

**EXAMINATION MANUAL FOR BOARD CERTIFICATION IN ASSESSMENT PSYCHOLOGY**

2026

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## I. INTRODUCTION

The American Board of Psychological Assessment (ABPA), formerly known as the American Board of Assessment Psychology (ABAP), was established in 1993 to promote standards of excellence for psychologists who specialize in psychological testing and assessment. The examination in Assessment Psychology for Board Certification by ABPA is intended to certify that the successful Candidate has completed the educational, training, and experience requirements of the specialty, including a performance examination designed to assess the competencies required to provide high quality services in the specialty of Assessment Psychology.

The primary objective of the ABPA is to establish a Board Certification process that recognizes, certifies, and promotes specialty level standing in the field of Psychological Assessment/Assessment Psychology. Specialty level standing is conceptualized as higher than the basic level of competence certified by jurisdictional licensure, but within the reach of most practitioners of health service psychology (clinical, counseling, school, and related fields of psychology), contingent on specialized education, training, and practice.

Board Certification by ABPA assures the public that the individual has successfully completed the educational, training, and experience criteria of the specialty of Assessment Psychology, including an examination designed to assess multiple areas of competence, as stipulated in this manual, that are required to provide specialty level practice.

A psychologist functioning at the Board-Certified level (ABPA Diplomate status) demonstrates advanced preparation and competence in the specialty area. Individuals cannot sit for the Oral Examination prior to having 3 years post-doctorate experience heavily focused on psychological assessment. Additionally, practice sample submissions must reflect independent practice and not cases that were supervised as a component of the postdoctoral experience.

Qualifying for board certification requires that the person is competent in evidence-based practice in psychological assessment, including the development of good assessment alliance, models of effective clinical interviewing, selecting appropriate assessment batteries, test administration, test interpretation, data integration (including reconciling data discrepancies), case formulation/conceptualization, clinical decision making (including diagnosis and developing meaningful recommendations), report writing, and developing and delivering effective feedback sessions. Further, board certification requires competence in ethical practice of psychological assessment.

Board certification is applicable to psychologists conducting psychological assessments with individuals, as well as psychologists pursuing academic, research, administrative, and other clinical career paths.

**CERTIFICATION PROCESS: BRIEF OVERVIEW**

The Board of Directors of ABPA sets and verifies minimum generic standards for candidacy. The ABPA Central Office (CO) and Credentials Review Committee (CRC) will evaluate and verify the doctoral degree, licensure (if applicable), and professional standing (absence of current disciplinary actions) of each applicant. Once an applicant's credentials have been approved, the Candidate will submit a de-identified Practice Sample, which is forwarded to a Candidate Examination Committee (CEC) comprised of three Board Certified Assessment Psychologists. The Committee reviews the Practice Sample for substantive adequacy to determine the Candidate's eligibility to sit for the Oral Examination. The same three-member committee that approves the Practice Sample conducts the Oral Examination.

The Practice Sample Examination and the Oral Examination assess the Candidate's performance on the various required psychological assessment competencies. Candidates should additionally expect the examination to cover their own practice of assessment psychology (see Form A for the Steps in the ABPA Certification Process). Board Certification is achieved by successful completion of both the Practice Sample Examination and the Oral Examination.

ABPA is exploring the opportunity for candidates who obtain board certification to be eligible for 40 continuing education credits from potentially the American Psychological Association (APA), the Canadian Psychological Association, and/or the New York State Education Department's State Board for Psychology through the Society for Personality Assessment (SPA). More information will become available in the next few months.

## **II. ELIGIBILITY FOR CANDIDACY AND SPECIALTY SPECIFIC REQUIREMENTS**

Applicants must submit the following education and training accomplishments to the ABPA Central Office (CO) in order to establish completion of the following professional requirements:

### **DOCTORAL DEGREE REQUIREMENT**

**Candidates should hold a doctoral degree (e.g., PhD, PsyD, EdD) earned in the United States, U.S. Territories, or Canada from a regionally accredited institution meeting the following:**

#### **1. Doctoral Degree Granted in 2018 or later:**

The doctoral degree program must have been accredited by the Commission on Accreditation of the American Psychological Association (APA) or the Canadian Psychological Association (CPA) at the time the degree was granted.

#### **2. Doctoral Degree Granted before 2018:**

If the doctoral degree program was APA or CPA-accredited, it is deemed acceptable. If the doctoral degree program was listed in the Joint Designation Program listing of the Association of State and Provincial Psychology Boards (ASPPB) / National Register (NR), it is deemed acceptable.

**If the degree does not meet the above requirements**, the Candidate must complete the ABPA Credentials Review Committee (CRC) Doctoral Degree Program Review Form. CO will follow up with that form if they deem necessary. The Candidate must demonstrate that they had at least 1 full-time year of predoctoral internship or the equivalent. The ABPA CRC will make the determination of acceptability of the degree program. If the doctoral degree is from a non-HSP program in psychology, the Candidate must demonstrate that they successfully completed at least a 2-year doctoral level respecialization program, including an internship that meets APA or CPA accreditation requirements in an area of health service psychology.

### **INTERNSHIP REQUIREMENT**

**Candidates must have completed a predoctoral internship in the United States, U.S. Territories, or Canada, or demonstrate equivalence of their predoctoral internship experience.**

#### **1. Internship completed in 2020 or later:**

The internship program must have been accredited by the Commission on Accreditation of the American Psychological Association (APA) or the Canadian Psychological Association (CPA) at the time of completion of the internship.

## **2. Internship completed before 2020:**

The internship program must be APA- or CPA-approved or be an Association of Psychology Postdoctoral and Internship Centers (APPIC) member internship.

**If the internship does not meet the above requirements**, the Candidate must complete the ABPA Credentials Review Committee (CRC) Internship Review Form. CO will follow up with that form if they deem necessary. The ABPA CRC will determine the acceptability of the internship.

## **POSTDOCTORAL PRACTICE EXPERIENCE AND SUPERVISION REQUIREMENTS**

**The specialty of Psychological Assessment denotes a level of practice requiring preparation beyond doctoral requirements. The postdoctoral requirements include, at a minimum, 3 years of practice (which can include direct services, research, teaching, test development, etc.) in psychological assessment and 40 continuing education hours specifically in psychological assessment or adjacent topics. These 3 years may be structured in different ways:**

A. One year of postdoctoral supervision in a successfully completed formal postdoctoral training program in an area of health service psychology, with a clear emphasis on psychological assessment, that is accredited by the APA or CPA or from an APPIC member program, followed by at least 2 years of continued practice (which does not require supervision or consultation). As part of continued practice, psychologists must accrue at least 40 hours of continuing education credits specifically on psychological assessment or adjacent topics prior to being eligible for ABPA.

OR

B. Two years of supervised (or if post-licensure, formal consultation with a licensed psychologist) postdoctoral practice experience consistent with that ordinarily associated with an area of health service psychology, with a clear emphasis on psychological assessment, followed by at least a year of continued practice. The 2 years must include a minimum of one hour per week of individual supervision or, if post-licensure, 1 hour per week of individual consultation with a licensed psychologist. Supervision/consultation may be obtained face-to-face or utilizing synchronous audio/visual telecommunication. The additional 1 year (12 months) of postdoctoral practice may or may not be supervised or have provided consultation. It is not required that the 24 months of postdoctoral practice and/or 12 months of postdoctoral supervision/consultation be consecutive months. As part of continued practice, psychologists must accrue at least 40 hours of continuing education credits specifically on psychological assessment or adjacent topics prior to being eligible for ABPA.

**LICENSURE REQUIREMENT**

All ABPA candidates in the U.S., U.S. Territories, or Canada must be licensed as a psychologist for independent practice at the doctoral level in a jurisdiction in the U.S., U.S. Territories, or Canada. Individuals whose training, education, and/or license is from outside of the U.S., U.S., Territories, or Canada should contact the ABPA Central Office (CO) for additional information prior to applying.

**SENIOR PSYCHOLOGIST OPTION**

Psychologists who meet the above degree, internship, and postdoctoral criteria AND have 15 years or more of assessment-focused work experience are eligible for the Senior Psychologist option. The aim of this program is to bring senior colleagues who have made a career contribution to the field into ABPA.

### **III. DEFINITION OF ASSESSMENT PSYCHOLOGY/PSYCHOLOGICAL ASSESSMENT**

Assessment Psychology is both a general practice and a service provider specialty in health service psychology. Assessment Psychologists provide professional services for the evaluation/assessment, identification, and diagnosis of psychological, emotional, neuropsychological, psychophysiological, psychoeducational, and behavioral disorders across the lifespan. These services include procedures for understanding, predicting, and alleviating intellectual, emotional, physical, and psychological distress, social and behavioral maladjustment, and mental illness, as well as other forms of discomfort. In addition, Assessment Psychology includes recommendations for the enhancement of functioning in all these areas. Assessment Psychologists may provide services directly or support and facilitate the provision of services through supervision, teaching, management, administration, advocacy, development, research, and similar roles.

Psychological assessment necessarily integrates individual and cultural diversity. Individual and cultural diversity recognizes multiculturalism in its broadest scope, views cultural competence as an ongoing process requiring a sense of humility in addition to awareness, and focuses on equal recognition of the individual differences of all beings, including the psychologist. The point of contact in any given context is the intersection of the diverse factors that influence people as they move through their worlds. In this Manual, the terms “multicultural” and “individual and cultural diversity” are used interchangeably. It is expected that Assessment Psychologists demonstrate sensitivity to and skills in working with culturally diverse populations.

#### **CLINICAL PSYCHOLOGY COMPETENCIES**

**The ABPA examination process encompasses the interrelated competency domains required by the specialty of Assessment Psychology. ABPA has adopted a competency model based on Wright et al. (2025)’s Process Model of Competency in Health Service Psychology. ABPA Candidates should be familiar with this competency model.**

**A successful Candidate demonstrates application of psychological theory; psychological science; equity, diversity, and inclusion principles; and ethical and social justice principles across each of the domains identified for the specialty-level practice of Assessment Psychology.**

#### **PROCESS COMPETENCIES**

**1. APPLICATION OF PSYCHOLOGICAL THEORY** (Required of all Candidates across all Domains)

A successful Candidate demonstrates the ability to integrate psychological theories into all aspects of the assessment process.

**2. APPLICATION OF PSYCHOLOGICAL SCIENCE** (Required of all Candidates across all Domains)

A successful Candidate demonstrates the ability to integrate psychological science (research from all different methodological traditions, including understanding the limitations of the science) into all aspects of the assessment process.

### **3. APPLICATION OF EQUITY, DIVERSITY, AND INCLUSION PRINCIPLES** (Required of all Candidates across all Domains)

A successful Candidate can integrate principles of equity, diversity, and inclusion (EDI, consistent with the American Psychological Association's definition of these principles) into all aspects of the assessment process.

### **4. APPLICATION OF ETHICAL AND SOCIAL JUSTICE PRINCIPLES** (Required of all Candidates across all Domains)

A successful Candidate can integrate ethical and social justice principles (aligned with APA's ethical standards and principles) into all aspects of the assessment process.

## **COMPETENCY DOMAINS**

### **1. DEVELOPMENT OF AN ASSESSMENT ALLIANCE** (Required of all Candidates)

A successful Candidate demonstrates strong ability to develop a good working alliance with clients.

Behavioral anchors include supportive and empathic verbal and nonverbal communications during clinical interviews and other assessment sessions.

### **2. CLINICAL INTERVIEWING** (Required of all Candidates)

A successful Candidate demonstrates the ability to collect thorough, comprehensive data through clinical interviewing techniques.

Behavioral anchors include asking clinical interview questions that are appropriate in breadth and depth, as well as navigating the process of clinical interviewing with flexibility, humility, and compassion.

### **3. TEST AND ASSESSMENT BATTERY SELECTION** (Required of all Candidates)

A successful Candidate demonstrates [ ]the ability to select appropriate psychometric and qualitative methods and measures to adequately answer assessment questions for the specific client.

Behavioral anchors include, but are not limited to, selecting appropriate methods and measures to triangulate data in a multi-method approach to understanding the specific client and answer the assessment questions.

### **4. TEST DEVELOPMENT** (if applicable to the Candidate's practice)

This competency domain will only be addressed for those Candidates who engage in test development research and/or evaluation. A successful Candidate demonstrates clear understanding of evidence-based methods for developing psychometric tests.

Behavioral anchors include clearly articulating steps to ensure that test development results in reliable, valid, fair, and ethical results.

#### **5. TEST ADMINISTRATION** (Required of all Candidates)

A successful Candidate demonstrates knowledge of methods of test administration, particularly related to tests relevant to their typical areas of practice.

Behavioral anchors include articulating common mistakes in standardized administration procedures of specific tests.

#### **6. TEST INTERPRETATION** (Required of all Candidates)

A successful Candidate can interpret tests (particularly those that are relevant to their typical areas of practice) in alignment with empirical literature.

Behavioral anchors may include accurate, context-sensitive interpretation of test scores.

#### **7. DATA INTEGRATION AND RECONCILING DATA DISCREPANCIES** (Required of all Candidates)

A successful Candidate demonstrates evidence-based methods for integrating data and reconciling and discussing data discrepancies that emerge in the assessment process.

Behavioral anchors include clear integration of multi-method data, as well as discussion about how data discrepancies were reconciled.

#### **8. CASE FORMULATION/CONCEPTUALIZATION** (Required of all Candidates)

A successful Candidate demonstrates the ability to articulate why exceptionalities in ability, functioning, and/or traits are likely present (tying the data that emerge in assessments to psychological theory), beyond just a list of findings, strengths, and weaknesses.

Behavioral anchors may include articulating psychological theory that explains why and how the exceptionalities that emerged in the assessment data likely began, are maintained, are coped with, and can be addressed.

#### **9. CLINICAL DECISION MAKING** (Required of all Candidates)

A successful Candidate engages in evidence-based clinical decision making practices.

Behavioral anchors include articulating and justifying clinical decisions (such as diagnoses, identifications, eligibility, forensic decisions, and any other conclusions) based on the data that emerged as well as sound, evidence-based judgment.

#### 10. **DIAGNOSIS** (Required of all Candidates)

A successful Candidate demonstrates ethical and appropriate application of diagnostic classification systems.

Behavioral anchors include appropriately diagnosing psychopathology (or identifying disability, as appropriate).

#### 11. **DEVELOPMENT OF APPROPRIATE AND USEFUL RECOMMENDATIONS** (Required of all Candidates)

A successful Candidate can develop clear, specific, and reasonable evidence-based recommendations that stem clearly from the data that emerge within an assessment.

Behavioral anchors include articulating recommendations that are evidence-based, clear, specific, and reasonable.

#### 12. **REPORT WRITING** (Required of all Candidates)

A successful candidate can develop reports that are comprehensive and appropriate to the referral context.

Behavioral anchors include report-writing that is clear and appropriate to the referral context.

#### 13. **DEVELOPMENT AND PROVISION OF EFFECTIVE FEEDBACK SESSIONS** (if applicable to the Candidate's practice)

A successful candidate can convey feedback to clients (and others, as appropriate) that is clear, comprehensive, and useful.

Behavioral anchors include speaking clearly and directly about assessment findings in ways that are appropriate and useful to the referral context.

#### 14. **PSYCHOLOGICAL ASSESSMENT TRAINING** (if applicable to the Candidate's practice)

A successful candidate will demonstrate excellence in methods of teaching and/or training in psychological assessment.

Behavioral anchors include describing strong pedagogical practice in the teaching and/or training of psychological assessment.

#### 15. **PSYCHOLOGICAL ASSESSMENT SUPERVISION** (if applicable to the Candidate's practice)

A successful candidate will demonstrate excellence in methods of supervising psychological assessment.

Behavioral anchors include describing strong pedagogical practice in the supervision of psychological assessment.

## IV. APPLICATION PROCESS/ELIGIBILITY

### **DISABILITY ACCOMMODATIONS**

ABPA is committed to and will provide reasonable accommodations during the evaluation process to provide equal opportunity for persons with disabilities, in accordance with the American with Disabilities Act (ADA). Applicants are reminded, however, that “auxiliary aids (and services) can only be offered if they do not fundamentally alter the measurement of skills or knowledge the examination is intended to test” (Americans with Disabilities Act, Public Law 101-336 § 309 [b] [3]). To this extent, the Board will provide reasonable accommodations during the examination process to provide equal opportunity for persons with disabilities.

Documentation requesting reasonable accommodations must identify the specific disability and provide a rationale for specified modifications to standard examination procedures. **General procedures and guidelines regarding ABPA disability accommodations can be received by reaching out to the Central Office.** Financial support may be available from the ABPA Central Office to coordinate or provide the reasonable accommodations. General procedures (once developed) will be available on the ABPA website; in addition, individual guidelines may also be developed on a case-by-case basis.

### **APPLICATION AND BRIEF PROCESS REVIEW**

As the first component of the application, the Applicant will **submit the Application for Specialty Certification in Assessment Psychology, fee, and credentials materials** to the ABPA Central Office (CO). The Application is to be filled out and submitted online on the ABPA website, <https://assessmentpsychology.org>. As part of the application, **Applicants will choose which specialty area is their primary focus (in order to assist in the selection of an appropriate Candidate Evaluation Committee): general/personality assessment, forensic assessment, neuropsychological assessment, or school/pediatric/child assessment.** As a note, if an applicant's primary assessment practice falls outside of one of these specialty areas, they should choose the one they feel best represents their skill set. For example, a psychologist who does primarily preemployment evaluations may choose to apply via the general/personality assessment route, whereas a psychologist who does primarily public safety-related assessments may choose either general/personality assessment or forensic assessment.

The CO, Executive Officer (EO), and/or Credentials Review Committee (CRC) will verify the ABPA criteria of doctoral degree and program, licensure, and professional standing (disciplinary status). Applicants meeting these requirements become Candidates, eligible to move on to the specialty Examination Process. The Applicant will receive a letter from the ABPA CO to this effect. If no decision can be reached, the Applicant may be asked for additional information. Final determination is submitted to ABPA CO, and the Applicant is advised.

**The Candidate then enters the Practice Sample Review component of the Examination Process and begins preparation of de-identified Practice Samples, which must be received within 12 months of acceptance into candidacy.** Electronic copies of all Practice Sample materials are required, directly uploaded according to instructions on the ABPA website.

No other submission formats will be accepted. The website itself provides full HIPAA-compliant encryption.

For more information regarding HIPAA and file security, please visit the ABPA website (<https://assessmentpsychology.org/candidate-information-hipaa-file-security/>).

When submitting Practice Samples on the ABPA website, candidates should complete and submit the [cover sheet](#) and the [Professional Statement checklist](#). These forms should be used by candidates to check that they are covering all required content and uploading accurate materials when prompted.

**Candidates with unusual circumstances preventing their completion and submission of the Practice Sample within 12 months of acceptance into candidacy may request an extension by emailing ABPA.**

Upon confirmation of receipt of the Practice Sample fee, the Examination Committee (EC) is sent the Practice Sample and reviews it for completeness. If technical inadequacy or deficiency is detected, the Candidate will be asked for additional information or an entirely new Practice Sample. Once the Practice Sample is deemed complete, the EC (in collaboration with the CO) selects a Chair and two Board Certified Assessment Psychologists for the Candidate Examination Committee (CEC). The Candidate will be notified and queried for conflict of interest.

Once appointed, the Candidate Examination Committee members access the Practice Sample. The three team members independently review and score the Practice Sample. Two of the three team members must score the Practice Sample as a pass for the Candidate to move on to the Oral Examination. If the Practice Sample is found unacceptable by two or more members of the CEC, the CEC Chair will consult with the CO to develop and send the Committee's feedback letter. **If a Candidate does not pass the Practice Sample, they may submit a new Practice Sample and examination fee after 6 months but before the end of 18 months for the Examination Process to continue.**

When a Candidate passes the Practice Sample stage, the CO and verify the Candidate's status and the Candidate will pay the Oral Examination fee. **The Candidate must pay the Oral Examination fee before an Oral Examination date can be finalized.** The Oral Examination typically takes about 3 hours and is held in person or via synchronous audio/visual telecommunication at a time and place that is mutually convenient for the Candidate and the Candidate Examination Committee.

**Candidates are typically notified of the Oral Examination outcome within approximately 3 weeks of taking the examination. If they pass, they can immediately use the titles of Board Certified Assessment Psychologist, Diplomate of the American Board of Psychological Assessment, and use the ABPA postnominal after their name.** The newly Board Certified Assessment Psychologist is encouraged to participate in the ABPA examination process for future Candidates.

## **V. PRACTICE SAMPLE**

The Practice Sample is comprised of four components:

1. Curriculum Vitae (Required of all Candidates)
2. Professional Statement (Required of all Candidates)
3. Two de-identified Sample Reports, complete with all data (Required of all Candidates except those in the Senior Assessment Psychologist option)
4. A video recorded clinical interview (Required of all Candidates except those in the Senior Assessment Psychologist option)

The Practice Sample—in addition to being a demonstration of specialty-level practice—provides the Candidate the opportunity to communicate about themselves as an Assessment Psychologist and serves as a basis for discussion in the Oral Examination. The Curriculum Vitae and Professional Statement are required for all Candidates. All Candidates, except those who elect the Senior Assessment Psychologist option, must also submit two sample assessment reports and all accompanying data, according to instructions on the ABPA website. The same client/patient cannot serve as the basis for both work samples.

Practice sample submissions must reflect independent practice and not cases that were supervised as a component of the postdoctoral or other educational experience. For detailed information on the requirements for the Practice Sample, see the [Practice Sample Checklist](#) and the [Practice Sample Information and Attestation Form](#). The Senior Assessment Psychologist form will be sent to those approved for this option. As a reminder, this option may be selected by Candidates qualified as senior (15 years or more of postdoctoral experience in assessment psychology). When submitting Practice Samples, Candidates should complete and submit the required Cover Sheet (please reach out to staff for this information and the [Practice Sample Checklist](#)).

### **CURRICULUM VITAE**

All Practice Samples must include a current Curriculum Vitae (CV) that details the Candidate's professional contributions. The CV must include, at least:

- Specific educational and training background (including accreditation status of doctoral, internship, and postdoctoral sites at the time of their training)
- History of and current professional roles and responsibilities
- A fully representative sample of professional contributions (e.g., service activities, publications, presentations, grants).

## **PROFESSIONAL STATEMENT**

The Candidate must address each of the following items in separate sections of the Professional Statement (**approximately 15 double-spaced, typewritten pages; submissions significantly beyond the specified length will not be accepted**):

1. A description of the psychological assessment-related professional work you are engaged in at this time. Be sure to focus on your current employment *and* professional activities at the local, state, and national levels; continuing professional education activities; long-term plans in assessment psychology; and reasons for seeking Board Certification in Assessment Psychology.
2. A discussion of the evidence base that informs your practice. **Make sure you include all four of the following that inform your assessment practice: the specific areas of psychological theory you frequently employ; the specific areas of psychological science you frequently employ** (i.e., what research you typically refer to and integrate into the decisions you make, such as test selection, test interpretation, etc.); **a discussion of how you integrate principles of equity, diversity, and inclusion into your assessment work; and a discussion of how you integrate ethical and social justice values into your assessment work.** Descriptions of these four process competencies should include a description of your personal approach to psychological assessment work and a discussion of how scholars in the field have influenced you, using current APA style in-text citations and a reference page with literature.
3. If applicable (address all that apply to your current practice):
  - a. The theoretical and empirical basis for supervision and/or teaching activities related to psychological assessment
  - b. A description of your own research activities related to psychological assessment
  - c. A description of your management/administrative activities related to psychological assessment
  - d. A description of your systemic advocacy activities related to psychological assessment
4. An example of a difficult or complex situation in the professional setting related to psychological assessment that required effective negotiation or conflict resolution with an individual or group whose viewpoint differed significantly from your own
5. A discussion of a meaningful example to illustrate your experience of individual and cultural diversity encountered in your work as an Assessment Psychologist. Make sure to address and cite scholarly resources or professional guidelines when discussing your example. Address your approach to diversity awareness, responsiveness, and conveying

your awareness of the interaction between your own diversity characteristics and the characteristics of those with whom you work.

6. A discussion of a meaningful and challenging ethical dilemma personally encountered in your work as an Assessment Psychologist. Address what aspects of the APA Ethical Principles of Psychologists and Code of Conduct are pertinent to the dilemma, and how the dilemma was managed.

7. A description of methods you use to engage in reflective practice ongoing professional development in the area of Assessment Psychology. Ensure that you address how you have used self-reflection to improve your professional activities.

8. Verification that no ethical/legal action has been taken against you since acceptance into candidacy.

### **SAMPLE REPORTS AND DATA**

The Practice Sample must include **two Sample Psychological Assessment Reports, along with all accompanying data that were utilized in those assessment processes**. All reports and data should be redacted in accordance with privacy laws and ethical practices to protect the identity of the clients/patients/examinees.

The Sample Reports should reflect your typical assessment practices, but whenever possible they should also be substantively different from one another. Although some Assessment Psychologists conduct very similar assessments and utilize structured report templates in their practice, effort should be made to ensure that—at the very least—different clinical decisions are represented in the two different reports. Sample Reports should demonstrate that your typical practice is at the specialty level, in accordance with the Competencies described in this Manual.

### **VIDEO RECORDED CLINICAL INTERVIEW**

The Practice Sample must include a video recording of a clinical interview that was part of a psychological assessment. Typically, the interview should be at least 30 minutes in duration, with a recommended maximum of 60 minutes. Although clinical interview samples of less than 30 minutes or over 60 minutes may be acceptable, the Candidate must address the reasoning of shorter session (e.g., a candidate's practice setting has shorter sessions) and clinical rationale in their contextual statements. Candidates are not required to include components of the session that are not part of clinical activities (e.g., form completion, scheduling of the next session). The videos must include the entire clinical portion of the session, start to finish, without interruption or editing other than when doing so is necessary to preserve confidentiality (e.g., "bleeping" or muting audio if a client states their real name or identifying information). Please note, the video can be from any case and does not have to be from the sample reports.

Candidates are encouraged to submit clinical interview samples that reflect their competence and expertise (typical rather than exemplary situations are expected) and that depict their interactive style in their professional context(s). The sample needs to be sufficient in scope to allow assessment of the quality of both the behavioral care and the reflective practice behind the care demonstrated on the recording.

Examination materials may be allowed in other languages if there is the possibility of finding an examination committee to review the materials. Candidates should confirm availability prior to recording materials.

The video recorded samples should be directly submitted electronically according to ABPA website instructions. Please make sure that recordings will play both through Windows Media Player and Apple QuickTime. **Video recordings are to be made no more than 6 months prior to the Candidate's written submission.** All videos shall continuously provide audible interactions between the Candidate and the other participant (i.e., the client, patient, or examinee) and depict visible interactions of both the Candidate and other participant. Both telehealth and face-to-face samples are welcome as long as the faces of all participants are clearly visible. Good audio and video quality are essential. If a recording has moments of lowered audio quality, the Candidate should include a typed verbatim transcript, clearly marked to show those areas of lowered audio quality.

**Contextual statements are REQUIRED for the video recording and MUST address the [Practice Sample Contextual Statement Elements](#).** The contextual statement should be 1000-1500 words (approximately 3-4 pages) in length.

[Participant consent forms](#) (or the equivalent) must be obtained by the Candidate and maintained for their case records. **Candidates must send a brief attestation that written informed consent was secured.** It is suggested that consent be obtained as part of the recording process. This includes the explanation of the nature and purpose of the examination, the fact that those involved in the examination process will review the Practice Sample, and that the electronic submissions will be deleted from the online, HIPAA-compliant examination website upon completion of the examination. Candidates should take great care to remove all identifiers from all materials. **Any violation of patient/client/examinee confidentiality will be considered a failed exam.**

Special Note: Video work samples are not exempted from the requirement to redact patient/client/examinee identifiers; name tags on uniforms constitute an unacceptable breach of confidentiality in the same manner that leaving true names on written work samples does. The same is true of names of clients/patients/examinees automatically appearing in some telehealth platforms; these identifiers should be removed by the Candidate.

## **CLINICAL PRACTICE FORMS**

Finally, **Candidates should include copies of the Informed Consent and any other forms utilized in the Candidate's practice.** These should be unsigned, NOT forms signed by individuals videotaped for the Practice Sample.

Candidates should ensure that they retain copies of all materials, including recorded materials, until completion of the Oral Examination.

## **USE OF ARTIFICIAL INTELLIGENCE (AI)**

All practice sample materials must be the independent work of the Candidate. If Candidates use AI in their professional practice (and did so in any aspect of their Practice Sample), they must fully disclose how and where they use AI technology and the ethical considerations of doing so.

## **SENIOR ASSESSMENT PSYCHOLOGIST OPTION**

Psychologists who qualify for the Senior Assessment Psychologist option are evaluated on the process and domain competencies described in this Manual at both the Practice Sample and Oral Examination stages. Those providing Senior Assessment Psychologist option submissions should ensure that materials (particularly the Professional Statement) provide sufficient content for the Candidate Examination Committee to assess performance on all applicable competencies. Senior Candidates are evaluated at the Practice Sample stage and need to pay the Practice Sample fee.

Psychologists submitting under the Senior Assessment Psychologist option must submit copies of their Curriculum Vitae and Professional Statement, as delineated above. Sample reports and recorded clinical interviews are not required for the Senior Assessment Psychologist Option. However, Senior Assessment Psychologists who engage primarily in clinical work may choose to submit sample reports and video clinical interviews, as in Standard Option submissions, in lieu of the substantive materials listed below.

In addition to the Curriculum Vitae and Professional Statement, **the Candidate who chooses the Senior Assessment Psychologist option MUST include information reflecting distinctive practice patterns resulting from extended professional experience, including at least two of the following as their Practice Sample** (submitted in addition to the CV and Professional Statement):

1. First or senior author of recent peer reviewed publications (e.g., articles, book chapters, etc.) related to the practice of assessment psychology, or editor of a book or special journal issue related to the practice of assessment psychology, with description of specific contributions to the editorial process.

2. Complete scholarly presentations to professional audiences (e.g., CE events or interdisciplinary grand rounds, professional conferences, or other events beyond undergraduate, graduate, or postdoctoral teaching). Presentations demonstrating requisite scholarship include reference citations associated with one or more of the competencies assessed for board certification.
3. Substantive materials developed by the Candidate demonstrating scholarship (e.g., psychological testing manual, guidelines or guidance documents related to assessment practice, book related to the practice of assessment psychology).
4. In-depth discussion of assessment psychology-related leadership role(s), clearly reflecting knowledge and/or skills consistent with one or more of the competencies assessed for board certification.
5. Funded grants demonstrating knowledge of the professional literature associated with the competencies assessed for board certification. For this sample, the grant narrative including aims and hypothesis can be submitted (budget, key personnel, bio sketches, etc. are not needed). An abstract of the funded grant is not sufficient.
6. Program development proposals, reports, business case analyses, etc., demonstrating knowledge of the professional literature associated with one or more of the competencies assessed for board certification.
7. Research or policy development proposals, descriptions, reports, etc., demonstrating knowledge of the professional literature associated with one or more of the competencies assessed for board certification.
8. In-depth description of exemplary supervision and/or teaching activities related to the practice of assessment psychology, including self-reflection on strengths and specific contributions. Supervision examples might include detailed discussion of supervision methods utilized by the candidate and reflecting current theories and methods of supervision, or descriptions of enhancing supervisory expertise of other supervisors in a training program. Teaching examples might include course syllabi, including full course descriptions and required and/or recommended readings.
9. Substantive graduate school, internship, or residency program contributions related to the practice of assessment psychology. Examples might include graduate program, internship, or residency training manuals developed or substantially revised by the Candidate and demonstrating programmatic training and assessment of competencies associated with the practice of assessment psychology. Documentation of specific contributions should go beyond merely describing a training role or title, with specific examples of professional achievements.

Copies of performance evaluations and awards are insufficient and will not count as acceptable work samples. Copies or links to practice websites, brochures describing diagnoses, informed consent or practice descriptions, advertisements, and promotional material are also not

acceptable work samples. Electronic copies of all application materials are required. Please utilize direct electronic submission, per ABPA website instructions. Please do not encrypt files or utilize passwords for practice sample files submitted on the ABPA website.

***For both Standard and Senior Option submissions, in addition to submitted materials, public domain websites and accessible articles and publications may also be considered as part of the Practice Sample for all candidates for whom such materials are available on the internet.***

### **PRACTICE SAMPLE SCORING**

The Practice Sample is considered an integral component of the examination process and is reviewed by the Candidate Examination Committee (CEC) according to specific criteria. The level of competence required to pass each competency domain corresponds to that expected of individuals with 3 or more years of postdoctoral professional experience, whether or not they completed a formal postdoctoral residency/fellowship program.

Candidate Examination Committee (CEC) members, including the Chair, evaluate the Practice Samples independently according to the established scoring criteria and score pass/fail for each competency domain. Discussion among committee members may occur between initial scoring and final decisions. At least two committee members ultimately must score the domain as a pass for the Candidate to pass the domain. **All domains must be passed for the Candidate to pass the Practice Sample stage.**

If the Practice Sample meets the pass criterion, the Candidate then proceeds to the oral portion of the examination. If the Practice Sample does not meet the pass criterion, the Candidate is notified through the ABPA CO with a report detailing the reasons for failure, and the examination process is halted. In such an event, the Candidate may submit a new Practice Sample, including new Sample Reports and video recorded Clinical Interview, utilizing the ABPA website for new Practice Sample submission and paying the Practice Sample fee. Candidates who do not pass the Practice Sample phase are required to wait 6 months before submitting a new set of materials. If Practice Samples are submitted for re-examination more than 18 months after the failure, Candidates will also need to reapply for Candidacy. A new Candidate Examination Committee, including a new Chair, will be assembled to review the new Practice Sample. After three consecutive failed practice samples or oral examinations, a 2-year waiting period will be required prior to reapplication, during which time the Applicant can work on improving the quality of the Practice Sample or Oral Presentation.

If the Candidate fails at the Practice Sample stage, the Chair will provide written feedback that includes specific details regarding areas of strength as well as areas for improvement based on

the domains failed to serve as a guide for the Candidate's reapplication. Feedback will only be based on the competencies as delineated in this Manual and should be offered in a constructive fashion. The Committee's feedback is reviewed by the Evaluation Committee (EC), prior to the examination Chair uploading the feedback for the Candidate.

### **SCORING CRITERIA**

Below is a description of the competency areas Examiners are asked to rate the Practice Sample on. Every area (each competency process within each competency domain) is evaluated as a pass or fail, independently, by each of the three Examiners.

#### **A FAILURE IN ANY OF THE COMPETENCY AREAS, WITH TWO OR MORE EXAMINERS AGREEING ON FAILURE IN THAT AREA, RESULTS IN AN OVERALL FAILURE.**

A failure by an Examiner in any given competency area is defined by clear failure, in the judgment of the Examiner, in that area. If the Examiner does not have enough data to determine whether it is a pass or fail, the default is to assume a pass, unless the lack of information is determined to be due to the Candidate not providing bare minimum information.

**Please note: an Examiner may give a pass in a given competency domain for the Practice Sample but may give a fail for that same competency domain during the Oral Examination as a result of information derived during the Oral Examination process.**

A failure is constituted by an ultimate failure in any single domain, with agreement on failure in that domain by two Examiners, according to the process described. Although initial decisions are determined by Examiners independently, discussion between Examiners regarding decisions may, under certain conditions, precede a final decision. This would include the possibility of discussion in the case of two different areas with one fail each. In this case, the Examiners may choose to engage in discussion regarding the overall strength of each competency area in order to arrive at a final decision that best represents the quality of the application.

**It is important to note that Examiners will be looking across *entire Practice Samples* for evidence of the below competencies.** That means that CVs, Personal Statements, Sample Reports, and video recorded Clinical Interviews will all be evaluated for evidence of these competencies.

|                                                            | <b>Application of Psychological Theory</b> | <b>Application of Psychological Science</b> | <b>Application of Equity, Diversity, and Inclusion Principles</b> | <b>Application of Ethical and Social Justice Principles</b> |
|------------------------------------------------------------|--------------------------------------------|---------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------|
| <b>Clinical Interviewing</b>                               | P or F                                     | P or F                                      | P or F                                                            | P or F                                                      |
| <b>Test and Assessment Battery Selection</b>               | P or F                                     | P or F                                      | P or F                                                            | P or F                                                      |
| <b>Test Development (if applicable)</b>                    | P or F or NA                               | P or F or NA                                | P or F or NA                                                      | P or F or NA                                                |
| <b>Test Administration</b>                                 | P or F                                     | P or F                                      | P or F                                                            | P or F                                                      |
| <b>Test Interpretation</b>                                 | P or F                                     | P or F                                      | P or F                                                            | P or F                                                      |
| <b>Data Integration and Reconciling Data Discrepancies</b> | P or F                                     | P or F                                      | P or F                                                            | P or F                                                      |
| <b>Case Formulation/ Conceptualization</b>                 | P or F                                     | P or F                                      | P or F                                                            | P or F                                                      |
| <b>Clinical Decision Making</b>                            | P or F                                     | P or F                                      | P or F                                                            | P or F                                                      |
| <b>Diagnosis</b>                                           | P or F                                     | P or F                                      | P or F                                                            | P or F                                                      |
| <b>Report Writing</b>                                      | P or F                                     | P or F                                      | P or F                                                            | P or F                                                      |

|                                                                       |              |              |              |              |
|-----------------------------------------------------------------------|--------------|--------------|--------------|--------------|
| <b>Development and Provision of Feedback Sessions (if applicable)</b> | P or F or NA | P or F or NA | P or F or NA | P or F or NA |
| <b>Psychological Assessment Training (if applicable)</b>              | P or F or NA | P or F or NA | P or F or NA | P or F or NA |
| <b>Psychological Assessment Supervision (if applicable)</b>           | P or F or NA | P or F or NA | P or F or NA | P or F or NA |

## VI. ORAL EXAMINATION

### SCHEDULING

ABPA holds Oral Examinations throughout the year, including in conjunction with some of the major conferences/conventions that include psychological assessment. ABPA offers Candidates the option of in-person or synchronous audiovisual oral exam formats, based on the needs and preferences of both the Candidate and potential Examiners, in consultation with the Examination Committee (EC). The Oral Exam format is identical for both options. Candidates should understand that the choice of in-person or virtual exams may influence the formation of exam committees and the timing of oral exam availability.

### ORAL EXAMINATION DETAILS

To ensure standardization of the examination process, the ABPA has established the Schedule Guidelines for Oral Examination. The general pace and sequence of topics provide guidelines to minimize the possibility that Candidates might receive differential treatment. The Oral Examination process is designed to be completed in approximately 3 hours. It is a competency-based examination, and the Candidate Examination Committee (CEC) is expected to explicitly address each competency area with the Candidate. Within each segment, there is room for variation according to the judgment of the Candidate Examination Committee. Many topics will be interwoven throughout the examination, and flexibility should be allowed as relevant to the discussion. A topic may receive more cursory exploration in its scheduled time period if it has been sufficiently covered earlier. Hypothetical examples or situations may be utilized to ascertain if the Candidate meets the criteria for passing each competency domain. The Oral Examination process should be collegial in nature.

The Oral Examination will be scored by the Candidate Examination Committee according to specified criteria (presented in this Manual). Committee members, including the Chair, evaluate and score each competency area independently according to the established competency criteria. Examiners are reminded that the level of competence required to pass each competency domain is that expected of (a) individuals with two or more years of professional experience (including an internship year) if they completed a formal postdoctoral residency/fellowship program, or (b) persons with 3 or more years of professional experience (including an internship year) if they did not complete a formalized postdoctoral residency program. Senior Candidates will be scored on the same mandated domains as Standard Candidates.

Scoring for the Oral Examination is similar to that of the Practice Sample described above. Each competency domain must receive a pass score from at least two of the Committee members for a “pass” in the competency area. **All competency areas must be passed by at least two of the Committee members for the Candidate to pass the Oral Examination.**

If the Candidate fails the Oral Examination, the Chair, in coordination with the Examination Committee (EC), provides a feedback letter covering every competency area. The letter should

include specific details regarding areas of strength as well as areas for improvement based on the competency areas failed to serve as a guide for the Candidate's reapplication if the Candidate so chooses. Feedback must be based on the competencies as delineated in this Manual and should be offered in a constructive fashion. The Examination Committee (EC) must approve of the letter before it is sent to the Candidate. Of note, although the Candidate will receive written feedback regarding their performance in each competency area, the Oral Examination is considered one event with an overall pass or fail determination. Candidates who fail the Oral Examination and wish to seek Board Certification in the future must begin again at the Practice Sample stage, during which they will be re-evaluated in each of the competencies, including those they may have performed well in previously.

Reapplication may be made no earlier than 6 months after the Candidate was notified of the results of the first examination. The Candidate must register again, using the most recent version of the Manual, at the stage at which they did not pass (e.g., if they failed the Oral Examination, they would reapply to take the Oral Examination; if they failed the Practice Sample, they would reapply with new Practice Sample materials). If Practice Samples are submitted for re-examination more than 18 months after the failure, Candidates will also need to reapply for Candidacy. After three consecutive failed applications (applicable at both Practice Sample and Oral Examination levels), a 2-year waiting period will be required prior to reapplication, during which time the applicant can work on improving the quality of the Practice Sample or Oral Presentation.

Under rare circumstances (such as weather or sudden illness), one member of the Candidate Examination Committee may unexpectedly become unavailable. Under these conditions, the Candidate may be offered a choice to reschedule for a later date or to proceed with only two Examiners. This choice is made by the Candidate alone. A suitably trained and prepared Chairperson must be available, with sufficient time to review materials. In the event of a scoring tie (one pass, one fail), the Examination will be considered a fail. Examination by two examiners is not considered procedural grounds for an appeal in such a case. A Form must be completed prior to beginning the Oral Examination if there are only two Examiners.

### **ETHICS VIGNETTES**

A file of prepared confidential vignettes is maintained for standardization of the Ethics segment of the Oral Examination. The full set of ethics vignettes is provided to the Oral Examination Chair for each Oral Examination. When possible, it is suggested that a vignette be chosen that may pose a particular dilemma for the Candidate based on the Practice Sample or the ethical dilemma discussed in the Professional Statement. Otherwise, the vignette may be selected on a random basis by the Chair. During the Oral Examination, each Committee Member is given a copy of the selected vignette, with points to be addressed, and one copy, without important points, is given to the Candidate.

During the Ethics segment of the Oral Examination, the Candidate will be asked to discuss the vignette. The Candidate Examination Committee does not necessarily expect a 'right' answer, but it anticipates that the Candidate will present relevant options and demonstrate the ability to

thoughtfully weigh them considering the APA ethical principles, professional practice standards, and relevant statutes. The Candidate may be asked to discuss the ethical dilemma presented in the Professional Statement.

All copies of the vignettes will be collected by the Chair at the conclusion of the Ethics segment. No outside materials can be used to aid the Candidate during this or ANY section of the Oral Examination.

### **ORAL EXAMINATION FLOW**

|                                                                                                                |                                                                                                                                                                                  |                                               |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| This schedule requires that the examiners have reviewed all video recordings and written materials IN ADVANCE. |                                                                                                                                                                                  | <b>Approximate Time Allotted (in minutes)</b> |
| <b>Team Meets and Organizes</b>                                                                                |                                                                                                                                                                                  | 10                                            |
| <b>Team Greets Candidate</b>                                                                                   | Each team member introduces self, time frame is explained, and the fact that the exam is competency-based is highlighted. The collegial nature of the process also is indicated. | 10                                            |

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Examination on Curriculum Vitae and Professional Statement</b> | <p>(Cover each of the following competency areas and the Practice Sample materials:<br/>Psychological Theory, Psychological Science, EDI, and Ethics/Social Justice as applied to:</p> <ul style="list-style-type: none"> <li>· Clinical Interviewing</li> <li>· Test and Assessment Battery Selection</li> <li>· Test Development (if applicable)</li> <li>· Test Administration</li> <li>· Test Interpretation</li> <li>· Data Integration and Reconciling Data Discrepancies</li> <li>· Case Formulation/ Conceptualization</li> <li>· Clinical Decision Making</li> <li>· Diagnosis</li> <li>· Report Writing</li> <li>· Development and Provision of Feedback Sessions (if applicable)</li> <li>· Psychological Assessment Training (if applicable)</li> <li>· Psychological Assessment Supervision (if applicable)</li> </ul> <p><b>Review may continue following the ethics vignette discussion after the break.</b></p> | 90 |
| <b>BREAK</b>                                                      | CANDIDATE SHOULD NOT BE ASKED TO WORK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10 |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Examination on Ethics Vignette</b> | The examination on Ethical and Legal Standards and Policy will include: (a) 10 minutes for the Candidate to review in private the selected ethical vignette provided by the Candidate Examination Committee; (b) discussion of the Candidate's responses to the ethical vignette; (c) exploration of the ethical situation provided by the Candidate in the Professional Statement, if needed; (d) confirmation that no ethical or legal action has been taken against the Candidate since submission of Practice Sample. <b>Vignettes will be collected by Chair when paper copies are used for an in-person exam.</b> | 30    |
| <b>Further Competency Area Review</b> | The Candidate Examination Committee may continue evaluation of specific competency areas that have not been covered.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15    |
| <b>Exam Wrap-Up and Discussion</b>    | The Chair will briefly name all domains covered during the exam. The Candidate will be invited to provide additional information about any competency areas, as desired. The Chair will inform the Candidate that they will receive an email from Central Office (CO) instructing them how to provide exam feedback; that 40 CE credits will be provided upon successful passing of the exam; and that they will be notified by CO in a timely fashion regarding the outcome.                                                                                                                                           | 5-10  |
| <b>Decision</b>                       | CEC team members individually rate each competency domain. The CEC determines overall pass/fail (overall pass requires two passes for every single competency area). The Chair provides information, including vignettes utilized and Fail Letter, if necessary, to ABPA.                                                                                                                                                                                                                                                                                                                                               | 10-25 |

*Note: Time allotments are guidelines to be followed reasonably closely. Significant variations from the exam format or schedule must be by mutual agreement between Candidate and Chair and documented in a written statement describing the variations and stipulating that they shall NOT serve as grounds for the appeal of a failed examination. Both the Candidate and Chair will sign the statement, and the statement will be provided to ABPA.*

## **SCORING CRITERIA**

Below is a description of the competency areas Examiners are asked to rate the Oral Exam on. Every area (each competency process within each competency domain) is evaluated as a pass or fail, independently, by each of the three Examiners.

### **A FAILURE IN ANY OF THE COMPETENCY AREAS, WITH TWO OR MORE EXAMINERS AGREEING ON FAILURE IN THAT AREA, RESULTS IN AN OVERALL FAILURE.**

A failure by an Examiner in any given competency area is defined by clear failure, in the judgment of the Examiner, in that area. If the Examiner does not have enough data to determine whether it is a pass or fail, the default is to assume a pass, unless the lack of information is determined to be due to the Candidate not providing bare minimum information.

**Please note: an Examiner may give a pass in a given competency domain for the Practice Sample but may give a fail for that same competency domain during the Oral Examination as a result of information derived during the Oral Examination process.**

A failure is constituted by an ultimate failure in any single domain, with agreement on failure in that domain by two Examiners, according to the process described. Although initial decisions are determined by Examiners independently, discussion between Examiners regarding decisions may, under certain conditions, precede a final decision. This would include the possibility of discussion in the case of two different areas with one fail each. In this case, the Examiners may choose to engage in discussion regarding the overall strength of each competency area in order to arrive at a final decision that best represents the quality of the application.

|  |                                            |                                             |                                              |                                          |
|--|--------------------------------------------|---------------------------------------------|----------------------------------------------|------------------------------------------|
|  | <b>Application of Psychological Theory</b> | <b>Application of Psychological Science</b> | <b>Application of Equity, Diversity, and</b> | <b>Application of Ethical and Social</b> |
|--|--------------------------------------------|---------------------------------------------|----------------------------------------------|------------------------------------------|

|                                                                       |              |              | <b>Inclusion Principles</b> | <b>Justice Principles</b> |
|-----------------------------------------------------------------------|--------------|--------------|-----------------------------|---------------------------|
| <b>Clinical Interviewing</b>                                          | P or F       | P or F       | P or F                      | P or F                    |
| <b>Test and Assessment Battery Selection</b>                          | P or F       | P or F       | P or F                      | P or F                    |
| <b>Test Development (if applicable)</b>                               | P or F or NA | P or F or NA | P or F or NA                | P or F or NA              |
| <b>Test Administration</b>                                            | P or F       | P or F       | P or F                      | P or F                    |
| <b>Test Interpretation</b>                                            | P or F       | P or F       | P or F                      | P or F                    |
| <b>Data Integration and Reconciling Data Discrepancies</b>            | P or F       | P or F       | P or F                      | P or F                    |
| <b>Case Formulation/ Conceptualization</b>                            | P or F       | P or F       | P or F                      | P or F                    |
| <b>Clinical Decision Making</b>                                       | P or F       | P or F       | P or F                      | P or F                    |
| <b>Diagnosis</b>                                                      | P or F       | P or F       | P or F                      | P or F                    |
| <b>Report Writing</b>                                                 | P or F       | P or F       | P or F                      | P or F                    |
| <b>Development and Provision of Feedback Sessions (if applicable)</b> | P or F or NA | P or F or NA | P or F or NA                | P or F or NA              |

|                                                                         |              |              |              |              |
|-------------------------------------------------------------------------|--------------|--------------|--------------|--------------|
| <b>Psychological<br/>Assessment<br/>Training (if<br/>applicable)</b>    | P or F or NA | P or F or NA | P or F or NA | P or F or NA |
| <b>Psychological<br/>Assessment<br/>Supervision (if<br/>applicable)</b> | P or F or NA | P or F or NA | P or F or NA | P or F or NA |

## **VII. CANDIDATE EXAMINATION COMMITTEE (CEC) MEMBERS**

### **CANDIDATE EXAMINATION COMMITTEE COMPOSITION**

The Candidate Examination Committee (CEC) is comprised of three Board Certified Examiners, one of whom serves as the Chair. No committee member may have had any significant prior or current personal, professional, or administrative relationship with the Candidate or the clients/patients/examinees in the Practice Sample. For candidates applying under the Senior Option, the Candidate Examination Committee Chair should be a senior ABPA (having served as a CEC Chair on at least two oral examinations) in the field, whenever possible.

The ABPA recognizes that specialists in Assessment Psychology use a variety of approaches and techniques and have differing conceptual frames of reference. ABPA also recognizes that the effectiveness of professional practice is a function of many factors, including personal factors, level of experience, and theoretical understanding. The Candidate Examination Committee Chair and the other Examiners will be selected first in accordance with the specialty area (general/personality; forensic; neuropsychology; or school/pediatric/child) selected by the Candidate. Additionally, efforts will be made to consider the Candidate's theoretical orientation, knowledge base, professional interest, and experience, as expressed in the Candidate's Professional Statement. However, matching the composition of the examination team to the Candidate's profile of interests and expertise is not required and is not a basis for appeal. ABPA will inform the Candidate of the choices of Chair and members for the Candidate Examination Committee.

When the Candidate Examination Committee is initially selected, the Candidate will be queried for the presence of any concerns, objections, or conflicts of interest related to the proposed Candidate Examination Committee to the Chair, who will take steps to ameliorate any potential conflicts of interest.

### **POLICY FOR SELECTION OF EXAMINERS**

Invitations to serve on Candidate Examination Committees are not extended automatically as a function of achieving Board Certification in Assessment Psychology. It is the responsibility of the ABPA Examination Committee (EC) to assign Examiners in a manner that provides an appropriate balance of committee members that are adequately prepared to examine a given Candidate. Examples of factors that may contribute to the assignment of Examiners may include clinical background and expertise, practice settings, diversity variables, experience as an Examiner, and previous performance on Candidate Examination Committees. Examiners serve at the discretion of the Examination Committee, whose ultimate responsibility is to provide a fair, balanced, skilled, and appropriate Candidate Examination Committee for Candidates.

## **ROLE OF EXAMINATION COMMITTEE CHAIR**

The role of the Chair of the Candidate Examination Committee (CEC) is to oversee the standardized and fair process of evaluation, as well as leading communication with the Candidate. Specifically, the Chair is expected to:

- Coordinate with the Candidate Examination Committee Members who have been designated by the Examination Committee. A committee will have been formed after receipt of the Practice Sample. Confirm that assigned Examiners have no conflict of interest with the Candidate.
- Contact the Candidate and inform them of your role as Chair. Explain that you will be provide details as they become available and that you are available to answer any questions. Confirm that the Candidate has no conflict of interest with the Examiners.
- Download a copy of the ABPA Examination Manual used by the Candidate from the ABPA website (<https://assessmentpsychology.org>) and ask all the Examiners to do the same.
- Ensure that both you and the other two Examiners have access to the Practice Sample.
- Poll the committee members to ascertain if Candidate passes the Practice Sample Component of the Examination (at least two members must vote for a Pass in each and every competency area). Decisions are made independently and documented by each Examiner. If the committee requires more information from the Candidate to reach a decision, you may request this information directly from the Candidate, review the additional material, and then make a final determination. Any questions from the Committee regarding scoring may be discussed with the Examination Committee (EC).

If Candidate fails the Practice Sample Component of the Examination,

- With the Candidate Examination Committee, write a detailed letter regarding the reason for the failure. Be sure the letter focuses on the competencies, with attention paid to both the Candidate's strengths and areas in need of improvement.
- Contact the Examination Committee (EC), who will review the letter detailing the decision and if necessary may recommend clarifications or revisions.

If the Candidate passes the Practice Sample Component of the Examination,

- Record and transmit the passing results with the ABPA Central Office.

- Coordinate with the CO to find potential Oral Examination dates with the Examiners for a 3 1/2-hour time block.
- Let the Candidate know they passed the Practice Sample Component of the Examination and determine a location (if in-person exam) and date for the Oral Examination that will entail a 3-hour examination time block.

#### Prior to the Oral Examination,

- Review all materials
- Make sure you have copies of Form: Rating Grid for Examiners
- Be prepared to have Form: Agreement to two-person oral examination committee ready for completion by the Candidate, should there be a last-minute, emergency loss of one Examiner. In such a case, the Candidate will be asked to make and document an informed consent to the consequences of choosing to proceed with a Committee of only two Examiners. This form must be completed prior to beginning the two-Examiner examination and should be submitted to the CO.
- Review the evaluation criteria with the Examiners prior to the examination.
- Choose an ethics vignette that is likely to pose specific questions relevant for the Candidate's practice. If the Oral Exam is conducted through teleconference technology, the vignette should be presented through screenshare, rather than emailed or sent to the Candidate.

#### During the Oral Examination,

- Follow the Examination Manual and be sure the exam is competency-based.
- Conduct the examination in accordance with the Schedule Guidelines for Examination – Oral Component, as outlined in this Manual.
- The Candidate should be given time away from the Committee to review the ethics vignette. The Candidate should be asked to leave their phone in the examination room during this review period.

At the end of the Oral Examination,

- **Make sure the used ethics vignette and written materials are returned to you and subsequently shredded.**
- Explain that Examiners will complete the determination of exam results, which will be submitted by the Chair to the Central Office and that CO will typically notify the Candidate within approximately 3 weeks (let them know that if they do not hear in 21 days, they should contact you).
- Inform the Candidate that they will receive an email to solicit feedback on the examination process from Central Office with a link to an online feedback form.
- Notify the Candidate that if they successfully pass, they will receive continuing education credits (40 hours) from the American Psychological Association, the Canadian Psychological Association, and/or New York State through SPA.

After the Oral Examination,

- Record and submit the results of the Oral Examination Component to ABPA.
- If the Candidate fails, consult with the Examination Committee on the CEC's feedback letter. Once approved, this feedback will be provided to the Candidate.

### **EXAMINERS' RESPONSIBILITIES**

The Examiners review the Candidate's Curriculum Vitae, Professional Statement, Sample Reports/Data, and recorded Clinical Interview using the scoring criteria outlined in the rating form. The Examiners independently pass or fail the written materials and inform the Chair, thus completing the Practice Sample component of the examination process.

ABPA requires that the Oral Examination be conducted in a courteous, professional, and collegial manner consistent with the policies and procedures stated in this Manual. An Examiner serves as a representative of ABPA and accepts responsibility to protect the welfare of the Candidate, the confidentiality of the Practice Sample, and the integrity of the Examination. The relationship between the Candidate and the Examiners should be considered a collegial one in which the Candidate is treated as a mature professional psychologist.

Examiners should recognize that most Candidates will experience anxiety in a face-to-face situation in which they are being evaluated by peers. This anxiety will be more apparent in some than in others. Each Examiner should be supportive and create a favorable situation in order that the Candidate may demonstrate their specialized clinical competencies.

Prior to the Oral Examination, Examiners should:

- Review the Curriculum Vitae and Professional Statement
- Study the Sample Reports/Data and recorded Clinical Interview (if applicable)
- Prepare meaningful questions relevant to each competency area as related to the Candidate's Curriculum Vitae, Professional Statement, and other work samples.

The examination is a confidential and professional process. An Examiner will not disclose what is learned about a Candidate during the examination, except in the official report to ABPA. All communications concerning the results of the examination shall be addressed to ABPA. **It is not appropriate for a Candidate to communicate with the Examiners about the outcome of the examination.** If an Examiner receives such a written communication from a Candidate, it should be forwarded to ABPA's Examination Committee (EC).

### **TRAINING OF CHAIRS AND EXAMINERS**

The ABPA strongly encourages Board Certified Assessment Psychologists to become Examiners. During the summary portion of the Oral Examination, the Candidate is asked if they would consider participating as an Examiner in future examinations if successful in becoming Board Certified. If the Candidate passes the examination, they at any time may directly contact the ABPA for more information about training to become an Examiner.

In order to maintain the high level of quality, collegiality, relevance, and standardization of the ABPA Board Certification process, new Examiners will receive training and, with appropriate experience, may serve as a Candidate Examination Committee Chair.

New Examiners are asked and expected to review the Examination Manual in detail prior to reviewing Practice Sample materials and conducting Oral Examinations. In addition, since the Manual is subject to continual revisions and updates, **all Board Certified Assessment Psychologists who are conducting examinations (including those who have done so in the past) are asked to regularly review the Manual prior to evaluating Practice Sample materials and conducting Oral Examinations.** All new Examiners are assigned to a committee with a senior Examiner who is responsible for orienting the new member to the examination process and educating them on the expectations for an Examiner. At the conclusion of the new Examiner's first examination, feedback is given by the senior Examiner, and a thorough debriefing of the examination process is conducted. The new Examiner is then identified as a junior Examiner.

A junior Examiner typically qualifies to participate as an Examination Chair after serving on no fewer than three Candidate Examination Committees. However, the Evaluation Committee may determine that the Examiner is eligible to serve as Chair on a committee prior to that time, based on the Examiner's training and experience. The Checklist for Examination Chairs Form serves as a guide for Examination Chairs and, as such, is another useful training tool for all Examiners.

## **VIII. FINAL PROCEDURES AND NOTIFICATION**

Immediately upon the completion of the Oral Examination, each member of the Candidate Examination Committee completes and signs the Rating Grid for the Oral Component of the Examination Form. The Committee members submit their Forms to the Candidate Examination Committee Chair, who tallies the votes. Two passing votes in the same domain constitute a pass, and two failing votes in the same domain constitute a failure. The Examination Chair records and submits the results of the Oral Examination, along with the ethics vignette number, to ABPA's Examination Committee (EC).

### **NOTIFICATION OF CANDIDATES WHO PASS**

The successful Candidate is typically sent a congratulatory letter by ABPA within approximately 3 weeks of the Oral Examination. The letter should serve to relieve anxiety, reinforce competence, and welcome the new Board Certified Assessment Psychologist as an active Psychological Assessment Specialist of ABPA.

Along with this letter, Candidates who pass will receive notification of receipt of 40 Continuing Education credits from SPA, which is an APA-, CPA-, and New York State-approved continuing education provider.

### **PROCESS FOR PROVIDING FEEDBACK TO CANDIDATES WHO FAIL**

The feedback from the Examination Committee (EC) to the unsuccessful Candidate is to be written by the Chair of the Candidate Examination Committee (CEC) with consultation from the CEC members and the EC.

The report to the unsuccessful Candidate should reflect the ratings and comments of the Committee as a whole. It should be written with the clear understanding that the report will be sent, after review by the Examination Committee of ABPA, to the Candidate and will become part of the Candidate's permanent file in the ABPA CO. If the EC has concerns about the report, these will be negotiated within the EC for possible modification.

The report should be written to achieve three essential objectives:

1. Documentation of the outcome of the examination and the rationale or support for that outcome. This should include comments from the Examiners based on the ratings in the applicable competency areas.
2. Identification of specific competency area in which areas of strength were manifested in the Candidate's performance to emphasize the positive professional attributes of the Candidate and to provide balance in the report.

3. Identification of specific competency domains failed by the Candidate, along with suggestions for how the Candidate might address these competency areas in order to approach re-examination confidently and successfully.

The report should:

- Begin with an opening statement that sets a positive and constructive tone regarding the Candidate's overall professional competence and interaction during the examination.
- Address each of the competency areas (four processes across multiple domains) in the Examination Manual. For each competency area rated a failure, the specific reasons for failure should be noted, and a specific suggestion(s) for remediation offered.
- If the letter is sufficiently lengthy such that a summary is needed, the summary should address the Candidate's overall performance.
- It should review competency areas of strength as well as weakness and suggest remediation to reiterate the collegial and constructive intent of the report.

It is important for the Chair to be sensitive, diplomatic, and constructive in writing a report that is certain to be read very carefully by the Candidate. It is important to be objective and descriptive. Suggestions should be realistic and appropriate to the extent that, if the Candidate follows the recommendations, they would likely be in a position to fare better upon re-examination. Likewise, it is important not to be judgmental, inflammatory, or pejorative in words or tone. Specifically,

- The report from the Chair should focus on the Candidate's performance during the Oral Examination, without any assumption that the unsuccessful performance is necessarily characteristic of the Candidate's usual practice.
- The Chair should assume that all unsuccessful Candidates will want to improve their performance and re-take the exam in the near future. If a particular problem in terms of reporting on a Candidate's performance is encountered, the Chair should consult the other members of the Candidate Examination Committee first and, if concerns still exist, then consult the Examination Committee.
- Unsuccessful Candidates have a right to know why they failed. The Chair should be clear in giving examples. Although examples for each problem identified in the examination need not be reported, the Chair should have such examples available in personal documentation in the event of an appeal or inquiry. The Chair should not report problems that are not relevant to the passing criteria for specific competencies or cannot be supported by the documentation available. In using examples, the Chair should feel confident that they understand exactly what the Candidate did and what the problem

was. If this is not accurate, the Candidate may have a legitimate basis for complaint that the Fail judgment was based on inaccurate information.

- Unsuccessful Candidates should be reminded that they have a right to appeal the decision of the Candidate Examination Committee on procedural grounds and be referred to Form: Appeal Guide.

### **EXAMINATION FEEDBACK**

A web link for the completion of an examination feedback survey is emailed to the Candidate by ABPA to solicit feedback on the examination process. Candidates are asked to complete the feedback form within 72 hours of the Oral Examination.

## IX. MAINTENANCE OF CERTIFICATION (MOC)

Maintenance of Certification (MOC) involves a process of self-examination that is reflected in the documentation of a Diplomate's professional development since the last examination or review. Board Certified Assessment Psychologists must successfully demonstrate Maintenance of Certification every 10 years to maintain their ABPA board certified status.

**MOC does not require re-examination, a formal test, or work samples.** Instead, ABPA Diplomates will survey their professional activities and document their ongoing professional development using the ABPA Diplomate Continuing Professional Development Form combined with an attestation of continuing ethical practice. The ABPA Board strongly encourages all ABPA Diplomates to participate in the MOC process, as doing so signals a commitment to the highest standards of practice and regard for public welfare, sets a clear leadership example for future Diplomates, and supports ABPA in its oversight of standards of competence and excellence.

ABPA Central Office staff will notify ABPA Diplomates when they are eligible to submit their MOC material.

All documents relating to Maintenance of Certification are available through the ABPA website at <https://assessmentpsychology.org>.

## **ANNUAL ATTESTATION & MOC REQUIREMENTS**

In a communication from ABPA Central Office, Diplomates will be provided with a link to the ABPA Diplomates Guide to ABPA's Annual Attestation Process, in which the instructions and criteria of the attestation process are delineated. Completion of the ABPA Diplomate Continuing Professional Development Form, the ethics attestation, and payment of the MOC fee are necessary to complete the attestation process.

### **Completion of the ABPA Continuing Professional Development Form**

Diplomates are asked to report—for the year prior—what professional development activities they have engaged in specific to psychological assessment. They will be asked to report on (general time engaged with and titles/details of):

1. Collaborative consultation on psychological assessment
2. Teaching and/or supervision of psychological assessment
3. Participating in Continuing Education (formal CE or informal, such as webinars, workshops, etc.) activities in psychological assessment
4. Presenting Continuing Education (formal CE or informal, such as webinars, workshops, etc.) in psychological assessment

5. Ongoing research or development on psychological assessment methods, tools, or techniques
6. Scholarly publications in the field of assessment psychology
7. Professional leadership in assessment psychology-related organizations

### **Completion of the ABPA Attestation of Continuing Ethical Practice**

ABPA Diplomates will be asked to attest that they continue to abide by and practice within the APA's ethical standards and code of conduct. Additionally, they will be asked to attest that there have been no substantiated complaints (ethical or legal) against them since their successful examination or last MOC.

### **Annual Attestation Expectations**

In addition to the attestations, the expected level of continuing professional development (collected in the ABPA Continuing Professional Development Form) is at least 10 hours of engagement across at least two areas of assessment-related professional development over the past year.

### **Maintenance of Certification (MOC)**

Every 10 years after initially acquiring diplomate status with ABPA, diplomates will be required to submit a Maintenance of Certification, which is a more in-depth demonstration of continued practice and professional development in assessment-related areas of practice. This is not a re-examination. Rather, it is a more in-depth (than the annual attestation) accounting of activities routinely performed professionally related to assessment, as well as continued engagement in learning, development, and other growth activities (with particular emphasis on growing and disseminating assessment knowledge and skills. **It is expected that ABPA diplomates, 10 years after certification, are doing some sort of dissemination (e.g., publications, presentations, teaching, supervising, research, mentorship, etc.) in assessment.** While it is possible not to pass the MOC process (if a diplomate is no longer engaged in assessment-related professional activities, has not done any assessment-related professional development, or has not done any dissemination of assessment-related information in the 10 years since becoming certified), they will have the ability to reapply for MOC within a year of not passing, while maintaining their ABPA diplomate status.

## X. FORMS

Below is a copy of the forms mentioned in this handbook. For official copies to submit, please reach out to the Central Office for most updated forms.

# PRACTICE SAMPLE INFORMATION & ATTESTATION FORM

## PRACTICE SAMPLE INFORMATION

|                                |       |                               |       |
|--------------------------------|-------|-------------------------------|-------|
| Candidate Name                 | _____ | Date                          | _____ |
| Report Case Date(s)            | _____ | Video Clinical Interview Date | _____ |
| Non-Identifying Case Reference | _____ | Submission Date               | _____ |

## ATTESTATIONS

| CHECK WHEN COMPLETE      | ATTESTATION                                                               |
|--------------------------|---------------------------------------------------------------------------|
| <input type="checkbox"/> | The case from the report was collected within the past two (2) years.     |
| <input type="checkbox"/> | The video clinical interview was collected within the past two (2) years. |
| <input type="checkbox"/> | Active informed consent was obtained for the case from the report.        |
| <input type="checkbox"/> | Active informed consent was obtained for the video clinical interview.    |

## COMPONENTS INCLUDED

| CHECK WHEN COMPLETE | COMPONENT |
|---------------------|-----------|
|---------------------|-----------|

|                          |                                 |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | Full report                     |
| <input type="checkbox"/> | Video interview                 |
| <input type="checkbox"/> | Raw data for report             |
| <input type="checkbox"/> | Contextual statement for report |

**CANDIDATE CERTIFICATION**

I attest that the information above is accurate and that the submitted practice sample includes all checked components.

Candidate Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

**NOTE: Do not include signed informed consent forms unless specifically required by applicable submission instructions.**

## PRACTICE SAMPLE CHECKLIST

\*All materials must be electronically submitted in accordance with instructions on the ABPA website

| CANDIDATE | EXAMINER | MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |          | Professional Statement (per ABPA website instructions at time of submission).                                                                                                                                                                                                                                                                                                                                            |
|           |          | Practice Sample Materials Cover Sheet (per ABPA website instructions at time of submission).                                                                                                                                                                                                                                                                                                                             |
|           |          | Copy (as above) of the Practice Sample details and supplemental materials if applicable (e.g., testing raw materials and protocols, with any answer sheets, profiles, and computer printouts from tests).                                                                                                                                                                                                                |
|           |          | Submission (as above) of a 45-60 minute, <b>video recording of a clinical interview</b> that was part of an assessment. Both the Candidate and the client/patient should be visible and clearly audible (not required for Senior Psychologist option). This sample should be collected within 2 years of submission. Dates recorded must be included in the contextual statement and on the Practice Sample Cover Sheet. |
|           |          | Practice Sample fee submitted online to ABPA (this is for all individuals, including those who elect the Senior Psychologist option)                                                                                                                                                                                                                                                                                     |



## VOLUNTARY CONSENT AGREEMENT

### CERTIFICATION EXAMINATION IN Psychological Assessment

I \_\_\_\_\_ agree to participate (myself and/or my child) in the **VIDEO RECORDING** of a clinical interview as part of the psychological assessment process.

**Date:** \_\_\_\_\_ **Participant:** \_\_\_\_\_ **Relationship:** \_\_\_\_\_  
 — (signature) (self/guardian/parent)

I am aware that the clinical interview will be recorded for the purpose of being observed by psychologists who will be evaluating Dr. \_\_\_\_\_, a licensed psychologist applying for Board Certification by the American Board of Psychological Assessment (ABPA), a Specialty Board of psychological assessment practice. No one other than those involved in the examination process will be allowed to observe the video recording and related documents. Submitted materials will be erased from the HIPAA-compliant online examination system upon completion of the examination.

I recognize that my participation in this process is entirely voluntary and not a requirement to receive the psychological assessment. I have been told that I will receive a copy of this consent form.

**Date:** \_\_\_\_\_ **Participant:** \_\_\_\_\_ **Relationship:** \_\_\_\_\_  
 — (signature) (self/guardian/parent)

Date: \_\_\_\_\_ Psychologist: \_\_\_\_\_  
(signature)

Candidate will keep the original of this consent agreement for their records and will **NOT** submit copies of it with the Practice Sample. Submitting a signed copy is a breach of confidentiality that will result in failure of the Practice Sample.

## PRACTICE SAMPLE CONTEXTUAL STATEMENT

| CHECK<br>WHEN<br>COMPLETE | REQUIRED INFORMATION                                                                                                                                                                                                                                                   |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/>  | Contextual Statement: with dates of client/patient contacts, non-identifying descriptive information, presenting problem, brief history                                                                                                                                |
| <input type="checkbox"/>  | Rationale for procedures appropriate to referral question, client/patient, and situation                                                                                                                                                                               |
| <input type="checkbox"/>  | Copies of all raw testing data (in tables at the end is adequate)                                                                                                                                                                                                      |
| <input type="checkbox"/>  | Discussion of the individual and cultural diversity and ethical/legal considerations involved                                                                                                                                                                          |
| <input type="checkbox"/>  | Reflective comment on the Candidate's own behavior and the interpersonal interactions with the client/patient                                                                                                                                                          |
| <input type="checkbox"/>  | Attestation that written informed consent was secured<br>(DO NOT SEND the signed client/patient informed consent form)                                                                                                                                                 |
|                           | <p><b>THIS CONTEXTUAL STATEMENT SHOULD BE SUBMITTED ALONGSIDE THE FULL WRITTEN ASSESSMENT REPORT.</b></p> <p><b>MATERIALS MUST HAVE BEEN COLLECTED WITHIN TWO YEARS PRIOR TO SUBMISSION AND SUBMITTED WITHIN ONE YEAR AFTER SUCCESSFUL CANDIDACY DETERMINATION</b></p> |





## CHECKLIST FOR EXAMINATION CHAIRS

### CERTIFICATION EXAMINATION IN Psychological Assessment

| Practice Sample Component                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               | Coordinate with the Committee Members who have been designated by the Regional Director. A committee will have been formed after receipt of the Practice Sample by the Executive Office. Confirm that assigned Examiners have no conflict of interest with the Candidate.                                                                                                                                                                                                                                                                                           |
|                                                               | Contact Candidate and let them know that you are the Chair, that you will be in touch regarding details as they become available, and that you are available to answer any questions. Confirm that the Candidate has no conflict of interest with the Examiners (this will have already been established by the Executive Office, so it is just a final confirmation).                                                                                                                                                                                              |
|                                                               | Download a copy of the ABPA Examination Manual used by the Candidate from the ABPA website ( <a href="https://assessmentpsychology.org/">https://assessmentpsychology.org/</a> ) and ask all the Examiners to do the same.                                                                                                                                                                                                                                                                                                                                          |
|                                                               | Ensure that both you and the other two examiners have access to the Practice Sample within the ABPA website's online examination review and scoring system.                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                               | Poll the committee members to ascertain if Candidate passes the Practice Sample Component of the Examination (at least 2 members must vote for a Pass in each component). Decisions are made independently and documented by each Examiner on Resource F. If the committee requires more information from the Candidate to reach a decision, you may request this directly from the Candidate, review the additional material, and then make a final determination. Any questions from the Committee regarding scoring may be discussed with the Regional Director. |
|                                                               | Decisions are recorded electronically within the ABPA website review and scoring system. This will transfer results to CO and verify the Candidate's status and the need for the Candidate to pay the Oral Examination fee.                                                                                                                                                                                                                                                                                                                                         |
| If Candidate fails the Examination: Practice Sample Component |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                               | With the committee, write a detailed letter regarding the reason for the failure. Be sure the letter focuses on the competencies, with attention paid to both the Candidate's strengths and areas in need of improvement.                                                                                                                                                                                                                                                                                                                                           |
|                                                               | Once the letter is drafted and uploaded into the online system, the ABPA Board (or a representative from it) will review the letter detailing the decision and if necessary may recommend clarifications or revisions. This feedback to the candidate is to be completed prior to results being sent to the candidate. The feedback is included as part of the results sent to the candidate.                                                                                                                                                                       |

| If Candidate passes the Practice Sample Component of the Examination |                                                                                                                              |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|                                                                      | Candidate will be notified of passing status via the ABPA online system.                                                     |
|                                                                      | Determine a location (if in-person exam) and date for the Oral Examination that will entail a 3-hour examination time block. |



## AGREEMENT TO TWO-PERSON ORAL EXAMINATION COMMITTEE

### CERTIFICATION EXAMINATION IN **Psychological Assessment**

Under rare, extraordinary circumstances, one member of the examination committee may be unable to attend the oral examination, due to weather, illness, or other unplanned events.

Reason for loss of examiner: ☐ Weather ☐ Illness ☐ Other: please specify:

If this examiner was chairing the committee, who is the alternate qualified chairperson?

#### **Informed consent includes the following conditions:**

\*The decision to continue with a two-person committee rests entirely with the Candidate, with no requirement to do so. Because of the loss of a committee member, the examination may be rescheduled at a later date with no penalty to the Candidate.

\*In the case of a two-person examination committee, a split decision (1 to pass, 1 to fail) will be considered a failure of the examination.

I, \_\_\_\_\_ (Candidate), agree to an Oral Examination with two examiners only. This decision is made with awareness of the conditions above.

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date of Examination

**Examination Chair will submit this signed form to the online examination system.[AW1] [RC2]**

---

[AW1]Just confirming that this is possible and the way to do it.

[RC2]Creation of an Online Examination System? Architecture of system? Does one already exist or build from scratch?

## CHECKLIST FOR EXAMINATION CHAIRS

### CERTIFICATION EXAMINATION IN Psychological Assessment

| Oral Examination Component |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | Determine a location (if in-person exam) and date for the Oral Examination that will entail a 3-hour examination time block.                                                                                                                                                                                                                                                                                                                                                     |
|                            | Prior to the meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                            | review all materials                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                            | make sure you have copies of Form: <i>Rating Grid for Examiners</i>                                                                                                                                                                                                                                                                                                                                                                                                              |
|                            | be prepared to have Form: <i>Oral Examination Agreement</i> ready for completion by the Candidate, should there be a last-minute, emergency loss of one examiner. In such a case, the Candidate will be asked to make and document an informed consent to the consequences of choosing to proceed with a committee of only two examiners. Resource H must be completed prior to beginning the two-examiner examination and should be submitted to the online examination system. |
|                            | Review the evaluation criteria with the Examiners prior to the examination.                                                                                                                                                                                                                                                                                                                                                                                                      |
|                            | Follow the Examination Manual and be sure the exam is competency-based.                                                                                                                                                                                                                                                                                                                                                                                                          |
|                            | Conduct the examination in accordance with the Schedule Guidelines for Examination – Oral Component, as outlined in the manual.                                                                                                                                                                                                                                                                                                                                                  |
|                            | Choose an ethics vignette from options provided in the system that is likely to pose specific questions relevant to the Candidate's practice. Candidate should be given time to review the vignette. Candidate should be asked to leave phone in the examination room during the review period if they leave the room. In virtual examinations, they should keep their camera on during review.                                                                                  |
|                            | Make sure the used ethics vignette and written materials are returned to you and subsequently shredded.                                                                                                                                                                                                                                                                                                                                                                          |
|                            | Explain that Examiners will complete the determination of exam results, which will be electronically submitted by the Chair, and that Central Office will typically notify                                                                                                                                                                                                                                                                                                       |

|  |                                                                                                                                                                                                                                                                                                           |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | the Candidate within approximately three weeks (let them know that if they do not hear in 21 days, they should contact you).                                                                                                                                                                              |
|  | Inform the Candidate that they will receive an email to solicit feedback on the examination process from Central Office with a link to an online feedback form.                                                                                                                                           |
|  | Notify the Candidate that if they successfully pass, they will receive continuing education credits (40 hours) from the American Psychological Association and/or New York State Department of Education (if applicable) through ABPA.                                                                    |
|  | Record and transmit the results of the Oral Examination Component within the ABPA website's exam scoring component.                                                                                                                                                                                       |
|  | If the Candidate fails, draft the Committee's feedback letter. Once submitted, the letter will be reviewed by the ABPA Board (or a representative from it) for any feedback, clarification, or suggested revisions. Once approved, this feedback letter will accompany the results sent to the Candidate. |

#### SYNCHRONOUS AUDIO/VISUAL ORAL EXAMINATIONS

##### Prior to moving forward with this option:

1. Note that the committee might want to have more discussion to plan ahead than in the typical in-person exam, so the committee might want to plan for this/discuss beforehand (e.g., discuss which vignette or vignettes might be best in advance). Chair will want to plan that it might be harder to navigate who speaks at any given time.
2. Chair does the following prior to the examination date: trades phone numbers in case of technical difficulties, educates candidate on how to re-enter the meeting if they accidentally get disconnected.

##### Prior to examination:

1. Schedule 3½ hour time block for examination (this allows time for any technical difficulties). ABPA manual will be followed, including schedule, so in an ideal case, without technical problems, the examination should only take about 3 hours.
2. Discuss how examination will be held with committee members. Have any relevant discussion prior to the time for the candidate to enter the meeting. Discuss how you will choose the ethics vignette in this different format.
3. Remind everyone that recording of the examination is not allowed.
4. Plan for your platform. It is okay to use any platform the committee is comfortable using - Zoom, Google Meet, Microsoft Teams, Doxy, etc.

At least one committee member must be comfortable running meeting on platform for duration of exam - preferably Chair, but another member fine if other member more expert. This will include setting up the meeting, getting committee and candidate "into"

the meeting, locking meeting once all in (no "Zoom bombing"), document sharing for ethics vignette, etc.

**Capabilities of platform:**

- a. Have a "waiting room" for candidate until committee ready to start exam or a planned way to let them know when it is time to enter
- b. Be able to close or lock admission to meeting once all present
- c. Be able to see candidate and all committee members simultaneously (preferably all 4 faces would be the same size to promote comfort and collegiality)
- d. Clear way to take a 10-minute break, including committee discussion without candidate present. (Depending on the electronic platform used, logistics of this break could vary; typically, using a breakout room for the candidate is the easiest way to accomplish this)
- e. The ethics vignette presented to candidate should be by screen sharing on the platform, not by email. Candidate may take notes in any manner, so please allow them time to get pen and paper if needed, but please remind them that the vignette is confidential, and they should destroy any notes they take at the end of the examination. Consider if and how to use this time for the committee to discuss if they wish. There are a few options for this:
  1. Committee takes break during the vignette and does their discussion during the candidate's break.
  2. Mute all camera and audio and have way for candidate to let you know when ready to meet again and then you can unmute. Committee could have another forum for discussion during this time period.
- f. Ensure that the candidate does not hear any private committee conversation and has departed before committee scores and discusses outcome on platform.

If issues emerge (e.g., unauthorized person enters, problems with audio/visual, someone disconnects), the committee member running the platform should make plans to end the call and initiate another (this will have been planned beforehand, and you will have discussed with candidate in early stages and you will have their phone number to reinitiate contact).

**Other reminders:**

1. At the end, let candidate know that they will receive an email from Central Office soliciting feedback.

## APPEAL GUIDE

### CERTIFICATION IN Psychological Assessment

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A.</b>      | <b>Specialty Board Appeals Committee:</b> The ABPA President appoints one member of the ABPA Board to coordinate appeals. For each appeal an ad hoc committee is appointed to review the merits of the appeal.                                                                                                                                                                                                                                                                                                                                                        |
| <b>B.</b>      | <p><b>Appealable Decisions:</b><br/>The following decisions of the Specialty Board may be appealed:</p> <ol style="list-style-type: none"> <li>1. Denial of meeting APBA qualifications (Candidacy Determination).</li> <li>2. Failure of the Practice Sample (Examination: Practice Sample Component).</li> <li>3. Failure of the Oral Examination (Examination: Oral Component).</li> <li>4. Failure of Maintenance of Certification (MOC).</li> </ol>                                                                                                              |
|                | Note: An appealable decision shall not be final until the appeal process has been completed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>B1</b><br>. | Filing an Appeal: The Appellant may challenge an appealable decision within 30 days of the receipt of written notice of that decision. The Appellant must specify the grounds on which the appeal is made. The alleged grounds must be numbered and must be a violation of ABPA's written procedures.                                                                                                                                                                                                                                                                 |
| <b>B2</b><br>. | The appeal should be addressed to the President of ABPA, who, in turn, shall refer it to the Coordinator of Appeals, who will appoint an ad hoc Appeal Committee. The Appeal Committee reviewing the appeal must complete its review within 60 days after receipt of the request for appeal letter.                                                                                                                                                                                                                                                                   |
| <b>B3</b><br>. | Appeals related to the denial of meeting general requirements for candidacy shall be forwarded to the Executive Director for resolution by the ABPA Board, whose decision on these requirements is final.                                                                                                                                                                                                                                                                                                                                                             |
| <b>C.</b>      | <b>Score and Conduct of Appeal.</b> The procedural issues addressed by the Appeals Committee shall be limited to those stated in the appeal request letter and which meet the requirement of an appealable procedural issue. If legal issues appear to be involved, the Appeals Committee may consult with the ABPA Executive Officer.                                                                                                                                                                                                                                |
| <b>C1</b><br>. | The Appeal Committee shall implement a process of review primarily based upon information before the ABPA Board at the time of the decision. The Appeal Committee may seek further information from the Chair and members of the Examination Committee, the Credentials Review Committee, the Maintenance of Certification Director, the Appellant, or others as appropriate to the issues raised. The process is not a de novo review, but a review of the challenge to the ABPA decision.                                                                           |
| <b>C2</b><br>. | The Appeal Committee shall confer as soon as possible upon ABPA's receipt of the Appellant's letter requesting an appeal and shall complete its review and decision, addressing each issue(s) raised by the Appellant, within 60 days. Failure to complete the review in the 60-day period shall move the appeal to the ABPA Board for resolution.                                                                                                                                                                                                                    |
| <b>D.</b>      | <b>Decision and Report of Appeal Committee.</b> The decision of ABPA should be affirmed unless there was a failure by ABPA to adhere to its written procedures. This procedural error would have to be such that it may substantially affect the decision.                                                                                                                                                                                                                                                                                                            |
| <b>D1</b><br>. | If the Appellant demonstrates by clear and convincing evidence that there was a procedural error that harmed the Appellant in a material way, the Appeal Committee shall provide a remedy.                                                                                                                                                                                                                                                                                                                                                                            |
| <b>D2</b><br>. | The remedy of ABPA will depend on what is being appealed. For example, if an appeal is upheld regarding a Practice Sample or Oral Examination, the outcome will be voided, and a new Practice Sample or Oral Examination will be offered with no additional fee assessed to the Appellant. It is also possible to refer the matter back to the Examination Committee. A new committee formed for reexamination will remain blind to the past failure of the Appellant. From the time the new committee is established, there will be 60 days for the exam to be held. |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D3<br>· | If an appeal is upheld regarding Maintenance of Certification, the remedy will be to allow the Appellant to resubmit MOC materials. A new MOC Reviewer will be appointed to review the Appellant's materials, and that individual will be unaware of the previous failure decision. The review process will begin anew. From the time the new Reviewer is identified, they will have 60 days to complete the new review.                                                                                         |
| D4<br>· | In extraordinary circumstances, another remedy may be provided. The Appeal Committee, however, may not "pass" an Appellant or re-grade an examination or MOC materials.                                                                                                                                                                                                                                                                                                                                          |
| D5<br>· | The report of the Appeal Committee shall address each issue raised by the Appellant and its decision related thereto and the basis for that decision. The report shall be forwarded to the Executive Officer through the ABPA President. The report shall then be forwarded to the Appellant under the Executive Officer's signature on the ABPA stationery. Editing for format and for legal considerations on advice of the <b>ABPA</b> legal counsel may be undertaken by the Executive Officer if necessary. |