidates for research and reporting purposes. ASPPB, the association that owns and creates the EPPP, and Pearson Professional, the organization that provides testing centers and scores the EPPP, will not share any information that could identify me personally to any parties conducting research.

# Appendix E

## SAMPLE EPPP QUESTIONS

The EPPP has several different item types.

- Multiple choice with single response (with three or four answer options)
- Multiple choice with multiple response
- Scenarios that can include:
  - Animation (with video/audio portions)
  - A description of an interview
  - A test protocol
  - Additional data that adds information
  - Each portion of a scenario can contain up to 5 questions

***Sample: Scenario Questions***

Usually written as one paragraph that is followed by questions relating directly to that scenario.

1. The parents of a 7-year-old boy call a psychologist as their son's teacher tells them that their son is refusing to speak in class and has not spoken since the school year began 3 months ago. The teacher reports that their son will not talk to the teacher when the teacher is alone with the child, will not answer when called on in class, and will not talk with the other children, either in class or in the schoolyard. The teacher has told his parents that they have no other strategies to use to try to have him speak. This refusal is interfering with the teacher being able to assess his understanding of what she is teaching. The parents indicate that, while their son will talk to them with no hesitancy when they are alone with him, he will not talk to others outside of the home, such as his Boy Scout leader or the children of their neighbors. The parents are seeking an appointment with the psychologist to determine strategies for handling this situation.

   *This scenario would then be followed by 2 to 3 questions, such as:*

Which of the following measures would be the most appropriate for the psychologist to ask the parents to complete prior to their first appointment?

A. Connors Attention Measures
*B. Child Behavior Checklist
C. Autism Diagnostic Observation Schedule
D. Receptive and Expressive One-Word Picture Vocabulary Tests

Given this information, which of the following diagnoses would be the most likely for the son in this scenario? (SELECT 2)

A. Social (pragmatic) communication disorder
*B. Selective mutism
C. Autism spectrum disorder
D. Language disorder
*E. Social anxiety disorder

***Sample: Stand-Alone Questions***

1. A psychologist has been providing treatment to a 9-year-old girl for the last 6 months following the separation of her parents, at the request of her mother. Her mother has interim legal custody for the girl, and her father has access rights. Therapy has been going well, and the psychologist tells the mother that they have reached the end of treatment. The mother requests that the psychologist write a letter outlining the treatment for her lawyer to support the mother having permanent custody of her daughter. Consistent with the ethics codes published by the American and Canadian Psychological Associations, what is the best course of action for the psychologist in response to this request?
   A. Write the letter that the mother requested as there is nothing indicating that it would be false.
   *B. Write the letter but only documenting the treatment success, and not commenting on the question of child custody.
   C. Write the letter that the mother requested, but indicate that there may be other factors important in determining custody.
   D. Do not write the letter as the psychologist has not completed a full custody assessment.

2. An adult patient has no difficulty in comprehending what is said but struggles to speak fluently, often producing short and labored sentence fragments. This patient's condition is *most* likely:

   A. conduction aphasia.
   *B. Broca's aphasia.
   C. anomic aphasia.
   D. Wernicke's aphasia.

3. A psychology postdoctoral fellow is applying for a position as a consulting psychologist in a large children's hospital. They approach one of their psychologist supervisors for a letter of recommendation that is a requirement for the position. The supervisor has been working with the postdoctoral fellow for several months but does not believe that the fellow has the necessary competencies for the role of consulting psychologist. Consistent with the ethics codes published by the American and Canadian Psychological Associations, what is the best way for the psychologist to respond to the fellow's request for a letter of recommendation?

   A. "I am willing to submit a letter for you, but it would be more appropriate if you drafted the content of the letter yourself and ensured that the letter summarizes both your strengths and your areas for future growth and development."
   B. "I am willing to write the letter of recommendation for you, but you should know that I will need to emphasize my concerns about your lack of fit with the competencies required for this position."
   *C. "I am willing to write this letter of recommendation for you, but you should know that I will need to include both a review of your strengths and also a review of areas where you require further development as they relate to this position."

# Appendix F

## TEST SPECIFICATIONS / SUMMARY OF EPPP CONTENT AREAS

The EPPP contains 215 items, 175 of which are scored and 40 of which are pretest items and do not count in a candidate's final exam score.

The content areas of the EPPP outlined below are based on the JTA that was completed by ASPPB in 2025 based on survey responses from over 3000 psychologists across the U.S. and Canada. This reflects the knowledge and skills base required for the various responsibilities that psychologists are expected to assume in professional practice.

| Domains | Content Specifications for the Examination for Professional Practice in Psychology (EPPP)® Operational in Fall of 2027 and Forward (Domain Weight) | % |
|---|---|---|
| **Domain 1:** | **1. Scientific Orientation to Practice (15%):** This competency domain involves an orientation to the application of knowledge developed through the science of psychology. This competency domain includes knowledge and application of research design, statistical analysis, and psychometrics, and the ability to critically review published research studies, including methodology, interpretation, and generalizability. This competency also requires facility in sharing psychological knowledge in an unbiased manner with diverse groups within professional settings. | **15%** |
| **1.A.** | **Demonstrate knowledge of the core areas of psychology and psychopathology** | |
| 1.A.1. | Biological bases of behavior (e.g., genetics, neurobiology, psychopharmacology, brain imaging) | |
| 1.A.2. | Cognitive-affective bases of behavior (e.g., intelligence, learning, memory, motivation, emotion, cognition), including their interrelations or relations with psychosocial factors | |
| 1.A.3. | Social and cultural bases of behavior (e.g., social cognition, social interaction or relationships, group or systems processes, personality, cultural or sociopolitical psychology, social status) | |

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|---|---|---|
| 1.A.4. | Development and change across the lifespan (e.g., typical and atypical, individual-environment interaction, risk or protective factors), including the influence of diverse identities, family development, life events, disorders, or diseases | |
| 1.A.5. | Psychopathology (e.g., evidence-based theories and models of psychopathology, influence on functional abilities) | |
| **1.B.** | **Demonstrate knowledge of research methods, statistics, and analysis** | |
| 1.B.1. | Sampling, data collection methods, and research designs (e.g., narrative, case, correlational, community-based, quasi-experimental, experimental studies) | |
| 1.B.2. | Data analysis methods (e.g., quantitative, qualitative, mixed) and statistical interpretation (e.g., power, effect size, causation vs. association, clinical vs. statistical significance) | |
| **1.C.** | **Critically evaluate and apply research findings** | |
| 1.C.1. | Critically evaluate research findings (e.g., methodology, interpretation, assumptions, quality of evidence, researcher positionality) | |
| 1.C.2. | Apply research findings to practice with attention to applicability, generalizability, and limitations (e.g., validity, sample characteristics, transferability) | |
| **1.D.** | **Disseminate and communicate psychological knowledge in accordance with scientific principles** | |
| 1.D.1. | Accurately report research findings and other knowledge within professional contexts (e.g., conferences, journals, policy statements) | |
| 1.D.2. | Disseminate and communicate knowledge with diverse groups (e.g., students, clients, other interdisciplinary professionals, the public) in an easily understandable manner | |

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| **Domain 2:** | **2. Assessment (20%):** This competency domain requires knowledge of psychometric principles and application of this knowledge to the provision of psychological assessment services to the public, including differential diagnosis, application of assessment methods, and communicating results. | **20%** |
| **2.A.** | **Demonstrate knowledge of psychometric principles and assessment methods** | |
| 2.A.1. | Psychometric principles (e.g., knowledge of item and test characteristics, test construction principles, standardization procedures, reliability, validity, sensitivity, specificity, test fairness, bias) | |
| 2.A.2. | Assessment methods appropriate for use with individuals, groups, and organizations (e.g., self-reports, multi-informant reports, direct observations, structured and semi-structured interviews, performance measures) and their strengths and limitations | |
| 2.A.3. | Criteria for the selection and adaptation of assessment methods (e.g., evidence-based knowledge of assessment limitations, cultural appropriateness, language accommodations, technology assisted measures, telepsychology, accessibility) | |
| 2.A.4. | Commonly used instruments for the measurement of characteristics and behaviors of individuals, groups, or organizations and their appropriate use | |
| **2.B.** | **Integrate client characteristics (e.g., diversity factors) when conducting assessments, differentially diagnosing, and providing feedback and recommendations** | |
| 2.B.1. | Select appropriate instruments and assessment methods, considering the characteristics of the client | |
| 2.B.2. | Demonstrate a flexible, appropriate, and tailored use of a broad range of assessment methods | |
| 2.B.3. | Use contextual information (e.g., reason for assessment, possible legal or forensic considerations) when refining working hypotheses | |

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| 2.B.4. | Synthesize client-specific and scientific findings with contextual factors to differentially diagnose and develop conclusions and recommendations | |
| 2.B.5. | Integrate relevant factors (e.g., base rates, group differences, cultural biases and differences, heuristics, typical growth and development, risk and protective factors) when interpreting assessment findings and making clinical decisions | |
| **2.C.** | **Administer, score, and interpret instruments, and synthesize findings across assessment methods, consistent with current guidelines and research** | |
| 2.C.1. | Administer, score, and interpret a range of frequently used standardized assessment instruments based on psychometric properties, available normed data and criterion-referenced standards, and address any limitations in the selection of instruments | |
| 2.C.2. | Use relevant guidelines in situations requiring non-standard administration, scoring, and interpretation of assessment results | |
| 2.C.3. | Interpret and synthesize results from various sources (e.g., multiple methods of assessment, written documentation, collateral sources of information) using relevant guidelines and research | |

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| **2.D.** | **Formulate and communicate diagnoses, recommendations, and professional opinions considering all relevant findings and criteria** | |
| 2.D.1. | Distinguish between relevant and non-relevant information as it pertains to assessment goals | |
| 2.D.2. | Apply evidence-based theories or models of psychopathology when formulating diagnoses, recommendations, or professional opinions | |
| 2.D.3. | Use current taxonomies to determine diagnoses | |
| 2.D.4. | Communicate assessment processes and results, recommendations, and professional opinions in an integrative manner to clients, referral sources, and other stakeholders | |
| **Domain 3:** | **3. Intervention (20%):** This competency domain requires knowledge of treatment, intervention, and prevention, and application of this knowledge to plan, implement, and adapt psychological treatment, intervention, and prevention services to the public. | **20%** |
| **3.A.** | **Demonstrate knowledge of treatment, intervention, and prevention** | |
| 3.A.1. | Evidence-based theories and models of treatment, intervention, and prevention, including treatment techniques and methods across populations | |
| 3.A.2. | Factors related to treatment/intervention decision-making (e.g., relevant research, matching treatments/interventions to assessment/diagnoses, diversity considerations, societal context, cost-benefit analysis, readiness to change, knowledge and use of allied services) | |
| 3.A.3. | Technologies in providing psychological services (e.g., telepsychology, digital therapeutics) | |
| **3.B.** | **Plan and implement interventions based on assessment findings, research evidence, context, or the intersection of different systems (e.g., individual, groups, community, societal)** | |

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| 3.B.1. | Plan and implement treatments/interventions based on assessment findings and research, including evidence for their comparative efficacy and effectiveness | |
| 3.B.2. | Plan and implement treatments/interventions to meet the goals (e.g., positive change, symptom reduction, crisis stabilization, quality of life) of individuals, couples, families, groups, systems, or organizations | |
| 3.B.3. | Appropriately integrate client or stakeholder (e.g., family, justice systems, school) opinions, preferences, readiness to change, intervention history, and improvement potential into the treatment/intervention plan | |
| 3.B.4. | Provide evidence-based rationale for treatment/intervention decisions, recommendations, and opinions to clients or others as indicated | |
| **3.C.** | **Adapt and/or change treatments/interventions based on assessment findings, research evidence, context, or the intersection of different systems (e.g., individual, groups, community, societal)** | |
| 3.C.1. | Continually monitor client responses to treatments/interventions | |
| 3.C.2. | Use relevant factors (e.g., client preferences, responses to treatments/interventions, individual/diversity considerations) to adapt or change treatments/interventions | |
| 3.C.3. | Explain the rationale for adapting or changing treatment/intervention plan with clients or stakeholders and integrate their input into the updated plan | |
| 3.C.4. | Evaluate treatment/intervention outcomes. | |
| **3.D.** | **Plan and implement prevention strategies based on assessment findings, research evidence, context, or the intersection of different systems (e.g., individual, groups, community, societal)** | |
| 3.D.1. | Plan and implement prevention strategies based on relevant data and research, including evidence for their comparative efficacy and | |

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| | effectiveness, to meet the goals of individuals, couples, families, groups, communities, or organizations | |
| 3.D.3. | Continually assess effectiveness and, as needed, modify or change prevention strategies, considering all relevant factors (e.g., client and/or community preferences) | |
| 3.D.4. | Explain rationale for modifying or changing prevention strategies with clients and other stakeholders and integrate their input into an updated plan | |
| 3.D.5. | Evaluate prevention strategy outcomes | |
| **Domain 4:** | **4. Consultation and Supervision (10%):** This competency domain requires knowledge of consultation and supervision and application of this knowledge to work effectively and ethically both (a) within organizations and systems, and (b) in providing supervision to students, trainees, and other professionals. | **10%** |
| **4.A.** | **Demonstrate knowledge required for consultation and supervision** | |
| 4.A.1. | Consultation models and processes | |
| 4.A.2. | Supervision models and their evidence | |
| 4.A.3. | Consultation and supervision evaluation strategies and techniques (e.g., needs assessment, outcome evaluation, formative and summative evaluation) | |
| **4.B.** | **Provide consultation to individuals, organizations, and systems** | |
| 4.B.1. | Apply knowledge of organizations and systems to optimize delivery of psychological services | |
| 4.B.2. | Provide consultation based on knowledge of others' professional needs or viewpoints (e.g., diversity factors, societal context) | |
| 4.B.3. | Apply evidence-based psychological theories and decision-making strategies when consulting | |

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| **4.C.** | **Evaluate services or programs across a variety of contexts** | |
| 4.C.1. | Develop, implement, continually monitor, and modify evaluation activities, considering all relevant factors (e.g., stakeholder preferences, logistic limitations, societal context) | |
| 4.C.2. | Communicate evaluation results to stakeholders in an easily understandable manner | |
| **4.D.** | **Ensure supervisee awareness of, and compliance with, requirements and procedures of the setting, the profession, and the jurisdiction** | |
| 4.D.1. | Provide and implement a supervision plan that details the supervisory relationship and the policies and procedures of supervision (e.g., managing high-risk situations, record keeping, areas of competence) | |
| 4.D.2. | Communicate with supervisees their responsibilities toward clients (e.g., informed consent, supervisory status) | |
| 4.D.3. | Monitor supervisee compliance and address situations in which a supervisee does not meet standards and procedures | |
| **4.E.** | **Monitor, evaluate, and communicate performance to the supervisee** | |
| 4.E.1. | Regularly provide behaviorally anchored feedback about supervisee strengths and areas that need further development | |
| 4.E.2. | Ensure that supervisees practice within their current level of training and within their own and the supervisor's areas of competence | |
| **Domain 5:** | **5. Interpersonal Relationships (15%):** This competency domain requires knowledge of factors affecting interpersonal relationships and application of this knowledge to (a) engage in ongoing, meaningful, and helpful professional relationships, (b) understand and interact appropriately in a variety of diverse cultural and social contexts, and (c) be self-reflective and receive feedback from others. | **15%** |

| | | |
|---|---|---|
| **5.A.** | **Demonstrate knowledge of factors affecting interpersonal relationships** | |
| 5.A.1. | Influence of psychosocial factors (e.g., affective state, personality, racism, sexism, the intersection of individual and societal systems) on cognitions, beliefs, attitudes, values, and behaviors | |
| 5.A.2. | Interpersonal dynamics (e.g., attraction, aggression, organizational justice, verbal and non-verbal communication, Internet communication, empathy, power differential) | |
| 5.A.3. | Identity, diversity, and intersectionality (e.g., psychological influence of diversity on identities at the intrapersonal, interpersonal, group, and systems levels) | |
| **5.B.** | **Use professional and evidence-based guidelines, observation, feedback, and active self-reflection to influence interpersonal interactions** | |
| 5.B.1. | Engage in ongoing, active self-reflection to enhance self-awareness (e.g., motivation, values, bias, well-being) and integrate this into one's professional practice | |
| 5.B.2. | Adapt one's professional behavior (e.g., eye contact, speech) based on active self-reflection, guidelines, and an understanding of the influence of social, cultural, or organizational contexts | |
| 5.B.3. | Identify and address incompatibility or differences (e.g., goals, values, needs, scope of practice, power differential) between the psychologist and others when indicated | |
| 5.B.4. | Consult with others to examine and address one's reactions and behaviors in relation to others when indicated | |
| **5.C.** | **Interact with diverse clients, supervisees, peers, communities, interprofessional teams, and other stakeholders** | |
| 5.C.1. | Engage in respectful, empathic interactions with an awareness of individual, community, and organizational differences | |
| 5.C.2. | Use culturally appropriate interpersonal skills (e.g., personal | |

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| | distance, use of language) to engage, establish, and maintain collaborative relationships and alliances | |
| 5.C.3. | Consult and collaborate with relevant stakeholders when engaging with diverse populations or advocating for clients | |
| **Domain 6:** | **6. Ethical and Professional Practice (20%):** This competency domain requires knowledge of ethical codes and professional standards, the laws and regulations that govern its practice, and application of this knowledge to (a) professional practice and (b) the scope and limit of one's own competence. | **20%** |
| **6.A.** | **Demonstrate knowledge of ethical and professional issues** | |
| 6.A.1. | Current ethical principles and codes for psychologists (American Psychological Association, Canadian Psychological Association) | |
| 6.A.2. | Professional standards and relevant guidelines for the practice of psychology (e.g., Standards for Educational and Psychological Testing, telepsychology guidelines) | |
| **6.B.** | **Integrate and apply ethical and legal principles in all professional interactions** | |
| 6.B.1. | Practice ethical behavior when working with clients and stakeholders, including the use of ethical decision-making models and processes to identify and manage potential ethical issues (e.g., informed consent, confidentiality, record keeping, multiple roles, use of technology) | |
| 6.B.2. | Seek professional consultation when appropriate on ethical issues, including questions about one's own professional competence in a specific area of practice | |
| 6.B.3. | Discuss with peers or colleagues any ethical concerns with their behavior in a timely manner and, if necessary, take appropriate additional action | |
| 6.B.4. | Identify and address conflicts between legal and ethical issues (e.g., court order, mandated reporting, billing practices) in professional practice | |

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| 6.B.5. | Practice ethical behavior when conducting psychological research and when communicating research findings (e.g., teaching, publications, presentations, media, community feedback) | |
| **6.C.** | **Evaluate, identify, and act within the limits of one's competence and professional practice** | |
| 6.C.1. | Engage in ongoing evaluation and identification of one's limits of professional competence and, when necessary, refer to a more appropriate resource (e.g., another professional, peer support, self-help groups, community elder, spiritual or religious leader) | |
| 6.C.2. | Obtain additional knowledge, training, and supervision when expanding one's scope of practice, including the use of evolving technologies | |
| 6.C.3. | Engage in ongoing appraisal of areas of professional growth and update knowledge and skills to maintain one's competence | |
| 6.C.4. | Accept responsibility for one's professional activities and take corrective action when needed | |