



MINNESOTA BOARD OF PSYCHOLOGY

August 22, 2025

Board Meeting

Order of Business

PUBLIC SESSION:

- 1. Call to Order**
- 2. Adoption of Tentative Agenda**
- 3. Announcements**
 - A. Web Ex Meeting Link**
- 4. Approval of the Board Minutes**
 - A. Approval of Board Meeting Minutes**
- 5. Consent Agenda**
 - A. Staff Delegated Authority Report**
- 6. New Business**
 - A. PSYPACT Commission**
 - B. Executive Director's Report**
 - C. CE Variance Request**
 - D. ASPPB Annual Meeting October 2025**
 - E. Board Administrative Terminations**
- 7. Committee Reports**
- 8. Adjournment**



- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 8/22/2025

SUBMITTED BY: Assistant Executive Director

TITLE: Web Ex Meeting Link

INTRODUCTION TO THE TOPIC:

Meeting link:

<https://minnesota.webex.com/meet/samuel.sands>

Meeting number:

966 811 163

Join from a video conferencing system or application

Dial: samuel.sands@minnesota.webex.com

You can also dial 173.243.2.68 and enter your meeting number.

Join by phone

+1-415-655-0003 United States Toll

Access Code: 966 811 163

Global call-in numbers

<https://minnesota.webex.com/minnesota/globalcallin.php?MTID=m0f8b8d96df6f1583dab9f301a08c30ac>

BOARD ACTION REQUESTED:



- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 8/22/2025

SUBMITTED BY: Assistant Executive Director

TITLE: Approval of Board Meeting Minutes

INTRODUCTION TO THE TOPIC:

The Board Meeting Minutes from June 2025 are respectfully submitted.

BOARD ACTION REQUESTED:

ATTACHMENTS:

Description

Board Meeting Minutes

Upload Date Type

8/18/2025 Cover Memo

MINNESOTA BOARD OF PSYCHOLOGY
Minutes of the June 20, 2025, Board Meeting

Board Members and Staff in Attendance: Sonal Markanda, Cesar Gonzalez, Michael Thompson, Jill Idrizow, Michelle Zhao, Nancy Cameron, Salina Renninger, Pamela Freske, Sebastian Rilen, Joel Bakken, Sam Sands and Trisha Hoffman.

Guests: Nick Lienesch.

PUBLIC SESSION

1. Call to Order

Sonal Markanda called the meeting to order at 9:33AM. The meeting was held in a hybrid format with some individuals in attendance in person and others online. Voting was held by roll call.

A. Webex MeetingLink

2. Adoption of Tentative Agenda

Salina Renninger moved, seconded by Pamela Freske Motion: to adopt the tentative agenda. There being 9 “ayes” and 0 “nays” the Motion Passed.

3. Announcements

4. Approval of the Board Minutes

Michael Thompson moved, seconded by Jill Idrizow Motion: to adopt the May 30, 2025, Board Meeting Minutes. There being 9 "ayes" and 0 "nays" the motion Passed.

5. Consent Agenda

A. Staff Delegated Authority Report

6. New Business

A. AI in Psychology Practice

Sonal Markanda led a discussion on current and anticipated uses of AI in the practice of psychology, which will remain a standing item on the Board's agenda as the Board continues to assess the need for regulation in this area.

B. International Medical Graduates

Sam Sands provided a summary of legislation recently passed in Minnesota relating to licensure of graduates of foreign medical schools, and the Board discussed implications of considering a similar path for applicants in Psychology.

C. Master's Level Licensure

The Board reviewed information provided by Staff in response to Board Members' questions about Master's level licensure.

D. Executive Director's Report

Trisha Hoffman provided an update on the work of the Licensure Unit as it continues to support the Mission and Vision of the Board. She noted that the total of Licensed Behavior Analysts is now around 720. Also, the Licensure Unit has been continuing to work with applicants for licensure as Psychologists whose applications had not moved forward during the past year.

Sam Sands made a request to continue funding the EPPP test prep program, described certain changes made to state websites including some changes in response to recent political violence, noted that the legislature approved the Board's budget for the biennium and discussed the Board's finances, presented information on the CLEAR conference, and noted a recent presentation.

Joel Bakken moved, seconded by Jill Idrizow. Motion: to approve funding for one Board member and one staff member to attend the 2025 CLEAR Annual Educational Conference. There being 9 "ayes" and 0 "nays" the motion Passed.

Nancy Cameron moved, seconded by Seb Rilen Motion: to approve funding in the amount of \$10,000 for continuation of the EPPP test prep program with a new round of applicants. There being 9 "ayes" and 0 "nays" the motion Passed

E. Board Administrative Terminations

Nancy Cameron moved, seconded by Salina Renninger Motion: to approve the Board Administrative Terminations. There being 9 "ayes" and 0 "nays" the motion Passed.

7. Committee Reports

8. Adjournment

Adjourned at 11:48 AM.



- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 8/22/2025

SUBMITTED BY: Assistant Executive Director

TITLE: Staff Delegated Authority Report

INTRODUCTION TO THE TOPIC:

The Board utilizes a consent agenda for routine financial, legal, or administrative matters that require Board action or inform the Board of action taken under authority delegated by the Board.

The items on the consent agenda are expected to be non-controversial and not requiring of a discussion.

The consent agenda is voted on in a single majority vote, but made be divided into several, separate items if necessary.

The items on the consent agenda will be considered early in the meeting. The Board chair will ask if any member wishes to remove an item from the consent agenda for separate consideration, and if so, the Chair will schedule it for later in the meeting.

BOARD ACTION REQUESTED:

ATTACHMENTS:

Description	Upload Date	Type
Behavior Analyst Consent Agenda	8/21/2025	Cover Memo
Licensure Consent Agenda	8/21/2025	Cover Memo

CONSENT AGENDA ITEMS: Staff Delegated Authority Report

Licensed Behavior Analyst (LBA)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Behavior Analyst (LBA) licensure pursuant to MN Statute 148.9983.

License Number	Licensee
LBA0721	Ashley Kobs
LBA0722	I'yhanian Thomas
LBA0723	Sarah Vonderharr
LBA0724	Emily Sechan
LBA0725	Catalina Salas
LBA0726	Rashidah Tanksley
LBA0727	Jillian Jarvis
LBA0728	Alexis Berg
LBA0729	Andriana Bauer
LBA0730	Erin Currie
LBA0731	Jennifer McKinney
LBA0732	Abbie Siex
LBA0733	Alissabeth Olejniczak
LBA0734	Micaela Howe
LBA0735	Lauren Miles
LBA0736	Annelisa Machado
LBA0737	Makyia Maloney
LBA0738	Tyler Bond
LBA0739	Kyna Savage
LBA0740	Erin Krzysik
LBA0741	Michelle Hotel
LBA0742	Yilin Lyu
LBA0743	Amanda Herald
LBA0744	Ashley Aldrich
LBA0745	Nicole Cosgrove
LBA0746	Nikole Wysocki
LBA0747	Colton McCready Phelan
LBA0748	Evelyn Amaro
LBA0749	Kaelan Lucas
LBA0750	Khloe Spors
LBA0751	Samantha Trammel
LBA0752	Malka Nussbaum
LBA0753	Peter Murphy

LBA0754	Shannon Lindh
LBA0755	Patricia Parker
LBA0756	Shakia Pinkney Jones
LBA0757	Chantel Browne
LBA0758	Olivia Grey
LBA0759	Iris Liu
LBA0760	Natalie Odio
LBA0761	Eva Garcia
LBA0762	Clarissa Reddi
LBA0763	Erika Mendoza
LBA0764	Viktoriya Zorchenko
LBA0765	Lindsay Smith
LBA0766	Douglas Hatfield
LBA0767	Erica Smith
LBA0768	Jennifer Ocanas
LBA0769	Cassandra Jones
LBA0770	Cecilia Fernandez Chacon
LBA0771	David Schlesinger
LBA0772	Anthony Zuclich
LBA0773	Chelsi Sherrill
LBA0774	Miranda Whiteford
LBA0775	Alexandria DellAringa
LBA0776	Melissa Denney
LBA0777	Amanda Thompson
LBA0778	Kimberley Watts
LBA0779	Jasmine Morris
LBA0780	Sarah Ather
LBA0781	Carmichaelle Joseph
LBA0782	Geri Leporati
LBA0783	Alea Hemming
LBA0784	Mia Moore Infante
LBA0785	Kaitlin Bakker

Licensure Progression Statistics

The following data is a summary of the length of time it takes for an applicant to obtain licensure as a Behavior Analyst with the Minnesota Board of Psychology.

Total Number of LBA Applications Filed Since Last Council Meeting: 63 (plus 26 Awaiting Payment or Pending)
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Of applications filed, number of LBA applications that have satisfied all license fees: 63

Of these applications, number submitted to CBC program (anticipated timeline to process CBC is 30 days): 63

Of all applications filed (and paid fees), number in compliance review: 8

Average days for license to be granted (time counted from staff review to license application approved): 1

Of applications filed, number of Behavior Analyst License applications still in review: 25

Reasons for continued review: Applications are either in final review, staff review, or in progress.

CONSENT AGENDA ITEMS: Staff Delegated Authority Report

Admission to Examination for Professional Practice in Psychology (EPPP)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Admission to the Examination for Professional Practice in Psychology (EPPP) pursuant to [Minnesota Rules 7200.0550](#).

Applicant(s) Granted Admission to the (EPPP) Exam
Ashlan Mahan, Psy.D.
Anne Floyd, Ph.D.
Prewett Beth, Psy.D.
Bharathi Venkat, Psy.D.
Prabhkirin Singh, Psy.D.
Jesse Favro, Psy.D.
Natalia Cristina Montero Vazquez, Psy.D.
Esther Kim, Ph.D.
Stephen Snyder, Psy.D.
Dante Williams, Psy.D.
Andrew Morgan, Psy.D.
Gisel Suarez Bonilla, Ph.D.
Melisa Selca, Psy.D.
Bridget Kennedy, Ph.D.
Sophia Mullen, Psy.D.
Maria Sanchez, Ph.D.
Ashlan Mahan, Psy.D.
Samantha Stroik, Psy.D.
Julia Jordan, Psy.D.
Jamie Mersola, Psy.D.
Amy Serna, Psy.D.
Meegan Murray, Psy.D.
Dee Vang, Psy.D.
Michelle Vrkljan, Psy.D.
Richard Nelson, Ph.D.
Schevita Vacciana, Ph.D.
Abigail Hoxsey, Ph.D.
Jordan Anderson, Psy.D.
Peter Gu, Ph.D.

Admission to Professional Responsibility Examination (PRE)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Admission to the Professional Responsibility Examination (PRE) pursuant to [Minnesota Rules 7200.0550](#).

Applicant(s) Granted Admission to the (PRE)
Crystal Grow, Ph.D.
Stephanie McManimen, Ph.D.

Madelyne Losby, Ph.D
Julie Kinn, Ph.D.
Mariah Madden, Psy.D
Marissa Swanson, Ph.D.
Nan Huai, Ph.D.
Hayley Bemel, Psy.D.
Jesse Favro, Psy.D.
Katherine Miller, Ph.D.
Carissa Borchardt, Psy.D
Stephen Snyder, Psy.D.
Shannon Kelley, Ph.D.
Katharine Picard, Psy.D.
Jennifer Aronson, Psy.D.
Stephanie Wescoup, Ph.D
Sherri Turner, Ph.D.
Ruth Chaffee, Ph.D.
Madeline Eyer, Ph.D.
Ashlan Mahan, Psy.D.
Samantha Stroik, Psy.D.
Emily Grau, Ph.D
Rebecca Carr, Psy.D.
Nicole O'Keefe, Psy.D.
Jessica Hughes, Ph.D.
Rachel Carter, Ph.D.
Catherine Jaffee, Ph.D.
Michelle Vrkljan, Psy.D.
Richard Nelson, Ph.D.
Amanda Zayas, Psy.D.
Bernadette Harrell, Ph.D
Jessica Wilbur, Psy.D.
Sidney Hsu, Psy.D.

Licensed Psychologist (LP)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Licensed Psychologist (LP) licensure pursuant to [Minnesota Statutes, section 148.907](#) and the administrative rules of the [Psychology Practice Act](#).

License Number	Licensee
LP4518	James Torkildson, Ed.D.
LP7216	Miranda Rosenberg, Psy.D.
LP7217	Hannah Weiss, Ph.D.
LP7218	Nicole Justice, Ph.D.
LP7219	Jennifer Schlak, Ph.D.
LP7220	Meghan Colpas, Psy.D.
LP7221	Stephanie McManimen, Ph.D.

LP7222	Melissa Schroers, Ph.D.
LP7223	Jessica Ellem, Ph.D.
LP7224	Faith Onyambu, Psy.D.
LP7225	Victoria Peterson-Hilleque, Psy.D.
LP7226	Richard Costa, Psy.D.
LP7227	Katherine Miller, Ph.D.
LP7228	Madelyne Losby, Ph.D.
LP7229	Hayley Bemel, Psy.D.
LP7230	Travis Mord, Psy.D.
LP7231	Darcie Sell, Ph.D.

Guest Licensure (GL)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Guest Licensure (GL) pursuant to [Minnesota Statutes, section 148.916](#) and the administrative rules of the [Psychology Practice Act](#).

License Number	Licensee
GL0139	Catherine Wilson
GL0140	Julie Kinn
GL0141	Marissa Swanson

Licensure for Voluntary Practice (L-VP)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Licensure for Volunteer Practice (LPV) pursuant to [Minnesota Statutes 148.909](#) and the administrative rules of the [Psychology Practice Act](#).

License Number	Licensee
LP-V0022	Charles Mishek

Emeritus Registration (Em.)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Emeritus Registration pursuant to [Minnesota Statutes, section 148.9105](#).

License Number	Licensee
ER00206	Lynn Halmrast
ER00207	Michael Schwieters

Voluntary Terminations (VT)

Under delegated authority from the Board, Board staff terminated the following License's pursuant to [Minnesota Rules 7200.3700](#).

License Number	Licensee
LP2062	Sharon Lamb
LP2662	Lynn Halmrast
LP2598	Charles Mishek

LP2584	Gary Beaver
LP2873	Raymone Kral
LP2913	Rebecca Swan
LP6948	Benjamin Rubin
LP2876	Annette Krutsch
LP2903	Kathryn Roth
LP2919	Gary Eustice
LP2849	Josephine Fultz
LP2680	Bruce Jungerberg

Continuing Education Variance Requests

Under delegated authority from the Board, Board staff approved the following licensee(s)' requests for a six (6) month continuing education variance pursuant to [Minnesota Rules 7200.3860, D.](#)

License Number	Licensee
LP5097	Jeanette Balfe-Groh
LP5892	Jessica Gourneau
LP2716	Bonnita Norsted-Meitzner
LP2924	Jil Leverone
LP3753	Paul Strickland
LP4287	Tamara Tinkham
LP5606	Jillian Simpson
LP4165	Timothy Lang

Licensure Progression Statistics

The following data is a summary of the length of time it takes for an applicant to obtain licensure with the Minnesota Board of Psychology. The starting point is staff review; when the applicant has submitted all required documents for the specific type of license application.

Number of Initial, Reciprocity and Mobility LP applications filed since last Board meeting:	30
Of applications filed, number of LP applications still in review:	7
Reasons for continued review:	additional information needed.
Initial, Reciprocity, and Mobility applications days to license:	10 days
Number of Guest License applications filed since last Board meeting:	3
Of applications filed, number of Guest License applications still in review:	0

Reasons for continued review: N/A

Guest License applications days to license: 5 days

FY25 Year End Data for LP and BA

Total Number of LP Applicants from 7/1/2024 – 6/30/2025

Total Licenses Approved: 177

- Licensed Psychologist: 107
- LP by Reciprocity: 57
- LP by Mobility: 2
- Relicensure: 11

Total LP-V, Guest, and ER: 24

- Licensed Psychologist – Volunteer: 2
- Guest Licenses: 10
- Emeritus Registration: 22

Exam Registrations

- Exams Approved for EPPP: 135
- Exams Approved for PRE: 171

ARC Reviews

- Education Approved: 7
- Supervision Approved: 1

Total Number of BA Applicants: 806 (890 including awaiting payment/pending) - Application dates 9/27/24-6/30/25

Total Licenses Approved: 766

LP and BA Complaints (7.1.24-6.30.25)

LP Total: 185

- number opened: 83
- number non-jurisdictional: 60
- number forwarded: 42

BA Total: 14

- number opened: 1
- number non-jurisdictional: 0
- number forwarded: 0
- closed-dismissed: 13



- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 8/22/2025

SUBMITTED BY: Executive Director

TITLE: PSYPACT Commission

INTRODUCTION TO THE TOPIC:

PSYPACT Commission meeting updates.

BOARD ACTION REQUESTED:

ATTACHMENTS:

Description

PSYPACT Commission Newsletter

Upload Date Type

8/15/2025 Cover Memo



Commission News

VOL. 6, Issue 2

July 2025

Message from The Chair: Patrick Hyde

Thank you to all my fellow Commissioners who were able to attend the mid-year PSYPACT Commission meeting on July 14th. The Commission was able to accomplish a lot, and one such accomplishment was to propose rule revisions to both rules 4 and 5. These proposed rule revisions are intended to clarify the grounds and procedures for denying or revoking an APIT or a TAP, as well as specify the educational residency requirements, which are statutory required to be defined by the Commission. I would invite all interested parties to submit written comments to these proposals so that they may be considered before a possible adoption of these proposed rule amendments. Lastly, as a reminder, the annual PSYPACT Commission meeting has been scheduled for November 16th through the 17th in Tucson, Arizona. This will be an in-person meeting with a virtual option. Please be on the lookout for future travel details from PSYPACT Commission staff for this meeting, I hope to see everyone there.

Patrick Hyde
Chair, PSYPACT Commission

Upcoming Meetings

Finance Committee	7/31/2025
Training and Public Relations Committee	8/21/2025
Requirements Review Committee	8/25/2025
Annual Commission Meeting	11/16/2025-11/17/2025

Executive Director Update: Janet Orwig

Welcome to Summer!

As the second quarter of 2025 closes, it is an opportune moment to celebrate the accomplishments of the first half of 2025.

- **Training:** We recently held the first New Commissioner Question and Answer Session. We found it informative, and we hope the Commissioners who attended did as well.
- **PSYPACT Jurisdictions:** We are celebrating the newest PSYPACT jurisdiction, Montana, which enacted legislation in April. We've reached 43 enacted jurisdictions!
- **Authorizations:** We continue to see the number of authorization holders grow, with almost 17,000 APITs and over 1,000 TAPs having been issued since our first one in 2020.
- **Presentations:** Interest in PSYPACT continues to grow, with several organizations requesting informational presentations, many with national platforms such as Kaiser Permanente.
- **Strategic Plan:** Significant progress has been made toward meeting the objectives of the Strategic Plan. Although a brief overview was provided at the July 14th Commission meeting, a first-year report card will be presented at the Commission's Annual Meeting in November.

I look forward to the second half of 2025 being as busy and productive as the first.

As always, I cannot thank you enough for all you do for PSYPACT. Your expertise and commitment continue to foster PSYPACT's growth.

Janet P. Orwig, MBA, CAE
PSYPACT Executive Director

PSYPACT Commissioners

Lori Rall
Alabama

Jayne Boulos
Maine

Peter Oppenheimer
Rhode Island

Heidi Paakkonen
Arizona

Lorraine Smith
Maryland

Andrea Eaton
South Carolina

Joyce Fowler
Arkansas

Amy Gumbrecht
Michigan

Rosalie Ball
South Dakota

Reina Sbarbaro-Gordon
Colorado

Daniel Hurley
Minnesota

Mark Fleming
Tennessee

Glenda S. George
CNMI

Kaye Sly
Mississippi

Patrick Hyde
Texas

Christian Andresen
Connecticut

Pam Groose
Missouri

Jana Johansen
Utah

Shauna Slaughter
Delaware

Stephanie Bruhn
Nebraska

Emily Tredeau
Vermont

LaTrice Herndon
District of Columbia

Gary Lenkeit
Nevada

Jaime Hoyle
Virginia

Mary Denise O'Brien
Florida

Ashley Czechowicz
New Hampshire

Phillip Hawley
Washington

Don Meck
Georgia

Anne Farrar-Anton
New Jersey

Scott Fields
West Virginia

Jill Breitbach
Idaho

Susan Hurt
North Carolina

Daniel Schroeder
Wisconsin

Camile Lindsay
Illinois

Sara Quam
North Dakota

JoAnn Reid
Wyoming

Stephen Ross
Indiana

Karine Hray
Ohio

Mariann Burnetti-Atwell
ASPPB

Richard Nobles
Kansas

Kathleen Ward
Oklahoma

Jeffrey Hicks
Kentucky

David Zehrung
Pennsylvania



Legislation Updates:

Greetings from PSYPACT!

We're excited to share that the PSYPACT Commission is now enacted in 43 states and jurisdictions, with 42 currently effective. On April 16, 2025, Montana became the 43rd state to enact PSYPACT legislation—stay tuned for the official effective date! Additionally, Hawaii, Iowa, Massachusetts, and New York currently have active PSYPACT legislation.

Committee Updates:

Finance:

Heidi Paakkonen, Jaime Hoyle, Daniel Hurley

The Finance Committee met on April 2, 2025, and June 4, 2025, via Zoom. The Committee reviewed the first quarter of 2025 financial information, the first quarter of 2025 investment initiatives and discussed future funding allocations. The Committee continued discussions regarding the need for a Reserve Bank Account. Preliminary 2026 budget discussions began.

Requirements Review:

Gary Lenkeit, Peter Oppenheimer, Kathleen Ward

The Requirements Review Committee met on May 22, 2025, via Zoom. The Committee reviewed conduct questions and continued discussions regarding 3rd Party Completion of Applications.

Rules

Patrick Hyde, Pam Groose, Susan Hurt, Don Meck, Lorraine Smith

The Rules Committee met on June 2, 2025, via Zoom. The Committee reviewed a proposed rule and policy regarding revocations as well as a proposed rule regarding residency.

Training and Public Relations:

Lori Rall, Heidi Paakkonen, Mariann Burnetti-Atwell

The Training and Public Relations Committee met on June 5, 2025, via Zoom. The Committee reviewed policy 2.6 and finalized the 2024 PSYPACT Annual Report. The Committee also received updates regarding Accredible, the PSYPACT website analytics, social media content, and listserv postings.

Executive Board Members

Chair - Patrick Hyde

Vice Chair - Lori Rall

Treasurer - Heidi Paakkonen

Member at Large - Pam Groose

Interim Member-At-Large - Gary Lenkeit

Ex Officio Member - Mariann Burnetti - Atwell

Staff Contact Information:

Ashley Lucas
PSYPACT Specialist
alucas@psypact.org

Janet Orwig
PSYPACT Executive Director
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Gina Polk
PSYPACT Specialist
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PSYPACT by the Numbers

TELEPSYCHOLOGY

14,027

Active
PSYPACT
APITs

TEMPORARY PRACTICE

807

Active
PSYPACT
TAPs

STATE LEVEL BREAKDOWN

State	APITs	TAPs	State	APITs	TAPs
Alabama	89	12	Nebraska	71	5
Arizona	38	10	Nevada	131	14
Arkansas	330	28	New Hampshire	123	4
Colorado	642	37	New Jersey	946	25
CNMI	1	0	North Carolina	599	43
Connecticut	366	27	North Dakota	31	0
Delaware	117	3	Ohio	497	20
District of Columbia	315	19	Oklahoma	66	7
Florida	1041	58	Pennsylvania	1193	48
Georgia	531	39	Rhode Island	139	8
Idaho	42	6	South Carolina	100	6
Illinois	1133	55	South Dakota	17	0
Indiana	151	9	Tennessee	258	30
Kansas	119	10	Texas	1007	67
Kentucky	126	12	Utah	211	29
Maine	90	7	Vermont	43	1
Maryland	952	33	Virginia	800	42
Michigan	281	14	Washington	489	25
Minnesota	364	12	West Virginia	62	4
Mississippi	34	5	Wisconsin	185	8
Missouri	280	23	Wyoming	16	2

Active Authorizations as of 7/1/2025



www.PSYPACT.gov



- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 8/22/2025

SUBMITTED BY: Executive Director

TITLE: Executive Director's Report

INTRODUCTION TO THE TOPIC:

The Executive Director Report communicates, in advance, information that brings board members up to date on what has occurred since the last board meeting and is intended to lead to engagement and interaction at the next board meeting. The Executive Director Report seeks to offer reminders to board members on upcoming commitments, relevant dates and events, and to raise issues for board members to address during the board meeting. The Executive Director Report is also intended to give board members information that is useful in their role as board members and in stakeholder outreach.

BOARD ACTION REQUESTED:

ATTACHMENTS:

Description	Upload Date	Type
Fourth Quarter Expenditures FY25	8/20/2025	Cover Memo
Fourth Quarter Revenue FY25	8/20/2025	Cover Memo
APA Article - Callahan	8/20/2025	Cover Memo
APA Article - Sharpless	8/20/2025	Cover Memo
ED Report	8/22/2025	Cover Memo

August 2025

	CURRENT ANNUAL BUDGET	AVAILABLE BALANCE	1ST QUARTER EXPENDED	2ND QUARTER EXPENDED	3RD QUARTER EXPENDED	4TH QUARTER EXPENDED	TOTAL YR TO DATE EXPENDED	% SPENT OF TOTAL BUDGET	SYSTEM PROJECTION- ENCUMBERED
PSYCHOLOGY OPERATIONS - FUND 1201 - H7V1111									
FULL - TIME SALARY	\$653,000.00	\$45,550.05	\$102,261.74	\$168,585.43	\$133,303.62	\$203,299.16	\$607,449.95	93.02%	\$45,550.05
PART-TIME, SEASONAL	\$99,000.00	\$11,656.83	\$17,993.46	\$22,337.98	\$21,032.58	\$25,979.15	\$87,343.17	88.00%	\$11,656.83
OVER-TIME PAY	\$9,000.00	\$8,937.57	\$0.00	\$0.00	\$0.00	\$62.43	\$62.43	0.69%	\$8,937.57
OTHER BENEFITS- PER DIEMS	\$50,000.00	\$20,563.99	\$1,427.00	18224.67	\$5,975.00	\$3,809.34	\$29,436.01	59.00%	\$20,563.99
SPACE RENTAL, MAINT & UTIL	\$119,000.00	\$740.00	\$28,957.50	\$29,767.50	\$29,767.50	\$29,767.50	\$118,260.00	99.00%	\$0.00
PRINTING & ADVERTISING	\$20,000.00	\$19,965.36	\$0.00	\$1.21	\$29.88	\$3.55	\$34.64	1.00%	\$2,303.97
PROF/TECH SERVICES	\$90,000.00	\$84,490.50	\$136.00	\$68.00	\$0.00	\$5,305.50	\$5,509.50	6.10%	\$20,990.50
IT PROF/TECH SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Not Budgeted	\$0.00
COMPUTER/SYSTEM SERVICE	\$1,000.00	\$957.87	\$0.00	\$0.00	\$0.00	\$42.13	\$42.13	4.21%	\$500.00
COMMUNICATIONS	\$9,000.00	\$5,056.95	\$275.57	\$695.67	\$2,426.16	\$545.65	\$3,397.40	44.00%	\$5,017.39
TRAVEL, IN STATE	\$20,000.00	\$3,931.02	\$313.36	\$9,143.23	\$2,114.39	\$4,498.00	\$16,068.98	80.00%	\$7,853.44
TRAVEL, OUT STATE	\$15,000.00	\$10,388.70	(\$67.95)	\$4,637.90	\$0.00	\$3,042.16	\$7,611.30	50.74%	\$11,971.42
EMPLOYEE DEVELOPMENT	\$20,000.00	\$15,910.62	\$1,680.00	\$179.80	\$0.00	\$2,230.00	\$1,859.38	20.00%	\$2,690.00
AGY PROVIDED PROF/TECH	\$30,000.00	\$17,507.00	\$1,558.00	\$1,720.00	\$4,883.00	\$4,332.00	\$12,493.00	42.00%	\$2,507.00
Rate Based MNIT Services	\$132,000.00	\$1,240.81	\$9,501.47	\$46,318.53	\$31,370.49	\$43,568.70	\$87,190.49	99.00%	\$240.81
Agency Specific MNIT Services	\$20,000.00	\$7,893.80	\$481.54	\$7,952.69	\$1,909.29	\$1,762.68	\$12,106.20	60.53%	\$4,670.60
SUPPLIES	\$10,000.00	\$7,114.89	\$254.36	\$453.39	\$380.45	\$1,796.91	\$1,088.20	29.00%	\$7,813.32
EQUIPMENT	\$10,000.00	\$7,434.03	\$466.54	\$699.81	\$699.81	\$699.81	\$1,866.16	26.00%	\$2,525.50
REPAIRS, MAINTENANCE	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00
OTHER OPERATING COSTS	\$568,701.32	\$559,525.89	\$1,252.97	\$350.79	\$4,209.89	\$3,361.78	\$5,813.65	16.00%	\$10,650.80
EQUIPMENT - Capital	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00
EQUIPMENT - NON CAPITAL	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00
TOTAL OPERATION COSTS	\$1,893,701.32	\$843,865.88	\$166,491.56	\$292,911.93	\$238,102.06	\$715,728.99	\$1,049,835.44	55.44%	\$167,013.19

Behavior Analysts Licensure - Fund H7V30000

Other Operating Costs	\$81,000.00	\$80,780.00	\$0.00	\$0.00	\$0.00	\$220.00	\$220.00	0.27%	\$1,780.00
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PSYCHOLOGY CRIMINAL BACKGROUND CHECK FUND - 2000 - H7V30000

AGY PROVIDED PROF/TECH	\$31,000.00	\$1,095.50	\$0.00	\$14,064.75	\$8,319.75	\$7,520.00	\$29,904.50	96.00%	\$1,007.50
TOTAL CRIMINAL BACKGROUND	\$31,000.00	\$1,095.50	\$0.00	\$14,064.75	\$8,319.75	\$7,520.00	\$29,904.50	96.00%	\$1,007.50

REPORT TOTAL	\$2,005,701.32	\$925,741.38	\$166,491.56	\$306,976.68	\$246,421.81	\$723,248.99	\$1,079,959.94	54.00%	\$169,800.69
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FY 25

BOARD OF PSYCHOLOGY ACTUAL RECEIPT REPORT

Receipts as of:

08/01/25

Through July 2025

	REVENUE SOURCE CODE #	CURRENT REVENUE BUDGET	ESTIMATED UNCOLLECTED RECEIPTS	1ST QUARTER RECEIPTS	2ND QUARTER RECEIPTS	3RD QUARTER RECEIPTS	4TH QUARTER RECEIPTS	TOTAL YR TO DATE RECEIPTS	% RECEIPTS OF TOTAL BUDGET
Civil Penalties	512417	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Credit Card Clearing	553094	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Not Budgeted
H7V Professional Firms Initial	608263	\$8,000.00	\$1,750.00	\$1,400.00	\$2,250.00	\$1,500.00	\$1,100.00	\$6,250.00	78.00%
H7V Professional Firms Annual	608264	\$8,000.00	\$950.00	\$450.00	\$3,450.00	\$2,625.00	\$525.00	\$7,050.00	88.13%
Licensure Volunteer Practice	643000	\$2,000.00	\$1,250.00	\$0.00	\$500.00	\$0.00	\$250.00	\$750.00	37.50%
Bd Psych Appl Admission EPPP	643002	\$20,000.00	\$5,150.00	\$4,050.00	\$4,050.00	\$3,750.00	\$3,000.00	\$14,850.00	74.25%
Bd Psych Appl Adm Prof Resp E	643003	\$20,000.00	(\$6,550.00)	\$6,600.00	\$5,700.00	\$7,650.00	\$6,600.00	\$26,550.00	132.75%
Lic Psych Appl For License	643004	\$90,000.00	(\$4,000.00)	\$23,000.00	\$19,500.00	\$28,000.00	\$23,500.00	\$94,000.00	104.00%
Lic Psych Appl For Renewal	643005	\$900,000.00	\$64,000.00	\$209,500.00	\$266,500.00	\$181,500.00	\$178,500.00	\$836,000.00	92.89%
Lic Psych Late Renewal Fee	643006	\$10,000.00	(\$6,250.00)	\$2,750.00	\$6,000.00	\$4,250.00	\$3,250.00	\$16,250.00	162.50%
Bd Psych Emeritus Registration	643010	\$5,000.00	\$1,400.00	\$0.00	\$1,050.00	\$1,350.00	\$1,200.00	\$3,600.00	72.00%
Bd Psych Degree Upgrade	643011	\$150.00	\$150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Be Psych Mailing/Duplication	643013	\$400.00	\$135.00	\$80.00	\$55.00	\$70.00	\$60.00	\$265.00	66.00%
Bd Psych Verification Receipts	643015	\$90,000.00	\$16,680.00	\$18,560.00	\$17,560.00	\$20,700.00	\$16,500.00	\$73,320.00	81.00%
Psychologist Guest Licensure	643018	\$4,000.00	\$550.00	\$1,350.00	\$450.00	\$450.00	\$1,200.00	\$3,450.00	86.00%
Continuing Ed Sponsrshp Fee	643019	\$35,000.00	(\$280.00)	\$7,360.00	\$10,000.00	\$11,920.00	\$6,000.00	\$35,280.00	100.00%
Post DR Sup Exper Pre Appr	643023	\$1,000.00	\$650.00	\$150.00	\$150.00	\$0.00	\$50.00	\$350.00	35.00%
BA Initial Application License Fee	643025	\$90,000.00	(\$88,875.00)	\$0.00	\$130,950.00	\$34,750.00	\$23,175.00	\$178,875.00	198.00%
TOTAL REVENUE		\$1,293,550.00	(\$3,290.00)	\$275,250.00	\$468,165.00	\$298,515.00	\$264,910.00	\$1,296,840.00	100.25%
Fund 2000									
Seminar - Workshop Fees	513304	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Not Budgeted
Criminal Background Check Fee	643022	\$6,000.00	(\$22,138.50)	\$1,662.50	\$5,728.00	\$5,728.00	\$5,173.00	\$28,138.50	469.00%
TOTAL REVENUE		\$6,000.00	(\$22,138.50)	\$1,662.50	\$5,728.00	\$5,728.00	\$5,173.00	\$28,138.50	469.00%
REPORT TOTALS		\$1,299,550.00	\$398,723.25	\$276,912.50	\$487,913.00	\$304,243.00	\$270,083.00	\$1,324,978.50	102.00%
08/20/25									

Training and Education in Professional Psychology

The Examination for the Professional Practice of Psychology: A Test of Postdictive Validity Using a Nationwide Sample

Andrea Sasha Ortiz and Jennifer L. Callahan

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BRIEF REPORT

The Examination for the Professional Practice of Psychology:
A Test of Postdictive Validity Using a Nationwide SampleAndrea Sasha Ortiz¹ and Jennifer L. Callahan²¹ Department of Psychology, University of North Texas² Department of Psychology, School of Behavioral and Brain Sciences, The University of Texas at Dallas

The expansion of the Examination for Professional Practice in Psychology (EPPP) has been met with strong criticism (e.g., Callahan et al., 2020; Wertz & Holohan, 2021), much of which centers on the perceived lack of validation research (Callahan et al., 2021). The present study explored whether there is empirical evidence to support these concerns by examining the postdictive validity of the EPPP. EPPP scores were linked to archival data gathered during the internship application phase of doctoral training. EPPP scores were not significantly associated with the volume of clinical training (intervention, assessment, supervision) or research productivity (presentations, peer-reviewed publications). However, moderate correlations were observed with Graduate Record Examination scores, particularly on the quantitative section. These findings are consistent with prior research suggesting that EPPP scores may reflect general cognitive ability more than training-acquired competencies. As a proof of concept, this study demonstrates a viable methodological approach to evaluating licensure exam outcomes and highlights the need for larger scale validation efforts. The findings raise important questions about the construct relevance of the EPPP and underscore the importance of ensuring that licensure standards reflect the competencies needed for independent practice.

Public Significance Statement

Examination for Professional Practice in Psychology scores were not significantly associated with training indicators such as clinical hours or research productivity but were moderately associated with Graduate Record Examination scores. These findings raise important questions about what the Examination for Professional Practice in Psychology actually measures, and support calls for more rigorous validation of this high-stakes licensure exam.


Keywords: Examination for Professional Practice in Psychology, psychology licensure, licensure exam validity, competency assessment, Association of State and Provincial Psychology Boards

The Examination for Professional Practice in Psychology (EPPP), administered by the Association of State and Provincial Psychology Boards (ASPPB), is currently the only nationally available credentialing exam used to assess readiness for independent practice as a psychologist. ASPPB previously announced plans to expand the EPPP into a two-part assessment, known as the Enhanced EPPP (Turner et al., 2021), but that initiative has since been withdrawn. With the Enhanced EPPP no longer

moving forward, it is appropriate to revisit long-standing questions about the validity of the original exam. Despite its broad implementation, concerns persist regarding whether the EPPP effectively measures the competencies it is intended to assess.

ASPPB has stated that EPPP development is informed by the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA] et al., 2014), and Callahan and colleagues have acknowledged that the exam appears

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The authors have no conflicts of interest to disclose.

Andrea Sasha Ortiz played a lead role in writing—original draft and an equal role in formal analysis and project administration. Jennifer L. Callahan played a lead role in data curation, methodology, supervision, and writing—review and editing.

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to meet certain psychometric expectations related to construct validity (Callahan et al., 2020, 2021). At the same time, the same group of scholars has raised concerns that other key components of the *Standards*, particularly those addressing the appropriateness of test score interpretations for specific uses, have not been sufficiently addressed. As the *Standards* emphasize, “It is the interpretations of test scores for proposed uses that are evaluated, not the test itself” (AERA et al., 2014, p. 11), underscoring the distinction between validity, which refers to the appropriateness of score interpretations, and validation, the evidence-gathering process required to support those interpretations. Both are necessary for responsible test development and use. Recurrent findings of demographically based score disparities by researchers unaffiliated with ASPPB (e.g., DeMers, 2009; DiLillo & Tremblay, 2009; Erikson Cornish & Smith, 2009; Rosen et al., 1989; Ryan & Chan, 1999; Saldaña et al., 2024; Sharpless, 2019, 2021) further underscore the need for comprehensive validation processes that address both psychometric rigor and equity in application.

Lack of rigorous validation during high-stakes testing can carry real-world consequences. For example, in Puerto Rico, Spanish-language versions of the EPPP (S-EPPP) were launched without psychometric evidence of measurement invariance. According to published statutes, high rates of Type I errors disrupted the licensing process across the territory, and the S-EPPP was eventually withdrawn (Association of State and Provincial Psychology Boards, 2016).¹ Although the present study does not directly assess systemic bias, such outcomes illustrate the potential risks of deploying high-stakes licensure exams without sufficient evidence of fairness, validity, and appropriate use.

This brief report is presented as a proof of concept that offers an empirical demonstration of a method for examining whether EPPP scores are meaningfully associated with core doctoral training experiences. In line with a growing call for validation research, we explore postdictive validity, asking whether performance on the EPPP correlates with indicators of prior training quality. Although limited in scope, the study offers a model for how such investigations can be conducted using existing data sources and established training benchmarks. In the absence of large-scale validation work from the exam’s developers, independent investigations such as this one can provide a valuable foundation for evidence-informed licensure policy.

Following consent, EPPP scores were linked to archival data gathered at the time of internship application among a small sample of early career professionals who were 7–10 years beyond their doctoral training. This time frame reflects a typical window for completing required supervised postdoctoral hours and pursuing licensure, which often occurs several years after degree conferral. Notably, the American Psychological Association does not attempt to track licensure data within the first 2 years postgraduation, acknowledging that most candidates have not yet completed the requirements needed for licensure. Moreover, the 7- to 10-year range is consistent with the review cycle used by doctoral program accrediting bodies, during which programs are expected to maintain stable training structures and competencies. While training practices may evolve gradually, this period remains within the bounds of institutional expectations for consistency in doctoral education.

Given that the EPPP is intended to assess readiness for independent practice following doctoral training, it seems reasonable to hypothesize that performance on the exam would correlate with training experiences that contribute to professional competence. Experiences such as accumulated clinical hours and research productivity represent core components of doctoral preparation and are

widely used as indicators of readiness for internship, licensure, and early career performance. Prior research has demonstrated the predictive utility of additional variables, particularly Graduate Record Examination (GRE) scores and grade point average, in forecasting licensure exam performance and match success (Callahan et al., 2013, 2020; Sharpless, 2019). While these indicators may not capture the full scope of competence, they are recognized as contributing elements within training and evaluation contexts. Given this established predictive value, a postdictive analysis—assessing whether EPPP scores reflect the presence of these same indicators—offers a logical extension of this line of inquiry. Their alignment with key developmental milestones makes them a theoretically meaningful foundation for evaluating the validity of EPPP score interpretations, consistent with the *Standards for Educational and Psychological Testing* emphasis on test score use rather than the test itself.

Method

Participants

The sample for this study consists of individuals ($n = 112$) who participated in earlier research studies conducted between 2009 and 2011 that examined predictors of internship match outcomes. At the time of the present study, the mean age of participants was 37.72 ($SD = 4.04$). Most of the sample self-identified as female ($n = 89$; 79.5%), with the remainder identifying as male ($n = 23$; 20.5%). The gender composition of the current sample closely reflects that of the earlier internship match studies, which reported female representation ranging from 77.3% to 81.9%.

In terms of race/ethnicity, 83.0% ($n = 93$) of participants identified as non-Hispanic White, 5.3% ($n = 8$) as Asian/Pacific Islander, 1.1% ($n = 2$) as African American/Black, 3.7% ($n = 3$) as Hispanic/Latino/a, and 6.3% ($n = 6$) as biracial/multiracial. When aggregated by majority/minority status, these demographics closely align with those reported in the earlier match studies from which the sample was derived (e.g., non-Hispanic White range = 78.4%–82.9%), though some variation is evident within specific minority groups.

Representation of groups that are not typically underrepresented in the profession—such as Asian/Pacific Islander (5.5%–7.8%) and biracial/multiracial (1.3%–5.7%) individuals—was similar across both samples. Hispanic participants were also represented at comparable rates (3.4%–5.0%). However, African American/Black individuals, who remain underrepresented in the psychology workforce (Callahan et al., 2018), were present at a lower rate in the current sample (1.1%) than in the earlier match study cohorts (range = 3.4%–4.7%).

Measures and Procedure

The measures and procedures associated with the archival data used in this investigation are more fully described in earlier internship match research studies (Callahan et al., 2010, 2014). In brief, internship applicants were recruited via a nationwide email campaign targeting all Directors of Clinical Training affiliated with

¹ This announcement was originally published by the ASPPB on November 10, 2016, under the title “Spanish/English EPPP.” Although the original page has since been removed from the ASPPB website, an archived version is accessible via the Internet Archive’s Wayback Machine (<https://web.archive.org/web/20161110000000/https://www.asppb.net/news/317115/SpanishEnglish-EPPP.htm>).

member programs of the Council of University Directors of Clinical Psychology. Recruitment occurred during the window between submission of rank order lists to the National Matching Service and notification of match outcomes (commonly referred to as Match Day).

At that time, participants self-reported demographic data and provided information from their application materials, including curriculum vitae details and entries into the standardized application for internship. Additional data were collected regarding the number of applications submitted and the number of invitations to interview. Following the match process, participants were recontacted via the email address provided at consent to report additional information (e.g., match outcome, site characteristics, and subjective well-being following notification).

Results related to these variables have been previously reported. Briefly, a significant interaction between research productivity (i.e., number of publications) and closely supervised clinical training hours was shown to influence the number of interviews offered (Callahan et al., 2014). Productive research training amplified the effect of supervised intervention and assessment hours (Callahan et al., 2014), and the total number of interviews offered emerged as a strong predictor of match outcome (Callahan et al., 2010). Not matching was associated with elevated distress (Hogan et al., 2014) and an increased likelihood of not matching in subsequent cycles (Callahan et al., 2014).

For the present study, following Institutional Review Board approval, invitations to participate were emailed to the contact addresses provided during the earlier internship match studies. Of these, 455 email addresses were confirmed as deliverable. An additional 65 individuals were located through public licensure databases, bringing the total number of attempted contacts to 520. Because it was not possible to determine how many emails went to inactive or filtered accounts, delivery receipts were requested. Among the 190 confirmed deliveries, 112 individuals provided EPPP scores via a secure online form, of which 45 could be successfully matched to their preinternship training data using anonymous identifiers. A random subset of 20 participants' self-reported scores was audited against scanned copies of official score reports, and no discrepancies

were identified. All linkages were independently verified by two research assistants and reviewed by the principal investigator. All procedures adhered to applicable ethical standards.

Results

Data were not transformed, except where indicated, and applicable assumptions were tested prior to running analyses. Figure 1 provides a visualization of the distribution of attained EPPP scores ($M = 661.97$, $SD = 66.81$) against a normal curve. Participants who identified as female attained higher EPPP scores ($M = 664.16$, $SD = 64.91$) than those identifying as male ($M = 653.52$, $SD = 74.64$), but group differences were not statistically significant. Group sizes were insufficient to test for differences associated with other demographic data but are provided in Table 1.

EPPP scores did not correlate significantly with preinternship accruals pertaining to clinical intervention and assessment hours ($M = 1026.70$, $SD = 521.15$, $r = -.19$, $p = .212$), supervision hours ($M = 441.49$, $SD = 163.28$, $r = -.26$, $p = .086$), number of scientific presentations presented ($M = 10.55$, $SD = 5.97$, $r = -.09$, $p = .539$), or number of peer-reviewed publications ($M = 2.68$, $SD = 2.48$, $r = .06$, $p = .700$). Although EPPP scores were not statistically significantly correlated with GRE Verbal scores ($M = 616.84$, $SD = 74.57$, $p = .073$), a moderate effect size was observed ($r = .31$). In addition, a significant association with GRE Quantitative score was evident ($M = 681.58$, $SD = 70.76$, $p = .016$), again yielding a moderate effect size ($r = .41$).

Point biserial correlation revealed no statistically significant relationship between matching for internship (yes/no) and subsequent EPPP scores ($r_{pb} = .13$, $p = .384$). However, only one participant in the analyzable sample did not match in that cycle ($n = 1$). Notably, five of the matched participants were reapplicants, having failed to match in a prior cycle. Given the small number of unmatched participants during the observed cycle, power to detect an association may have been limited. To increase variance in match outcomes, the correlation between the rank order of the applicant's matched

Figure 1
Distribution of Obtained Scores on the Examination for Professional Practice in Psychology

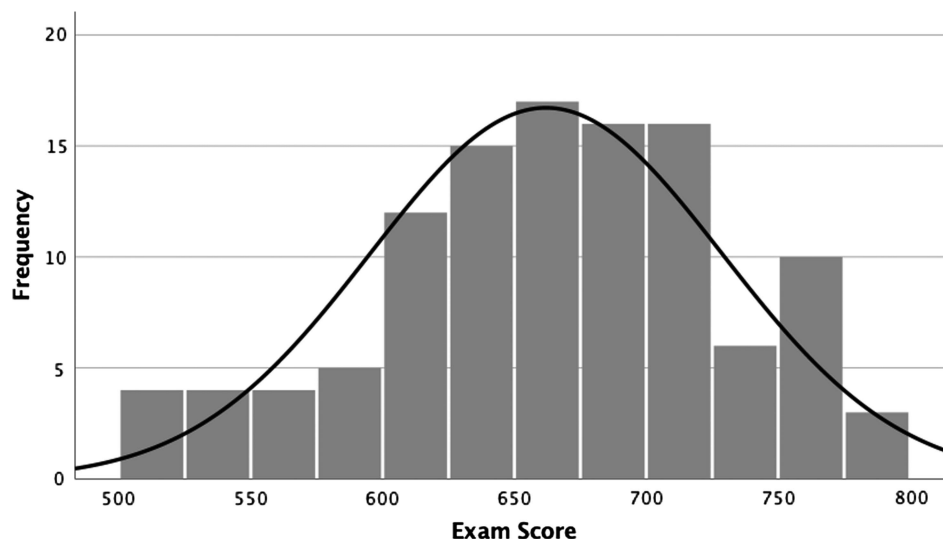


Table 1

Scores on the Examination for Professional Practice in Psychology According to Demographic Group

Group	<i>n</i>	<i>M</i>	<i>SD</i>
African American/Black	2	627.00	25.46
Asian/Pacific Islander	8	676.88	85.86
Hispanic/Latino	3	623.00	64.09
White, non-Hispanic	93	663.29	65.28
Biracial/multiracial	6	652.83	81.83
Lower SES	4	595.00	85.83
Lower middle SES	5	611.80	96.42
Middle SES	19	657.74	54.21
Upper middle SES	14	685.71	36.04
Upper SES	3	649.67	42.50
SES preferred not to say	67	666.51	69.87

Note. SES = family of origin socioeconomic status.

internship site (mean rank in rank order list submitted prematch = 2.49, $SD = 2.36$) and their subsequently acquired EPPP score was also evaluated. Again, no significant association was detected ($r = .18$, $p = .245$).

Discussion

Findings from the present study do not provide strong evidence for the postdictive validity of the EPPP, but they do highlight several important considerations for future research. Although most training-related variables examined—such as clinical hours, supervision, and research productivity—were not significantly associated with EPPP scores, moderate correlations were observed for GRE performance, particularly on the quantitative section. This pattern is consistent with prior research (e.g., Callahan et al., 2013) and aligns with recent findings by Saldaña et al. (2024), who reported that EPPP scores correlated significantly with neurocognitive abilities but not with validated measures of professional competency. If the EPPP is intended to assess readiness for independent practice and if doctoral education is assumed to play a central role in preparing candidates for that readiness, then this emerging pattern is concerning. It raises the possibility that the EPPP reflects general test-taking ability more than competencies cultivated during professional training. Absent evidence to the contrary, these findings underscore the need for rigorous, large-scale validation research that incorporates a broader range of both pre- and postdoctoral predictors.

The present study is best understood as a proof of concept rather than a comprehensive validation effort. While the sample is relatively small and reflects a restricted range of EPPP scores (i.e., all passing), it offers a rare empirical linkage between licensure exam performance and preinternship training data—an area where research remains notably limited. The study demonstrates a feasible methodological approach for investigating licensure outcomes and provides preliminary data that may inform future research in this space. Although limited power and range restriction must be acknowledged, the fact that few associations were observed, even under conditions of restricted score variance and among a highly educated sample, highlights the importance of further inquiry using more representative and robust data sets.

Generalization of the findings is limited by several sample characteristics. All participants were originally recruited from doctoral

programs affiliated with a single national training council, which may constrain the diversity of training experiences represented. Although the analytic sample is modest in size, participants demonstrated a first-time match rate of 87%, consistent with earlier studies using the same recruitment pool (85.5%–89.5%) and higher than national Association of Psychology Postdoctoral and Internship Centers averages from the same period (76%–79%). This suggests the sample may modestly overrepresent individuals with relatively strong training records. Additionally, the final sample is small relative to the broader population of EPPP examinees, warranting caution when interpreting the generalizability of these results.

Further limitations stem from the nature of the archival data. Data were self-reported and, aside from a partial audit of EPPP scores, not independently verified. Information regarding the number of EPPP attempts was not collected, and match-related analyses were constrained by the small number of participants with a history of not matching ($n = 6$). The absence of nonpassing scores also limits score variability, reducing the ability to detect associations that might be observed in a more representative sample. Finally, while this study focused on preinternship training indicators, competency development continues beyond internship. Postdoctoral training, additional supervised practice, and early career experiences likely contribute to licensure readiness. Future research should account for this full arc of professional preparation when evaluating the validity of licensing exams.

Despite these limitations, the primary value of the study lies in its contribution to an emerging body of research that calls for more rigorous and transparent validation of the EPPP. The findings provide empirical support for previously published concerns about the adequacy of current validation efforts (e.g., Callahan et al., 2020, 2021) and illustrate the need for more comprehensive approaches to evaluating how well the exam aligns with competencies relevant to professional psychology. As the field continues to evolve, it is essential that tools used for licensure reflect contemporary standards of training, practice, and equity.

Larger and more representative samples will be needed to build on this work, particularly those that include nonpassing EPPP scores and a broader range of training experiences. Recent investigations, including Saldaña et al. (2024), have underscored the troubling possibility that EPPP scores may be more strongly associated with cognitive test-taking skills than with actual professional competencies. Such findings raise critical questions about the construct relevance of the exam and its alignment with what it purports to measure. Nonetheless, there is reason to believe the current findings may generalize: The demographic characteristics of participants in this nationwide sample are consistent with the broader pool of EPPP-eligible individuals and reflect the current psychology workforce (American Psychological Association, 2022). In the absence of large-scale validation efforts by the exam's developers, independent research of this kind remains essential to ensuring that licensure standards are not only psychometrically sound but also equitable, appropriate, and aligned with the professional competencies they are intended to assess.

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Training and Education in Professional Psychology

Are There Racial/Ethnic Differences in Examination for Professional Practice in Psychology (EPPP) Scores Among Applicants From the Same Training Programs?

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BRIEF REPORT

Are There Racial/Ethnic Differences in *Examination for Professional Practice in Psychology* (EPPP) Scores Among Applicants From the Same Training Programs?

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Significant differences in *Examination for Professional Practice in Psychology* (EPPP) performance exist, with White applicants consistently outperforming minority groups. The reasons for these differences remain unclear, but one hypothesis is an unequal distribution of non-White applicants across degree types and programs. To investigate this hypothesis, data were reanalyzed from a large sample of first-time EPPP test-takers in New York state gathered from a *Freedom of Information Act* (FOIA) request. EPPP scores ranged from 51 to 99, with a passing score of 75 equivalent to a scaled score of 500. Difference scores were then calculated for Asian ($N = 184$), Black ($N = 199$), and Hispanic ($N = 232$) applicants by comparing their performance to White peers ($N = 3,726$) who received the same degree type from the same institution. Compared to White PhD applicants, Black ($M = -6.67$), Hispanic ($M = -4.15$), and Asian ($M = -2.08$) applicants evidenced negative difference scores. This pattern held for non-White PsyD applicants as well, with Black ($M = -5.42$), Hispanic ($M = -5.70$), and Asian ($M = -2.70$) applicants scoring lower. However, Asian applicants demonstrated lower difference scores than Blacks and Hispanics. These results suggest that the pattern of lower EPPP performance of non-White applicants is not only found when averaging across institutions, but present within individual graduate training programs as well. These results provide additional impetus for a more thorough investigation into validity evidence for the EPPP as well as other potential variables that may contribute to group performance differences.

Public Significance Statement


This study offers evidence that non-White licensure applicants perform more poorly on the *Examination for the Professional Practice of Psychology* when they are compared to White applicant peers pursuing the same degree (i.e., PhD or PsyD) at the same institution (i.e., college or university). These results provide additional impetus for a more thorough investigation of the EPPP's validity evidence and the variables that may account for group performance differences.

Keywords: Examination for Professional Practice in Psychology, professional psychology, licensure

The *Examination for Professional Practice in Psychology* (EPPP) is a main component of licensure in the United States, much of Canada, and several U.S. territories. Given the heterogeneity of psychology boards' respective licensure thresholds for coursework,

letters of recommendation, and supervised professional hours, the EPPP is likely the most uniform requirement. Initially administered to a group of just 27 individuals in 1965, the EPPP has been in continuous use since that time and is now taken by thousands of

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The author has no financial conflicts of interest. He is currently a member of the *Examination Stakeholder Technical Advisory Group* (ESTAG, unpaid

position) for the Examination for Professional Practice in Psychology convened by the Association of State and Provincial Psychology Boards (ASPPB). The views expressed in this article are those of the author alone and are not the views of the ASPPB or the ESTAG.

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Brian A. Sharpless played a lead role in conceptualization, data curation, formal analysis, investigation, methodology, project administration, resources, software, validation, writing—original draft, and writing—review and editing.

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applicants each year (Sharpless & Barber, 2009). The exam receives regular content updates through practice analyses and role delineation studies (Schaffer et al., 2012), but its basic format (i.e., multiple-choice questions) and the general nature of its assessment (viz., it is intended to be relevant for the many subdisciplines of professional psychology) has remained constant.

Despite its use as a licensure requirement for independent psychological practice for over 6 decades, the EPPP has faced significant criticism. Researchers have questioned the sufficiency of its validity evidence (e.g., Sharpless & Barber, 2009). Recent proposals to expand the exam into both knowledge-based (EPPP Part 1) and skills-based (EPPP Part 2) components have also sparked numerous concerns (e.g., Callahan et al., 2020). Though several states have already adopted Part 2, others have resisted (Association of State and Provincial Psychology Boards [ASPPB], 2024a). The ultimate outcome of this debate is unclear, and ASPPB is currently exploring a modified single-session exam format as a potential resolution. Additional concerns include the possibility that the EPPP's widespread use may raise antitrust issues (ASPPB, 2024b). In addition to the above, the presence of consistent and pronounced performance differences across various demographic groups has been identified (e.g., Macura & Ameen, 2021; Schaffer et al., 2012; Sharpless, 2019, 2021). The present article will focus on this concern.

Prior empirical studies of the EPPP identified score hierarchies and differences in failure rates according to both degree type and psychological specialty. For example, PhD applicants consistently outperform PsyD applicants, and both groups generally pass at higher rates than EdD applicants (e.g., Macura & Ameen, 2021; Ross et al., 1991; Sharpless, 2019, 2021; Sharpless & Barber, 2013; Shrader, 1980; Yu et al., 1997). Applicants graduating from clinical programs pass the exam more frequently than counseling or school psychology applicants (e.g., Hoffman & Aderet, 1984; Ross et al., 1991; Sharpless & Barber, 2013) as well. More generally, factors related to a program's research focus, selectivity, and general prestige are positively correlated with EPPP scores and pass rates (e.g., *U.S. News and World Report* rankings; *Graduate Record Exam* Scores, as in Sharpless & Barber, 2013).

EPPP performance consistently differs according to ethnic group. Several studies found that White applicants passed the EPPP at higher rates than non-Whites (Bowman & Ameen, 2018; Macura & Ameen, 2021), and one study found that the level of diversity in graduate programs was negatively correlated with overall program-level EPPP

performance (Sharpless & Barber, 2013). However, individual means for specific ethnic groups were unavailable or unreported in these studies, creating some ambiguity in interpretation and hindering the identification of potential individual or group differences.

A study of 4,892 individual applicants to the New York state board of psychology (Sharpless, 2019) identified a hierarchy of scores and pass rates on the EPPP according to ethnicity, with Black and Hispanic applicants failing the EPPP at 2.5 times the White rate and 1.5 times the Asian rate (see Table 1). Supplemental analyses found that both Black and Hispanic applicants passed the EPPP at less than 80% of the White applicant rate (i.e., the reference group). Thus, both groups fell below the "four fifths" rule threshold (Bobko & Roth, 2004), indicating adverse impact. In a licensure context, adverse impact occurs when one or more groups are disadvantaged—either intentionally or unintentionally—more than others. The overall pattern of score performance was replicated in a smaller sample of applicants to the Connecticut state board of psychology (Sharpless, 2021). However, in that sample, Asians passed the EPPP at a slightly higher rate than White applicants (i.e., Asians = 96.7%, Whites = 94.3%, Hispanics = 81.4%, Blacks = 76.7%), and differences did not reach adverse impact thresholds when using either Whites or Asians as the reference group.

Though these data are intriguing—and potentially troubling—many questions remain. Namely, which variables are responsible for these differences? Any number could conceivably impact EPPP performance across groups (e.g., differences in training via program or degree type, individual differences in test-taking ability, the presence of bias or construct-irrelevant variance in the exam itself).

Given that certain variations in graduate training programs and overall program quality are associated with EPPP performance (e.g., see Sharpless & Barber, 2013), it is possible that non-White applicants, apart from being less numerous than White applicants, may not be equally distributed across the full range of graduate programs and graduate program quality. This could be due to applicant preferences, program selection issues, or numerous other factors. Any of these variables or their combination could conceivably skew group means when minority groups are compared to the much higher number of White applicants. This study aims to investigate this possibility by reanalyzing a large data set of individual EPPP applicants (i.e., the data set used in Sharpless, 2019). Specifically, non-White applicants will be compared to White reference groups who (a) attended the same college or university and (b) earned the same degree (PhD or PsyD).

Table 1
EPPP Scores and Failure Rates According to Ethnicity

Ethnicity	EPPP converted score mean	Standard deviation	Approximate mean using 200–800 scaled scores	Failure rate	N
Black	75.19	8.81	502.38	38.50%	200
Hispanic	76.31	8.92	516.38	35.60%	250
Asian	79.27	8.71	553.38	24.00%	200
White	81.48	6.85	581.00	14.07%	4242
Total	80.87	7.33	573.38	16.58%	4892

Note. Passing the EPPP in New York state requires a converted score of at least 75. The approximate means using 200–800 scaled scores were calculated using this formula: scaled score = Converted Score \times 12.50–437.50. EPPP = Examination for Professional Practice in Psychology. Adapted from "Are Demographic Variables Associated With Performance on the Examination for Professional Practice in Psychology (EPPP)?" by B. A. Sharpless, 2019, *The Journal of Psychology*, 153(2), pp. 161–172 (<https://doi.org/10.1080/00223980.2018.1504739>). Copyright 2019 by Taylor & Francis. Adapted with permission.

Method

As individual applicant-level data are not available through ASPPB or its periodic reports on licensure performance, a *Freedom of Information Act* (FOIA) request was submitted to the New York state board of psychology. A deidentified file of EPPP scores, degree type, and ethnicity data were requested for all applicants from 1992 to 2017 (i.e., a total of 25 years). The American Psychological Association ethical guidelines were followed, and this study was exempt from Institutional Review Board approval. New York state was chosen not only because it is a large jurisdiction with many licensure applicants, but because it is also one of the few states that solicit demographic data. Unlike most states, however, New York does not receive EPPP scores from ASPPB in a 200–800 scaled score format, but instead requests what are termed “converted scores.” Converted scores of 75 and above indicate a “pass.” Each converted score point roughly corresponds to 12.5 scaled score points. Converted scores can be changed into the more standard 200–800 scaled scores by multiplying the converted score by 12.5 and then subtracting that total from 437.50 (i.e., the intercept). Thus, converted scores of 99, 75, and 51 correspond to scaled scores of 800, 500, and 200, respectively.

Following initial data cleaning, a total of 4,936 unique, first-time EPPP applicants were available. Data were presorted from New York into five ethnicity categories (i.e., Black, Hispanic, Asian, Indian, and non-Hispanic Whites) and three degree types (i.e., PhD, PsyD, and EdD). As there were relatively few Indian applicants ($N = 3$), these were collapsed into the Asian category. The small number of EdD applicants ($N = 18$) were removed from analyses, as were any applicants with missing data ($N = 26$), leaving 4,892 applicants, of which 4,242 were White, 250 Hispanic, 200 Black, and 200 Asian. This sample’s demographics were roughly equivalent to the American Psychological Association’s (2018) workforce summary data. Though these data spanned two and a half decades, yearly median scores were fairly consistent (i.e., ranging between 84 and 77). Therefore, the data set was analyzed in its entirety. For more information on data and cleaning procedures, please see Sharpless (2019).

In order to assess relative performance of non-White to White applicants, mean White EPPP scores (i.e., the reference group) were first calculated for each degree type (i.e., PhD and PsyD) at every available college or university. These mean scores were then subtracted

from each non-White applicant in that category to create difference scores (e.g., the mean score of White PhD applicants from Duke University was subtracted from each Asian, Black, or Hispanic PhD applicant’s EPPP score at the same institution). As not all programs had both minority and White applicants represented, doing so reduced the available sample size to 3,726 White, 232 Hispanic, 199 Black, and 184 Asian applicants across 93 PhD and 42 PsyD programs. Descriptive statistics were calculated for each comparison group, and a two-way analysis of variance was conducted.

Results

Mean EPPP difference scores according to degree type and ethnicity can be found in Table 2 along with the approximate score differences on the 200–800 scale. Consistent with the prior analysis reported by Sharpless (2019), mean difference scores for each non-White group were negative (i.e., they all fell below the mean scores of their respective White reference group).

As Levene’s test was nonsignificant ($p = .071$), a two-way analysis of variance was conducted to examine potential effects of degree type (i.e., PhD or PsyD) and ethnicity (i.e., Black, Hispanic, or Asian) on mean EPPP score differences and their interaction. No significant main effect of degree type was observed, $F(1, 609) = 0.183, p = .69, \eta_p^2 < .001$. However, a significant main effect for ethnicity was found, $F(2, 609) = 8.112, p < .001, \eta_p^2 = .026$, suggesting that score differences varied across ethnic groups. Scheffe post hoc tests indicated that Asian applicants had significantly lower difference scores than Black ($-4.07, p < .001$) and Hispanic applicants ($-2.48, p = .010$). No interaction between degree type and ethnicity was found, $F(2, 609) = 1.30, p = .273, \eta_p^2 = .004$, indicating that the effect of degree type on score differences was consistent across ethnic groups.

Discussion

A prior analysis of New York licensure applicants found that Black, Hispanic, and Asian applicants for licensure had significantly lower EPPP scores and pass rates than White applicants. Using these data, the present study directly compared each minority applicant’s EPPP scores to the mean of their White peers with the same doctoral degree from the same college or university. In every case, groups of minority applicants evidenced lower average EPPP scores than their

Table 2
EPPP Score Differences by Ethnicity and Degree Type Compared to White Applicant Reference Groups

Degree type	Ethnicity	Mean score difference	Standard deviation	Approximate mean score difference using 200–800 scaled scores	N
PhD	Black	−6.67	8.42	−83.38	147
	Hispanic	−4.15	7.33	−51.88	141
	Asian	−2.08	7.93	−26.00	126
	Total	−4.41	8.11	−55.13	414
PsyD	Black	−5.42	8.35	−67.75	52
	Hispanic	−5.70	9.56	−71.25	91
	Asian	−2.70	8.72	−33.75	58
	Total	−4.76	9.07	−59.50	201

Note. Mean difference scores refer to EPPP score differences from the majority reference group (i.e., White) mean for each minority applicant’s respective college/university and degree type (i.e., PhD or PsyD). The approximate mean difference using 200–800 scaled scores were calculated by multiplying the mean converted score difference by 12.50. EPPP = Examination for Professional Practice in Psychology.

White counterparts. Some of these differences were quite large (e.g., a -83.38 scaled score difference between Black and White applicants with the same degree from the same institutions). There was variability between non-White applicants as well, with Asian applicants' having significantly lower difference scores than both Black and Hispanic applicants.

To be clear, although the present study does little to illuminate the ultimate origin of EPPP performance differences across groups, it does make one possibility less likely. Namely, the replicated finding that minority groups perform more poorly on the EPPP than White applicants does not appear to be an artifact of simply averaging applicants across different training programs of varying quality. These differences in performance are found within individual training programs as well.

Future Directions

Given the critical importance of passing the EPPP for applicants of all ethnicities, exam developers must ensure its validity, incremental utility beyond other components of licensure, fairness, and take steps to minimize bias or construct-irrelevant variance (e.g., see Sharpless, 2019). Suggestions have been made to further evaluate the EPPP's validity (e.g., Callahan et al., 2020; Sharpless, 2021; Sharpless & Barber, 2009), and the impetus to further validate the exam appears to be increasing.

Along with exam characteristics (i.e., additional validity testing), it might be useful to evaluate individual applicant factors as well as institutional factors which might contribute to performance differences. Steps have begun in this direction (e.g., see a recent example in Saldaña et al., 2024). However, there are clear limits to what can be accomplished by independent researchers who neither have access to the full data set of ASPPB nor the funding to conduct such intensive studies. Therefore, an open collaboration of ASPPB and Pearson VUE with independent researchers seems imperative if there is a desire to answer these questions.

It should be noted that a group of ASPPB-based and independent researchers has been convened, termed the *Examination Stakeholder Technical Advisory Group*. It is designed to function as a think tank for exploring EPPP research and to foster engagement with applied psychologists and training programs. Whether this group will facilitate and conduct new (and rigorous) validation studies to address ongoing concerns about the EPPP's psychometric properties remains uncertain.

In addition to evaluating the current version of the EPPP, it is recommended that potential group performance differences be considered in any subsequent revisions of the exam (i.e., the widespread implementation of EPPP Part 2 or a different one-session EPPP). Per the American Educational Research Association's (AERA, 2014) guidelines, it is stated that

To the degree possible, characteristics of all individuals in the intended test population, including those associated with race, ethnicity, gender, age, socioeconomic status, or linguistic or cultural background, must be considered throughout all stages of development, administration, scoring, interpretation, and use so that barriers to fair assessment can be reduced. (p. 50)

When combined with prior research, the results of the present study imply a clear need to follow AERA's recommendations.

Limitations

Due to some ambiguity in the data received from the New York state board, it was not possible to determine in every single case that students with the same degree—and at the same institution—were enrolled in the exact same psychology program. For example, Pennsylvania State University has had clinical, counseling, and counselor education PhD programs over the included 25-year period, but the data did not distinguish among them for individual applicants. Further, as these data are limited to one U.S. state in the Northeast, these findings require replication across broader geographic regions.

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Minnesota Board of Psychology Executive Director Report

August 22, 2025

Introduction

The mission of the Board is to protect the public through licensure, regulation, and education to promote access to safe, competent, and ethical psychological services. The work of the Board is strategically aligned to accomplish this mission, including prioritization of Board action and the assignment of resources (both human and financial).

The work of the Board has focused on the following since the last Board meeting:

I. Administrative Updates

a. Assistant Executive Director Licensing Update

The Licensure Team has continued to support the Mission and Vision of the Board by processing Psychologist and Behavior Analyst license applications. Board staff have issued approximately 785 Behavior Analyst Licenses to date; 65 licenses have been issued since the last Board meeting in June and the majority of Behavior Analyst licenses issued since June report an address outside of Minnesota. About 63 applications were completed since the last Board meeting that have paid all license application fees. The average number of applications completed per week, with fees paid, is about three.

The licensure team has been providing case management to applicants that have not had movement on their application for more than a year and have expressed a decision to continue with licensure. In all there are 29 applicants that are still moving forward with their application for licensure; 22 of these applicants applied by initial application. Board staff have been working with this group to complete exam registrations so they may sit for the EPPP for the first time. Of the 29 applicants wishing to move forward, the Board has issued four licenses.

II. Executive Director's Report

- a. Committee Appointments: Appointment to committees are forthcoming. Board members will be appointed to at least one of the committees or ad hoc committees they identified as an interest area. The standing committees are: Rules and Legislative. The ad hoc committees are: Master's level practice, Artificial Intelligence, EPPP test-prep, and Internationally trained applicants.
- b. Reintroduction of the Café Conference: The Board staff want to reintroduce the Café Conference to educate licensees about the Board's complaint process. The Board has done these types of presentations for many years. During COVID, the Café Conference was one of the educational offerings that did not make as much sense to do in an online format. While staff continued to do in-person education for educational institutions and

other employers, the Café Conference did not return. Board staff are seeking to return to holding quarterly Café Conferences.

- c. Board Meeting Dates: The 2026 Board meeting dates will be sent out to members for feedback and approved at the September meeting.
- d. Financial Update: The Board has completed the hard close on Friday, August 15 and is working to officially close FY25 purchase orders as final invoices are confirmed paid. Year end financials have been provided with what has been paid to date.

Revenues were up year over year. License applications for psychologists met budgeted projections with \$94,000 in revenue. Renewals, which are the bulk of the Board's revenue, missed budgeted projections with \$836,000. Behavior Analyst license exceeded projections with \$178,000. Expenses stayed relatively flat year over year.

- e. Records Retention: Board staff are revising the Board's records retention policy as part of a broader Health Licensing Boards project to update the policy for electronic data destruction. This is the first of a multiyear project on which all boards are collaborating.



- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 8/22/2025

SUBMITTED BY: State Program Administrator

TITLE: CE Variance Request

INTRODUCTION TO THE TOPIC:

Ordinance	7200.3860, D.
Reasons for variance or waiver requested	I was diagnosed with cancer. My fulfillment of the continuing education requirement for renewing my license has been delayed by after-effects of chemotherapy, side effects of new medications, and the decision of one of my continuing education providers to get out of the continuing education business.
Not adversely affect the public welfare	I am moving toward retirement and seeing a small number of clients that I have worked with for several years. In most of the years that I've been a psychologist, I have taken more than the required number of continuing education classes, and was never late in renewing my license until I got sick. I am not taking new clients.
Written plan of alternative practices	<p>I plan to choose among these:</p> <p>online webinars:</p> <ul style="list-style-type: none">- Ethics for Mental Health Professionals, 6 hours, 7/19/25- Parkinson's Disease and Related Syndromes. 3 hours, 8/2/25- Social Media and Mental Health, 3 hours, 7/23/25- Inside the Dark Minds of Antisocials and Psychopaths, 6 hours, 7/22/25. <p>Downloadable webinars:</p> <ul style="list-style-type: none">- Improving Nonverbal Communication to Create Meaningful Change, 3 hours.- Positive Emotions Can Improve Stress Resilience, 6 hours- Principles of Managing Pain: Non-Drug Interventions, 6 hours.- Bullying: Practical Strategies for Prevention and Intervention, 6 hours- Shyness and Social Anxiety, 6 hours.
Rationale for the rule	I am identifying other sources of CEUs that can be completed online or through home study.

BOARD ACTION REQUESTED:

Approve or Deny the request



- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 8/22/2025

SUBMITTED BY: Executive Director

TITLE: ASPPB Annual Meeting October 2025

INTRODUCTION TO THE TOPIC:

ASPPB's Annual Meeting will be Thursday, October 23 to Sunday, October 26. The meeting theme is: Arching Towards Regulatory Excellence: The Supervision Keystone.

As a result of attending ASPPB's 65th Annual Meeting of the Delegates, participants will be able to:

- Identify three aspects of competency-based supervision that are relevant to regulators.
- Describe two requirements for supervision used by jurisdictions that license at the master's level.
- Describe two potential benefits and two potential challenges with establishing a uniform licensing act for the field of psychology.

Provided for your review is the Annual Meeting draft agenda and cost proposal.

BOARD ACTION REQUESTED:

ATTACHMENTS:

Description	Upload Date	Type
ASPPB Annual Meeting Agenda - draft	8/19/2025	Cover Memo
ASPPB Annual Meeting Cost Proposal	8/19/2025	Cover Memo



65th ANNUAL MEETING

Saint Louis, Missouri

October 22nd – 26th, 2025

Archiving Towards Regulatory Excellence: The Supervision Keystone

ALL TIMES LISTED ARE APPROXIMATE AND WILL BE FINALIZED AS SPEAKERS ARE IDENTIFIED

WEDNESDAY, OCTOBER 22, 2025

10:00 AM - 2:30 PM	Board Administrators and Registrars Committee Meeting RSVP to jvetter@asppb.org
11:30 AM - 2:30 PM	Board and College Chairs Committee Meeting RSVP to icarroll@asppb.org
3:00 PM – 5:00 PM	Jurisdictional and Individual Member Discussion with the ASPPB Board RSVP to icarroll@asppb.org
5:30 PM – 7:30 PM	Welcome Reception

THURSDAY, OCTOBER 23, 2025

7:15 AM – 8:15 AM

New Attendee Breakfast Meet and Greet

7:15 AM – 8:15 AM

General Session Breakfast

BUSINESS MEETING

8:30 AM

Call to Order and Welcome Remarks

Hugh D. Moore, PhD, MBA, ASPPB President

Certification of Delegate Attendance

Cindy Olvey, PsyD, ASPPB Secretary-Treasurer

Approval of Minutes from 2024 Annual Meeting

Cindy Olvey, PsyD

CEO Report

Mariann Burnetti-Atwell, PsyD, ASPPB Chief Executive Officer

Financial Report

Finance and Audit Committee

Nominations Committee Report and Nominations from the Floor

Michelle G. Paul, PhD, ASPPB Past-President

Chair, Nominations Committee

Presentations by Nominees for Office

President-Elect

Member-at-Large

9:30 AM

BREAK

9:45 AM

ASPPB Business

1:00 PM

LUNCH

Start of CE and Sessions

2:30 PM

Balloting (subject to change)

CE Instructions

Bryan Gardner, ASPPB Meetings and Events Coordinator

Brief Meeting Theme, Overview, and Recognition of the Annual Meeting Committee

Michelle G. Paul, PhD

Chair, Annual Meeting Committee

SESSION #1

2:45 PM **Keynote: Clinical Supervision: The Missing Ingredient**
3:45 PM **Q and A**
1.25 hours CE

4:00 PM **Recess for the Day (dinner on your own)**

FRIDAY, OCTOBER 24, 2025

7:30 AM – 8:45 AM **General Session Breakfast**

SESSION #2

9:00 AM **Call to Order and Announcements**
 Hugh D. Moore, PhD, MBA

9:00 AM **Accountability in Action: What Complaints Against Supervisors Teach Us**
10:00 AM **Q and A**
1.25 hours CE

SESSION # 3

10:15 AM **A Uniform Licensing Act: Is it for Psychology?**
11:00 AM **Q and A**
1.00 hours CE

11:15 AM **Break**

11:30 AM **Awards Luncheon and Announcements**
 ASPPB Awards
 Recognition of Outgoing Past-President
 Recognition of Outgoing President
 Staff Recognition

SESSION #4

1:15 PM	The EPPP Evolving: An Update from the Collaborative Implementation Task Force
2:00 PM	Q and A
<hr/>	
2:15 PM	BREAK

SESSION #5

2:30 PM	Regulatory Support for Supervisors in Action: Tools and Strategies from the Field
3:30 PM <i>1.25 hours CE</i>	Q and A
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3:45 PM	Recess
<hr/>	
6:30 – 9:00 PM	President's Dinner

SATURDAY, OCTOBER 25, 2025

7:30 AM – 8:45 AM

1 hour CE

Attorney's Breakfast

Alex Siegel, JD, PhD

7:30 AM – 8:45 AM

General Session Breakfast

SESSION #6

9:00 AM

Call to Order and Announcements

Hugh D. Moore, PhD, MBA

9:05 AM

New Ground, Informed Steps: Regulating MA-Level Supervision with Foresight

10:05 AM

Q and A

1.25 hours CE

10:20 AM

BREAK

SESSION #7

10:35 AM

Jurisdictional Updates

12:00 PM

Lunch

SESSION #8

1:15 PM

From Then to Now: Reviewing ASPPB Supervision Guidelines for Today's Challenges

2:15 PM

Q and A

1.25 hours CE

2:30 PM

Recess

5:00 PM – 6:30 PM

President's Reception

Dinner on your own

SUNDAY, OCTOBER 26, 2025

7:30 AM – 8:45 AM

General Breakfast

SESSION #9

8:30 AM

Call to Order and Announcements

Hugh D. Moore, PhD, MBA

8:30 AM

When Supervision Is a Sanction: Ethics, Oversight, and Remediation in Regulatory Practice

10:00 AM

Q and A

1.75 hours CE

10:30 AM

BREAK

10:30 AM

Watercooler Wrap Up

11:30 AM

Installation of New Officers

Michelle G. Paul, PhD

New President's Remarks

11:45 AM

ADJOURN

ASPPB Annual Meeting: St. Louis, MO (not high cost)	<i>Travel:</i> Tuesday, October 21 to Sunday, October 26: (5 nights/6 days - early party) Wednesday, October 22 to Sunday, October 26: (4 nights/5 days - regular conference)	Sam Sands Executive Director	Sony Markanda Board Member	Board Member	Board Member	Additional Board Member	Trish Hoffman Board Staff
ASPPB Registration Fee:	early registration: \$280, after deadline \$315	\$280	free	\$280	\$280	\$280	\$280
Airfare Roundtrip:	\$500 (6 days)/\$560 5 days)	\$500	\$500	\$560	\$560	\$560	\$500
Baggage Fees:	\$100	\$100	\$100	\$100	\$100	\$100	\$100
Per Diem:	\$75/day	N/A	\$450	\$375	\$375	\$375	N/A
Hotel: Royal Sonesta, St. Louis, MO	\$260 (\$219 plus tax)	\$1300 (5 nights)	\$1300 (5 nights)	\$1040 (4 nights)	\$1040 (4 nights)	\$1040 (4 nights)	\$1300 (5 nights)
Transportation:	100 (savings for sharing rides)	\$100	\$100	\$100	\$100	\$100	\$100
Meals:	\$43.00/day (only meals not covered by Conference)	\$89	\$89	\$70	\$70	\$70	\$89
Parking:	\$15.00/day	\$90.00	\$90.00	\$75.00	\$75.00	\$75.00	\$90.00
Mileage: .70/mile	13 miles RT	\$9.00	\$9.00	\$9.00	\$9.00	\$9.00	\$9.00
		\$2,468	\$2,638	\$2,609	\$2,609	\$2,609	\$2,468
	four board members, two board staff: \$15,402						
	three board members, two board staff: \$12,793						



- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 8/22/2025

SUBMITTED BY: State Program Administrator

TITLE: Board Administrative Terminations

INTRODUCTION TO THE TOPIC:

The Board shall terminate the license of a licensee whose license renewal is at least 60 days overdue and to whom notification has been sent as provided in the administrative rules. Failure of a licensee to receive notice is not grounds for later challenge of the termination.

Licensees are provided several opportunities to renew the license prior to Board termination. Licensees are sent a notice within 30 days after the renewal date when they have not renewed the license. This letter is sent via certified mail to the last known address of the licensee in the file of the board. This notifies the licensee that the license renewal is overdue and that failure to pay the current renewal fee and the current late fee (\$250.00) within 60 days after the renewal date will result in termination of the license. A second notice is sent to the licensee at least seven days before a board meeting (which occurs 60 days or more after the renewal date). Minn. R. 7200.3510.

BOARD ACTION REQUESTED:

License	Name	Expiration Date
LP6682	Lisa Cavanagh	4/30/2025
LP4806	Reiko Tanaka	4/30/2025