EPPP STEP 2: HOW DID WE GET HERE AND WHAT IS IT?

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PLC PRESENTATION
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EPPP Step 2

• Brief History of Competency Movement (Rodolfa et al 2014)
  • Boulder Model 1949 (PHD)
    • Scientist/practitioner model
  • Vail Model 1973 (PSYD)
    • Practitioner-scholar model (PSYD)
Canada

• Couchiching 1965 scientist-practitioner model at doctoral level

• 1984 accreditation criteria adopted by CPA, thus standardizing training curriculum
History of Competency Model

• 1986 NCSPP- 1st national initiative
  • Functional skills

• 1996 APA CoA Guidelines and Principles
  • Competencies not accumulation of hours

• 1997 Council of Counseling Psychology Training Programs
  • Competency-based model for academic programs

• 2001 Education Leadership Conference
  • Definition of competencies psychologist should process for independent practice
APPIC Competencies 2002: Future Directions in Education and Credentialing in PPA

- Identify CORE Competencies for practice of psychology and means for training students to function competently
  - Culture of Competency framework
  - Competency Model, The CUBE
APA and CPA

• Core competencies established through an analysis of competencies developed by CoA and CPA accreditation criteria
Competency Benchmark Workgroup

• Defined 15 core competencies fundamental to practice of psychology (Fouad 2009)
• Revised to simplify to 6 core competencies cluster model (Hatcher 2013)
CoA

- 2012 review and revise their requirements for accreditation for doctoral, internship and post doctoral programs
  - Standards of Accreditations for Health Service Providers (SoA)
  - Concepts of “discipline specific knowledge” (core) and profession-wide competencies” (areas)
    - Went into effect January 2017
ASPPB

• Given what is going on in the field, in 2010 ASPPB formed task force to begin to develop a skills-based assessment to accompany the foundational knowledge base exam

• 2014 developed ASPPB Competencies Expected at the Point of Licensure based on practice analysis and data from licensing and training communities
2016 began the process of a job task analysis to review and validate these competencies which will provide the foundation for a skills based exam

- To better assess competencies for independent practice as a psychologist
- Based entirely on what practitioners do in the field
- People who do the job best understand the requirements of the job
How we got here

• Culture of Competencies

• CoA adopted SoA which focus on demonstration of acquired competencies rather than completion of a list of courses.

• APA Education Directorate issued “Blueprint for Health Service Psychology Training and Education” which directs training and credentialing community to focus on acquisition and assessment of competencies
How we got here (cont.)

• ASPPB had conversations and surveys with our member jurisdictions in US and Canada who encouraged ASPPB to pursue an assessment of a skills exam
The EPPP Step 2: What is it?

- Computer based exam assessing skills needed to practice
- Augments the EPPP
- For entry-level licensure
EPPP Step 2

- Based on competency model derived from:
  - 2009 ASPPB Practice Analysis
  - 2016 Job Task Analysis

- Competence is the integrated use of knowledge, skills, attitudes, and values that are necessary to ensure the protection of the public in the professional practice of psychology. Competency ensures that “a professional is capable (i.e., has the knowledge, skills and values) to practice the profession safely and effectively” (Rodolfa et al., 2005, p. 349)
# Essential Agreement on Competency Models

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An Outline of Exam Development

1. Job Task Analysis / Practice Analysis
2. Test Specifications / Content Outline
3. Item Development
4. Form Construction
5. Beta Examination
6. Standard Setting
7. Exam Launch
When are we doing it?

- **2010 - 2014**
  - Competency Development
    - EPPP Practice Analysis
    - Refined competency model

- **2015**
  - Feasibility Review
    - Determined conceptual and financial feasibility for skills exam

- **2016**
  - Job Task Analysis
    - Validate competencies
    - Develop skills exam blueprint

- **2017**
  - Item and Skills Exam Development
    - Train item writers
    - Develop item bank
    - Create skills exam policies and procedures

- **2018**
  - Skills Exam Development
    - Develop skills exam forms
    - Conduct Beta testing
    - Continue item writing

- **2019**
  - January Skills Exam Launch
    - Ongoing development of skills exam forms
    - Ongoing item writing

Provide educational and informational material to jurisdictions and other stakeholders regarding the exam. Assist jurisdictions with
Why are we doing this?

• Surveyed members - supportive
• Competency movement in psychology
• Lack of standardization in graduate education
• Evidence suggests supervisors’ evaluations not always accurate for licensure purposes
• Greater understanding of how to assess competency
• Technology to help assess competency
• In the eyes of others, equalizes Psychology with other health professions
Some Differences in Graduate Education

- Practicum Differences
- AAPI Numbers
- EPPP Test Data: Accredited program pass rate differences from 100% to 13%
- Training Model (PhD v PsyD) differences
- Accreditation agencies accredit program, not individuals
- Many jurisdictions accept candidates from non-accredited graduate programs
Where are the other 90%?

• Miller, Rodney K.; Van Rybroek, Gregory J. (1988) Internship letters of recommendation: Where are the other 90%. *Professional Psychology: Research and Practice*, 19(1), 115-117.


• APPIC’s requirement to use their letter of recommendation format to try and reduce positive letter writer bias.
ASPPB Pyramid for the Assessment of Competence

Adapted from Miller, 1990
A Judicial Comment in Ruling on a Court Challenge to the Definition of the Title and Practice of Psychology

The very reason psychology has not been regulated before is that it has been and remains an amorphous, inexact, and even mysterious discipline. Possession of a graduate degree in psychology does not signify the absorption of a body of knowledge as does the medical, engineering, or law degree, rather it is simply a convenient line for legislatures to draw on the brave assumption that whatever is taught in the varied graduate curricula of university psychology departments will make one a competent psychologist.

Berger v DC
Serafine Case in Texas

• Challenges to Texas Psychology Scope of Practice

• Who is a Psychologist?
What’s the Reaction?

- Students (and others) are concerned and have expressed anxiety (timing of the test, cost of the test, the unknown, impostor syndrome, what is this test)…more later…

- ASPPB is aware and understanding of student concerns. We hope to alleviate the anxiety that students and others express by providing information on our website about the EPPP Step 2: http://www.asppb.net/page/EPPPStep2.

- “The competency movement has been going on for 30 years in psychology and this new test is very consistent with a number of initiatives APA has been involved with.”

- Cathy Grus, PhD, Deputy Director of APAs Education Directorate
Will the EPPP Step 2 be a valid exam? Will it actually measure the skills one needs to practice independently? Will it have predictive validity?

- EPPP Step 2 will be a valid exam
- Will measure many of the skills one should have to practice independently.
- Standards for Educational and Psychological Testing (2014) noted that for licensure and credentialing exams, content validity most appropriate standard
- Content validity based on Job Task Analysis
Predictive Validity

• Predictive validity - not appropriate standard for a licensure examination

• Can’t do these kinds of studies. Can’t have a untrained, incompetent, and licensed comparison group

• It is a pass/fail exam. Scores are not continuous rather they are dichotomous
Why don’t you just revamp the EPPP?

• We considered that
• But psychology’s knowledge and skill bases are too broad and complex
• Would result in a very long, and expensive exam
Financial Concerns

• ASPPB cognizant and concerned about financial burdens on those entering the profession

• ASPPB committed to keeping costs as low as possible
Financial Concerns (cont.)

• Cost of the EPPP Step 2 has not yet been determined

• Very expensive to develop high stakes exam, using computer-based simulations, taped scenarios and vignettes, possibly avatars

• ASPPB prepared to absorb start-up costs

• ASPPB committed to operate the program in cost-efficient manner

• There will, however, be added costs to applicants for this examination
What has to change: Laws or Rules?

• Jurisdictional survey:
  • 74% need to change regulations
  • 35% need to change laws

• ASPPB will develop sample or model language
How will the EPPP Step 2 affect mobility?

- Could have some initial negative impact on mobility
- Licensure portability - primary focus for ASPPB, (e.g., CPQ, PLUS, EPPP pass point standardization, ASPPB Model Act)
- EPPP Step 2 intended for those seeking initial licensure, just like the EPPP
- Scores on the Step 2 will be stored by ASPPB and communicated with jurisdictions as requested by a licensee in one jurisdiction who moves to another jurisdiction
Will this change the timing of when the EPPP Step 1 is given?

- Student and education and training groups have raised this issue
- ASPPB willing to discuss this with our member jurisdictions
- Developing a list of “pros” and “cons” about this issue to help in this discussion
When will the EPPP Step 2 go into effect?

Anticipated Launch Date: January 2019
Outcome of the JTA Process

Test Specifications/Content Blueprints:

- JTA based entirely on what practitioners do in the field
- People who do the job best understand the requirements of the job
- Test specifications/content blueprint are tied directly to the JTA
- Thus it is Defensible!
- Every question/item on the EPPP Step 2 will be mapped to the content blueprint
- Test must link back to job requirements in the field
What kinds of questions will be on the EPPP Step 2?

- The Step 2 is an examination of the skills one needs to practice independently, so questions will be aimed at being able to assess those skills.
What kinds of questions will be on the EPPP Step 2?

The job task analysis has validated the competency model for the EPPP Step 2 and includes:

I. Scientific Orientation to Practice (6%)
II. Assessment and Intervention (33%)
III. Relational Competence (16%)
IV. Professionalism (11%)
V. Ethical Practice (17%)
VI. Collaboration, Consultation, and Supervision (17%)
What kinds of questions will be on the EPPP Step 2?

To assess those competencies, we will be using a number of “innovative question types”, such as:

• Review of test protocols,
• Multiple-choice questions requiring multiple correct answers be selected,
• Vignettes
• Videos
• Possible use of avatars
Where will the content come from?

• The ASPPB Competency Model
• Utilize resources to help focus the content of some of the questions on issues that psychologists tend to “get into trouble” about, in addition to skills such as crisis management and ethical practice
  • ASPPB Disciplinary Database
  • APA Insurance Trust
• Have over 120 psychologists volunteering to be item writers
Summing It All Up

- Public expects that we assess our candidates’ competence prior to entry to licensure
- EPPP Step 2 better fulfills our mandate of public protection
- We currently have a standardized means to assess knowledge (EPPP), the EPPP Step 2 expands our assessment to include a standardized assessment of skills.
Thanks for Listening

Volunteer Forms and additional information about the EPPP Step 2 are online at:
http://www.asppb.net/page/EPPPStep2

Please email me if I can provide you additional information: asiegel@asppb.org, erodolfa@alliant.edu or cwebb@asppb.org