

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties



Saudi Psychology Licensure Examination (SPSLE)

EXAMINATION CONTENT GUIDELINE

General Rules

What are Licensure Examinations?

Licensure Examinations are assessments to ensure that the incompetence of healthcare practitioners will not harm the public. It assesses the ability to apply knowledge, concepts, and principles that constitute the basis of safe and effective healthcare.

What is the Saudi Psychology Licensure Examination (SPSLE)?

The SPSLE is an exam that assesses the readiness of Psychology Specialists to practice and/or proceed to postgraduate training. It consists of 200 MCQs, which may include up to 10% pilot questions. It is divided into two parts of 100 questions, each with a time allocation of 120 minutes for each part. There is a scheduled 30-minute break between the two parts. These questions have four to five options from which the candidate will choose one best answer.

The exam is in both English and Arabic languages, and it shall contain recall questions that test knowledge and questions with scenarios that test other skills (interpretation, analysis, decision making, reasoning, and problem-solving).

How is the SPSLE pass score established?

In the first quarter of 2024, the SCFHS will conduct a rigorous standard-setting exercise to assign a cut score on the reporting scale of 200-800. This cut score will be reviewed and approved by the Central Assessment Committee.

What is a test blueprint, and what is its purpose?

A test blueprint is a document that reflects the content of a specialty licensure examination. The blueprint is the plan used for "building" the exam. The purpose of the blueprint is to ensure including questions related to what is expected to know.

Note: The test will be conducted in the third quarter of 2024.

Saudi Psychology Licensure Examination Blueprint

Section	Competency
Biological, social, and cognitive-affective bases of behavior 15%	1. Recognize biological explanations of human behavior, more emphasis has to be on the brain and its relation to behaviors
	2. Understand the psychological theories underlying human behaviors (psychodynamic, behavioral, social learning, cognitive, humanistic, and interpersonal theories)
	3. Distinguish individual differences and personality
	4. Identify social aspects of human behavior and how social phenomena influence individual behaviors and how individual behaviors shape social phenomena
	5. Explain the impact of cultures, cultural diversities, and acculturation on human behaviors
	6. Understand psychopharmacology and its biological impact
Growth and lifespan development 10%	1. Recognize normal growth and development across the lifespan
	2. Apply theories and models of development
	3. Identify risk and protective factors that may impact a developmental course (e.g., family dynamics, nutrition, prenatal care, attachment, health care, social support, socioeconomic status, abuse, victimization, wellbeing, and resiliency)
Psychopathology 15%	1. Comprehend the basics of descriptive and explanatory psychopathology and how the pathology of the mind develops in general
	2. Understand the basic principles of child and adolescent psychopathology
	3. Understand adult psychopathology
	4. Recognize geriatrics psychopathology
	5. Understand the basics of substance-related disorders
	6. Comprehend how the pathology of the mind affects the body
Assessment Clinical- decision making 30%	1. Implement relevant knowledge related to psychological evaluation and assessment (in clinical and non-clinical settings) for determining/diagnosing psychopathology, pathological, trait and characteristics of personalities, intellectual abilities and cognitive functions linked to brain pathology and is able to allocate appropriate referral procedures
	2. Apply relevant knowledge related to psychological evaluation and assessment for conceptualizing signs/symptoms of psychopathology on psychological theories, aiming at choosing appropriate psychological interventions and (psychometry principals -reliability/validity/norms)
	3. Contribute to treatments plans, based on case conceptualization



<p>Treatment, Intervention, and Prevention 20%</p>	Understand the core knowledge of psychological models of interventions (e.g. psychodynamic, behavioral, cognitive, humanistic, self-efficacy, interpersonal)
	Employ professional therapeutic skills related to psychological models of interventions (e.g. psychodynamic, behavioral, cognitive, humanistic, self-efficacy and interpersonal)
	Implement behavioral principles and methods in promoting health and preventing diseases in general
	Apply behavioral principles and methods in promoting mental health and preventing mental health problems
	Identify challenges to forming and maintaining therapeutic alliance (e.g. countertransference, compassion fatigue, conflict) and other related issues (e.g. client variables; situational/ problem factors)
<p>Ethics and Professionalism 10%</p>	Define client and patient rights
	Identify and manage potential ethical issues in the practice of psychology
	Promote professional development (e.g. supervision, peer consultation)
	Apply ethical principles in diagnosis/assessment/ research related to pathology and the management of clinical cases
	Identify relational and therapeutic skills to engage, establish, and maintain working relationships with a range of clients (e.g. respect, empathy, non-judgment, reflection, clarification authenticity)

 **Note:** Blueprint distributions of the examination may differ up to +/-5% in each level.



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Note: This list is intended for use as a study aid only. SCFHS does not intend the list to imply endorsement of these specific references, nor are the exam questions necessarily taken from these sources.



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