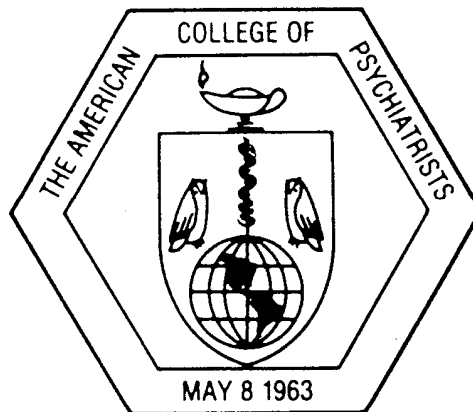


THE AMERICAN COLLEGE OF PSYCHIATRISTS

CHILD PSYCHIATRY RESIDENT IN-TRAINING EXAMINATION (CHILD PRITE)

December 1 - December 5, 2008



INSTRUCTION MANUAL

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COMMUNICATION GUIDELINES

Questions concerning policies, receipt of test materials, administration of the examination, or billings and payments should be directed to:

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The American College of Psychiatrists
122 South Michigan Avenue, Suite 1360
Chicago, IL 60603
Telephone: (312) 662-1020
FAX: (312) 662-1025
Kathy@acpsych.org

Questions concerning the return of test materials, scoring procedures and examination results should be directed to:

Jessica Romero
Prometric
2000 Lenox Drive, Suite 300
Lawrenceville, NJ 08648
Telephone: (609) 895-5161
FAX: (609) 895-5022
Jessica.Romero@prometric.com

CONFIDENTIALITY AND USE STATEMENT

The primary objectives of the CHILD Psychiatry Resident In-Training Examination (CHILD PRITE), offered by The American College of Psychiatrists (The College), are to provide an assessment of knowledge base of child and adolescent psychiatric issues in-depth and to provide educationally useful feedback to individuals and groups in the form of comparisons with peers in specific areas of knowledge. CHILD PRITE is taken by only candidates in child fellowship programs.

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INTRODUCTION AND GENERAL INFORMATION

This Instruction Manual, which contains specific directions for administering the Child Psychiatry Resident In-Training Examination (CHILD PRITE), has been prepared by The American College of Psychiatrists (The College) to ensure that all examinees have an opportunity to be tested under comparable conditions.

Test Security

Test security is such an important aspect of an administration that it cannot be overemphasized. The training director is responsible for the security of all tests from the time they are received until they are returned to the resident. This means that no one is to have the opportunity to examine any test book at any time except the examinee taking the test. Also, no one may be permitted to copy the examination questions.

Purpose of the Examination

While the purpose and construction of the CHILD PRITE follow the same stringent requirements as the PRITE, a few important differences exist between the two examinations. While residents may take the PRITE in all stages of psychiatry training, the CHILD PRITE is a 200-item specialty examination designed to be taken only by child fellows. This specialty examination is constructed and reviewed by child psychiatry specialists only from the PRITE Editorial Board. The examination surveys child and adolescent psychiatry issues in-depth. The content categories (listed on pages 3-5) indicate the scope of the CHILD PRITE items, which are unique to specialty practice in the field of child and adolescent psychiatry.

Examination Stipulations

The following stipulations apply to each residency program's participation:

1. Test results of individual residents must be kept strictly confidential, except as indicated herein.
2. The results may be used as one factor, among many, for assessing the competency of a resident.
3. The test must be administered during the period of December 1 – December 5, 2008.
4. Uniform testing conditions and procedures are essential in a program that involves testing at many centers. To ensure a standardized testing environment for all examinees, the directions in this manual must be followed exactly. This examination is intended to be a timed, proctored, closed-book examination taken under group testing conditions by child psychiatry residents. (Some flexibility is permitted to minimize hardship for residents unable to participate in standardized administrations because of serious schedule conflicts or unanticipated difficulties such as illness, and to accommodate special testing needs, as required by the Americans with Disabilities Act.)

5. Test booklets must be collected after the administration of the exam and stored in a secure area. They will be distributed to residents at a later time when the examination results are returned to the program.
6. The training director at each participating training program must sign the contract supplied by The College. By signing the contract, each training director
 - acknowledges that the test results may be used by his or her program as one factor for assessing the residents' competency,
 - acknowledges that the examination is not a certifying examination and agrees that it will not be used for making "pass/fail" decisions, and
 - guarantees that the program will take all measures necessary to comply with the Americans with Disabilities Act.

A program may not participate in CHILD PRITE unless the contract is signed, returned to The College, and payment is received in full.

7. Signed contracts must be received at The College by September 12, 2008. Payment for the examination materials ordered must be received by October 10, 2008.
8. The training director must notify The College no later than September 19, 2008, of
 - all residents who have notified the program of any disabilities and auxiliary aids or modifications those disabilities necessitate,
 - the aid or modification the program has agreed to undertake,
 - any determination that there is no appropriate on-site aid or modification, and/or
 - any modification to the examination itself that the program considers necessary.

A small amount of descriptive data must be provided for all participating residents (type of examinee, resident I.D. number, type of training program and testing condition, etc.). Name, social security number, or other sensitive personal factors about residents will not be collected. (See instructions beginning on page 13 of this manual for further details.)

Content Categories for the CHILD PRITE

Although subtest scores will not be reported, the following outline indicates the number of questions (out of the 200 total) in each major content area.

I. Development (30 items)

- A. Normal: Infancy, child, adolescent
 - 1. Cognitive
 - 2. Language
 - 3. Moral
 - 4. Biological
 - 5. Psychosexual
 - 6. Social
 - 7. Psychological (e.g., analytic, learning theory)
 - 8. Ethnic/cultural
- B. Family
- C. Developmental formulations
 - 1. Risk factors
 - 2. Protective factors
 - 3. Temperament factors
 - 4. Outcomes
- D. Anthropology/sociology/ethology

II. Biological science (11 items)

- A. Neurobiology
 - 1. Developmental
 - 2. Molecular
 - 3. Neuropathology
 - 4. Neurophysiology
 - 5. Imaging
- B. Genetics
 - 1. Molecular
 - 2. Epidemiological
- C. Basic psychopharmacology
 - 1. Developmental aspects
 - 2. Pharmacokinetics/pharmacodynamics

III. Epidemiology (4 items)

- A. Cross-sectional
- B. Longitudinal
- C. Comorbidity
- D. Methodology
- E. Cross-cultural

IV. Psychopathology (40 items)

- A. Developmental disorders
 - 1. Mental retardation
 - 2. Autism/PDD
 - 3. Learning disorders
 - 4. Communication/language disorders
- B. Disruptive behavior disorder
 - 1. ADHD
 - 2. Conduct disorder
 - 3. Oppositional disorder
- C. Mood disorders
- D. Substance abuse
- E. Sleep disorders
- F. Suicide
- G. Eating disorders
- H. Anxiety disorders
- I. Obsessive-compulsive disorder
- J. PTSD/dissociative disorders
- K. Abuse/neglect
- L. Family psychopathology
- M. Adjustment disorder
- N. Movement disorders
- O. Personality disorders/traits
- P. Schizophrenia/psychosis
- Q. Somatoform disorders
- R. Violence/homicide
- S. Infant/early childhood feeding disorders
- T. Elimination disorders
- U. Reactive attachment disorder

V. Assessment procedures (13 items)

- A. Interview
- B. Rating scales
- C. Psychological testing
- D. Laboratory testing
- E. Mental status

VI. Treatment (40 items)

- A. Somatic therapy
 - 1. Psychopharmacological
 - 2. ECT
- B. Psychological
 - 1. Psychodynamics (including play therapy)
 - 2. Cognitive
 - 3. Behavioral (biofeedback, relaxation techniques, conditioning)
 - 4. Family
 - 5. Group
 - 6. Short-term

- 7. Psychoeducational
- 8. Crisis intervention
- C. Residential care
 - 1. Acute hospitalization
 - 2. Partial
 - 3. Acute/chronic residential treatment
- D. Cultural competency

VII. Psychiatric aspects of pediatric disorders (11 items)

- A. Behavioral (e.g., asthma, diabetes)
- B. Neurological (e.g., epilepsy, metabolic illness, head trauma)
- C. Pediatric consultation

VIII. Issues in practice (NOS) (35 items)

- A. Foster care
- B. Adoption
- C. Custody
- D. Ethics
- E. Forensics
- F. Divorce
- G. Domestic violence
- H. Social violence
- I. Gay/lesbian youth
- J. Death/loss
- K. Administrative issues
- L. Infant psychiatry
- M. Emergency
- N. Minority issues

IX. Consultation other than pediatrics (12 items)

- A. School
- B. Court
- C. Community
- D. Advocacy

X. Prevention (4 items)

Reporting of Results

The following materials will be sent to the training director after the scoring process has been completed:

Resident Reports

1. Resident Report 1 – showing the raw score, which is the total number of questions (out of the 200 total) that are answered correctly. In addition, means and standard deviations are provided for the total score and subscores for the following four groups: (a) all examinees; (b) child psychiatry first-year residents; (c) child psychiatry second-year residents; and (d) child psychiatry fellows and others.
2. Resident Report 2 – showing the resident's response to each question and the correct answer choice.
3. Percentile rank table (resident scores) – provides the resident with a way to compare his or her total raw score with the total raw score of other residents. Norm groups are the first-year and second-year residents.
4. *Information for Participants and Reference Bibliography.*
5. Answer keys (with subscore classifications for each item).

The materials listed above will be in a sealed envelope, labeled with the examinee's ID number.

Training Director's Reports

1. Resident Report 1 – copies of each resident's individual score report.
2. Training Director's Summary Report – showing the total raw scores of all participating residents in the program as well as the program's raw score mean for each resident's year.
3. Percentile rank table (program means) – provides the training director with a way to compare his or her program's raw score mean with those of other programs.
4. *Information for Participants and Reference Bibliography.*
5. Answer keys (with subscore classifications for each item).

GENERAL INSTRUCTIONS FOR THE TEST SESSION *

2008 Testing Schedule

September 19, 2008: The program notifies The College of requests for aids or administration modifications based on disabilities, including the program's actions, and any necessary examination modifications.

October 27 - November 7, 2008: Test materials are shipped to residency programs from The College office in Chicago, Illinois. **Upon receipt, inspect all materials immediately to determine if there are any shortages or defective materials.**

December 1 – December 5, 2008: Administration of the examination by residency programs.

DECEMBER 12, 2008: CUT-OFF DATE FOR RECEIPT OF ANSWER SHEETS AT PROMETRIC.

Answer sheets received after December 12, 2008, will not be accepted for scoring. Answer sheets received with missing or incorrectly completed data cannot be processed. Scoring can only be based on the properly completed answer sheets that are received at Prometric by December 12, 2008.

January 2009: Prometric mails all test results to training directors.

Maximizing Attendance

The CHILD PRITE examination consists of 200 multiple-choice questions administered in a single 3½ hour test administration session. To ensure sufficient time for distribution of materials and explanation of instructions, allow 4 hours when scheduling the administration.

To protect the validity of the scores and to enhance the educational value of its administration, it is important that every resident take this examination under timed, proctored, closed-book, group testing conditions similar to those followed for other standardized examinations.* The following guidelines are suggested for maximizing attendance:

1. Confer in advance with faculty and residents regarding the preferred date and time for the testing session.
2. Announce the testing date in advance so that residents can avoid schedule conflicts when planning personal time and other activities.
3. Arrange for clinical coverage by faculty members during the exam administration so residents are free from distractions or interruptions.

* The Americans with Disabilities Act may require modifications to time limits and other testing conditions for disabled residents.

4. Clearly communicate the expectation that all eligible residents (primarily child 1st-year and 2nd-year fellows) must be present for the scheduled testing session.
5. Schedule the examination on a day when religious observances will not cause an attendance problem.

The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) requires that an organization conducting an examination such as CHILD PRITE offer it in "a place or manner accessible to persons with disabilities or offer alternative accessible arrangements for such individuals."

42 U.S.C. § 12189. Implementing regulations require organizations giving examinations to persons with impaired sensory, manual, or speaking skills to:

1. Ensure that the examinations offered to disabled individuals accurately measure the individual's aptitude or achievement level, not their disability.
2. Ensure that the examinations designed for disabled individuals are offered in facilities that are accessible to individuals with disabilities and that such examinations are offered at times and locations as convenient as those of the regular examinations.
3. Provide appropriate auxiliary aids for disabled persons, unless the provision of such auxiliary aids would fundamentally alter the measurement of the skills or knowledge the examination is intended to measure or would result in an undue burden.

Examples of auxiliary aids that may be required include the following: taped examinations, interpreters or similar accommodations (for persons with hearing impairments); qualified examination readers (for persons with visual impairments or learning disabilities); a person or mechanism to transcribe answers (for persons with manual impairments). In addition, testing procedures may need to be modified for disabled persons, e.g., by giving such persons additional time or providing separate testing environments to complete examinations in appropriate circumstances.

Disabled residents may be required to give advance notice and documentation of their disability and any aids or modifications they believe to be required. This advance notice is important to permit the program to make arrangements for disabled residents.

Programs should notify residents of the examination as soon as possible, setting a date by which the residents must notify the program of any relevant disabilities and aids or modifications required for testing. The program must notify The College no later than September 19, 2008, of (1) all residents who have provided notification, (2) the aid, modification, etc., the program has agreed to undertake, (3) any determination that there is no appropriate on-site aid or modification available, and/or (4) any modification to the examination itself that the program considers necessary.

When administering the examination to disabled residents, the program should make whatever modifications are necessary to the instructions in this manual. Any questions about the appropriate way to proceed should be referred to The College.

Make-up Testing Sessions and Nonstandardized Testing

Each training program should schedule one make-up testing session for residents who unavoidably miss the main testing. By participating in the make-up session, these residents may still benefit from the test taking experience and obtain useful feedback. Decisions permitting individual residents to attend the make-up administration should be made by the director of residency training. He or she should evaluate the appropriateness of each request.

The following guidelines apply to the make-up session:

1. Only **one** make-up session should be scheduled by any training program. This session should take place as soon as possible following the primary examination administration.
2. The requirements for the make-up session are the same as for the primary test administration. This session must follow the time limit, closed-book conditions, and the presence of a proctor at all times, even if only one resident is being tested.
3. Residents who miss the regular administration and are unable to attend the make-up session may take the test under any reasonable arrangement approved by the director of residency training.

Clinical Coverage During Administration

Residents must be excused from all other obligations during the time scheduled for the examination administration. Be sure that this is communicated well in advance to faculty members and other persons acting as clinical supervisors for residents. Prior notification is especially important if some of the residents must be excused from clinical rotations outside the department.

If possible, clinical coverage by faculty members or other nonresidents should be arranged for every service (including the emergency room, admissions office, consultation-liaison service, inpatient service, outpatient clinic, etc.). **Beepers and cell phones should not be permitted in the testing rooms.** Be sure that switchboard operators and other key persons are informed of the arrangements for clinical coverage so requests for paging can be redirected routinely.

If extreme hardship is involved in relieving residents of clinical responsibilities during the testing, the training director should randomly select one resident to act as O.D. The O.D. resident can then complete the examination at the make-up session. **(Do not ask for volunteers to act as O.D.)**

Proctors and Their Responsibilities

A PROCTOR MUST BE PHYSICALLY PRESENT IN EACH TESTING ROOM AT ALL TIMES. All proctors are required to be faculty members. Do not use secretaries or residents as proctors.

Proctor instructions are detailed in later sections of this manual. In general, the duties include distribution and collection of materials, explanation of instructions, and enforcement of standardized testing conditions. The presence of a proctor must be apparent at all times, but it is not necessary for the same proctor to be present for an entire administration. For example, it may be more convenient to schedule two faculty volunteers to proctor in shifts than to arrange for a single person to cover an entire 3 ½ hour administration, assuming that all proctors have been informed of the duties required during the examination administration.

The person responsible for distribution of materials and explanation of instructions at the beginning of the administration should take sufficient time to become thoroughly familiar with the instructions and procedures outlined in this manual.

Reading or any sort of quiet deskwork by the proctor is permitted as long as the residents are not distracted by the activity, and as long as continuous physical presence of a proctor is evident. The proctor should walk about the room at regular intervals during the test session to enforce standardized conditions and to make certain that the residents are completing the answer sheets properly.

Proctors should carefully synchronize watches when they replace or are replaced by another proctor to ensure that the timed testing period will be exactly 3 ½ hours in length.

The proctor should assist residents with understanding instructions, BUT SHOULD NOT ASSIST WITH INTERPRETING TEST QUESTIONS.

Examination Rooms and Seating Arrangements

In order to facilitate the distribution and collection of test materials and the monitoring of the testing room, the following arrangements are recommended.

1. If more than one testing room is required, the rooms should be adjacent. A proctor must be present in each room.
2. Examinees are permitted to leave the testing area – one at a time – if they need to use the restroom. However, additional time will not be granted in such cases. The test books and answer sheets must be collected from all examinees at the end of the 3½ hour timed testing period.
3. Examinees must be seated in a way that will prevent copying and will allow sufficient workspace to lessen the opportunity for communication among examinees during testing. Two types of seating typically used for standardized tests are shown in the diagrams on page 11. In each case, the seating is alternated as examinees are directed to their seats. Desks and tables should be a minimum of three feet apart.

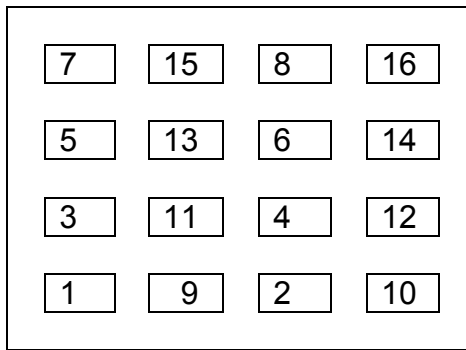


Figure 1 (desks)

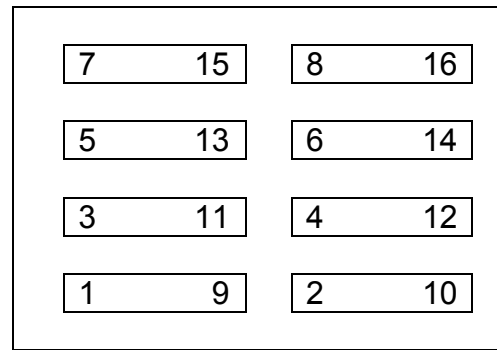


Figure 2 (8-foot tables)

4. Provide comfortable writing surfaces for left-handed examinees.
5. The testing room(s) should have a wall clock clearly visible by all examinees.

Advance Arrangements for the Testing Session

1. Residents should be given sufficient notice of the examination to permit the residency program to inform The College by September 19, 2008, of any disabled resident for whom auxiliary aids or other arrangements are necessary, and about any disabled resident for whom a determination has been made that on-site accommodations are inadequate.
2. The date, time, and place for the testing session should be announced and published as soon as they are determined. To avoid any possibility of a misunderstanding, each resident should receive a written announcement.
3. Notify any new residents entering your training program between the date of the initial announcement and the date for the CHILD PRITE administration as soon as possible (ideally on their first day of orientation to your training program). Arrangements should be made for any such resident who is disabled as soon as possible.
4. Notify all faculty members and other persons acting as clinical supervisors of this important educational activity and the fact that all eligible residents must be freed from other duties to attend the exam administration. Make specific arrangements for all clinical coverage during the exam administration.
5. Reserve sufficient testing rooms and seating space for the examination.
6. Enlist the services of faculty members who will act as proctors during the administration of the exam.
7. Set the expectation that all eligible residents (primarily child 1st-year and 2nd-year fellows) will attend the session. However, if this causes a hardship for any resident, a make-up session can be scheduled.

Materials for Test Administration

Approximately two weeks before the examination, the following activities should take place:

1. Send a reminder to all eligible residents, clinical supervisors, and other persons involved with the test administration.
2. Reconfirm previous arrangements for clinical coverage and commitments by faculty members to act as proctors during the test administration.
3. Reconfirm room reservation and seating requirements for the exam administration.
4. Verify the arrival of the testing materials from The College in Chicago, Illinois. If an insufficient amount or defective materials are discovered, contact Kathy Ricker at The College at (312) 662-1020.

The materials needed for test administration are:

- *Instruction Manual* (this manual)
- Test books
- Answer sheets
- Attendance roster for assigning names to ID numbers, for determining absentees at the test session, and used for distributing the test results
- A supply of soft lead (# 2) pencils
- A reliable watch (preferably a stop watch)

BE SURE TO INSPECT THE SHIPMENT OF MATERIALS IMMEDIATELY UPON RECEIPT TO DETERMINE IF THERE ARE ANY SHORTAGES OR DEFECTIVE MATERIALS. ALL MATERIALS MUST BE KEPT IN A LOCKED CONTAINER TO WHICH ONLY YOU HAVE ACCESS UNTIL THE DAY OF THE TEST.

5. Prepare the attendance roster by listing the examinees' names on the lines provided next to the ID numbers that have been pre-printed.
6. Fill in the examinees' ID numbers and demographic data on the answer sheets prior to the first test administration. The next section of this Manual provides specific instructions for entering the necessary data.

COMPLETING THE ATTENDANCE ROSTER AND ANSWER SHEETS

All demographic data required for computer processing must be recorded on the answer sheets. Complete these blocks on the answer sheets in advance of the test sessions. **USE ONLY A SOFT LEAD (# 2) PENCIL.** Fill in the circles completely. If it is necessary to change some of the information, erase your first marks thoroughly.

THE DIRECTOR OF RESIDENCY TRAINING SHOULD PERFORM THE TASKS DESCRIBED BELOW OR DELEGATE THEM TO AN ADEQUATELY INFORMED ASSISTANT. Errors will delay computer processing of test results, are costly to correct, and may compromise the accuracy of all participants' results.

Attendance Roster

Prepare the master list of names and ID numbers on the attendance roster (special computer-printed form) provided to the training director with the other testing materials. On this form, the ID numbers assigned to the training program are printed in sequential order, and space is provided for recording names of the examinees.

The examinees' 9-digit numbers have the following structure: 08-XXX-XXXX. The first two digits are 08, designating the 2008 examination. The next group of three digits is the code assigned to your residency training program. The final four digits are generated sequentially.

If you ordered additional test materials after receiving your attendance roster, you will need to add the appropriate number of ID numbers to your roster. Determine the additional ID numbers from the last number pre-printed on your roster. (The last four digits should increment by one for each additional resident.) Also, draw in lines for the names of the residents for whom the additional materials were ordered. The attendance roster must be used during the test sessions in order to distribute the correct answer sheets to the appropriate examinees. It also must be used for distribution of the test results, since the score reports will identify examinees only by their **ID numbers**. **Do not return the attendance roster to Prometric with the answer sheets.**

Answer Sheet Block A – Resident ID Number

Using the information on the attendance roster, fill in each examinee's ID number on the CHILD PRITE answer sheet in the boxes provided. Fill in the circles below the boxes that correspond to the numbers you wrote. **BE VERY CAREFUL.** ID numbers that are entered incorrectly will result in delays in scoring and possible incorrect reporting of results.

Answer Sheet Block B – Type of Examinee

Please record the current status of each examinee as of December 1, 2008. The categories listed are used to define the norm group and peer groups in computing standard scores and percentile ranks. (Note that all reports are based on the categories below. If errors are made in classifying residents, reports will be based on the classification provided. New reports cannot be issued if errors are later identified.)

- Child Psychiatry — 1st Year Resident
- Child Psychiatry — 2nd Year Resident
- Child Psychiatry — Research Fellow
- Other Trainee

Answer Sheet Block C — Type of Training Program

This block is used only for compiling statistical summaries that will include examinees from many training programs. It does not affect the results received by any resident or by any single training program.

For most training programs, the same response choice will be used for all examinees. It is permissible to use different responses for different residents if this seems appropriate (e.g., if some of the residents tested with your group are actually receiving their training at some affiliated institution such as a state hospital, rather than in your own training program). This block is not concerned with the type of patients or geographic location, but rather with the administrative organization of the training program.

- Medical school training program
- Public mental hospital training program (i.e., state or county hospital)
- Private hospital training program
- Military training program
- Other type of training program (including VA hospitals not intimately affiliated with medical schools)

Answer Sheet Block D — Testing Conditions

The choice marked in this block in no way affects either the results reported to the individual examinee or the statistics reported to the training director. This variable is used to restrict membership in the norm group used for standardizing scores and the peer groups used to determine percentile ranks. Only residents tested under fully standardized conditions will be included in the calculations of the standard scores and percentile ranks.

- Standardized group: The resident took the test during the regularly scheduled testing session as specified in this manual.
- Make-up group: The resident attended the make-up session.
- Nonstandardized group: The resident did not attend the regular testing session or the make-up session (the test was not proctored or otherwise not taken under standardized conditions); includes disabled residents for whom auxiliary aids or other administrative modifications have been provided.

CONDUCTING AND SUPERVISING THE EXAMINATION

The CHILD PRITE is intended to be administered under uniform conditions that apply to other standardized examinations. The *Instruction Manual* includes guidelines and procedures for administering the CHILD PRITE examination to ensure that all examinees have an opportunity to be tested under comparable conditions.

The Day of Testing

1. Notify switchboard operators so that requests for paging can be held or redirected. BEEPERS AND CELL PHONES SHOULD NOT BE ALLOWED IN THE TESTING ROOMS.
2. Deliver the test booklets and other materials to the proctor who will begin the test session.
3. If a public address system is available, you may wish to broadcast an announcement of the exam administration about 15 minutes prior to its beginning.

Use of Testing Aids

Examinees may not use written notes, reference materials, or other forms of testing aids during the examination. Please indicate an area in the testing room where examinees can leave unauthorized materials, such as paper, notebooks, dictionaries, or other items during the examination. Throughout the test examination, there should be nothing on the examinee's desk except the test book, answer sheet, and pencil(s).

Defective Test Booklets and Answer Sheets

If defective test books or answer sheets are found prior to the examination administration, contact The College for replacements. If defective materials are discovered during the test administration, it may be necessary to reschedule the test for the affected examinees.

Irregularities

Report in detail any irregularity affecting one or more examinees' test scores significantly. Examples are illness, power failure, timing irregularities, disturbances, and instances of giving or receiving assistance during the test. Describe such irregularities in detail on the Report of Test Administration.

Giving or Receiving Assistance

If an examinee appears to be cheating or attempting to cheat, quietly inform him/her of your observations and remind him/her that no assistance of any type is permitted. In doing this, avoid any direct accusations of cheating.

If the behavior continues, move the examinee to another seat where he or she can be more closely observed and where cheating would be more difficult.

If you or a colleague are convinced that an examinee is giving or receiving assistance during the test:

1. Have a faculty member or other colleague verify the cheating by observation.
2. At the earliest possible moment and without creating a disturbance, inform the examinee that you are aware of the situation. Explain that the situation will be reported to The College and Prometric.
3. Allow the examinee to continue testing, but if the situation continues, move him/her to another seat in the testing room away from other examinees. Keep a careful watch for further evidence of cheating.
4. If the examinee is obviously collaborating with another examinee, follow the above procedures for each person involved.

It is very important to write a complete and detailed explanation of the irregularity, regardless of whether you suspected or were convinced an examinee was cheating. Attach the examinee's test book and answer sheet to your report and return them to Prometric with the answer sheets.

Group Mistimings

If a delay or interruption occurs during the timed portion of the examination, the lost time must be added to the closing time of the test session. Group mistimings should be noted on the Report of Test Administration.

Early Dismissal

Examinees who complete the test and wish to leave early may do so, but only one at a time in order to avoid distraction to others and confusion in the collection of test books and answer sheets. Make sure that every examinee who leaves early has given you his/her test book and answer sheet. Once an examinee has turned in a test book and answer sheet, he/she must not be allowed to re-examine them. Also, once an examinee has been dismissed from the testing room, he/she may not return to the testing room.

Questions

To ensure standardization of testing conditions at all test sites, you may not answer any questions regarding individual test questions.

Collecting Examination Materials

Before the examinees are dismissed at the close of the test session, you are to make a complete count of all test books (including those for examinees who left early). You must account for all examination materials. Examinees are not permitted to retain the test book or to make a copy of any question in the test book, nor are they permitted to examine the test books or answer sheets after they have been turned in to you. The examination materials must be secured at the close of the test session. This security is important and eliminates the possibility that any of your residents could share a test book with colleagues in other residency programs that have not yet tested. Should this happen, the integrity of the entire CHILD PRITE program, and the validity of the resident and the training director's reports, could be affected. **The training director or individual who signed the contract will be held legally responsible for the collection and storage of all examination materials.**

Smoking, Eating and Drinking

Smoking, eating, and drinking are not permitted in the testing room(s).

DETAILED INSTRUCTIONS FOR THE EXAMINATION ^c

As examinees arrive at the designated time and place:

1. Place a check mark by each examinee's name on the attendance roster.
2. Hand each examinee the answer sheet containing his or her ID number.
3. Direct each examinee to a seat (see the diagrams on page 11 for recommended seating arrangements).

Examinees who arrive late should not be given additional time. All test books and answer sheets should be collected at the end of the 3½ hour timed portion of the test.

After the examinees are checked in and seated, close the door of the examination room and say (read aloud boxed text only):

We are now ready to begin.

You will have 3 ½ hours to complete this examination. You will be allowed to go to the restroom one at a time during testing. Before leaving the room, please give your test book and answer sheet to me. You cannot make up the time lost for using the restroom. If you finish the examination in less than the allotted time and wish to leave, you may do so. Those who leave early must do so one at a time and as quietly as possible, after turning in all materials to me. Once you leave the testing room you will not be allowed to re-enter.

The following residents are absent and will take the test at a later time: _____. (From your attendance roster, announce the names of absentees.) **Please refrain from discussing the examination with the residents I have named.**

Use only a #2 pencil to complete your answer sheet. If you do not have a pencil, raise your hand (distribute pencils as needed).... DO NOT USE PEN.

Please turn off your beepers and cell phones.

^c These procedures and instructions may need to be modified for disabled residents for whom auxiliary aids have been provided or other modifications made.

We will now distribute the test books. Wait until all test books are distributed before opening them.

Distribute a test book to each examinee. When all test books have been distributed, say:

Open the test book to page 3. Read the confidentiality statement on page 3 and the directions on page 4.

When everyone has finished reading the statement and directions, read the following boxed instructions, pausing when four dots appear to allow time for the procedures to be carried out.

Sign your name in the space provided on the front cover of your test book.... Turn your answer sheet so that side 1 is facing you.

Blocks A through D on your answer sheet have been filled in for you. Block A contains your identification number. The first two digits indicate the year of testing – 2008. The middle three digits are the code for this residency program. The last four digits are a sequential number assigned to you in advance by the training director.

Blocks B and C contain demographic data about this residency program. The response in Block D refers to the conditions under which you are taking this examination. Do not change any of the pre-coded information. However, if you notice an error or have a question about the information, contact the training director after the test session.

This examination contains 200 questions and includes three types of test items. Be sure to carefully read the directions provided at the beginning of each section in your test book. In answering the questions, select the best alternative, and find the row of circles with the same number as the question on your answer sheet. Then find the circle in that row with the same letter as your answer.

Blacken the circle completely. If you change an answer, be sure that you erase your first mark completely and then blacken the circle for the choice you prefer. No credit will be given for questions with two or more responses marked or for unanswered questions. Your test score will be based on the

number of questions you answer correctly. Thus, it is to your advantage to answer every question. Do not make any stray marks on your answer sheet. Keep your materials directly in front of you and flat on your desk. YOU MAY NOT GIVE OR RECEIVE ASSISTANCE OF ANY KIND AND YOU MAY NOT TALK TO YOUR NEIGHBORS. I cannot answer any questions about the content of the examination. However, do you have any questions about the administration of the exam?

Answer any questions. Then say:

You may now turn to page 5 and begin working.

Note the time you begin the examination and record that time in the appropriate section on page 27 of this manual. If a blackboard is available, post the starting time. Also, calculate the ending time and post it as well.

You (and your assistants, if any) should move around the room periodically during the test session to make certain that the examinees are marking their answers properly and to enforce standardized testing conditions.

Exactly 3 hours and 15 minutes from the start of the test session, say:

You have 15 minutes to finish this test. All test books and answer sheets will be collected in 15 minutes. As a final reminder, be sure to mark all of your answers on your answer sheet. No credit will be given for a question unless the correct answer is marked on your answer sheet.

Exactly 15 minutes later, say:

Please stop working and put down your pencil. I will collect your test books first and then your answer sheets. Please remain seated until all materials have been collected and checked.

Record the ending time of the test session on page 27 of this manual. Collect all test books one at a time from each examinee and then all answer sheets. Make certain that every examinee has turned in a test book and an answer sheet. Be sure that no examinee has any written notes to take from the examination room. After everything has been checked, say:

Your test books will be returned to you when you receive your results. Thank you for your cooperation. You are dismissed.

AFTER TESTING HAS BEEN COMPLETED

Procedures for Make-up Session

Follow the same procedures for the examination make-up session that were in place for the regular examination administration (page 16).

Returning Answer Sheets via Federal Express for Scoring

Do not return the answer sheets to The College in Chicago, Illinois. The answer sheets must be returned to Prometric at the address shown on the return Federal Express Airbill you received.

THE CUT-OFF DATE FOR RECEIPT OF ANSWER SHEETS BY PROMETRIC IS **FRIDAY, DECEMBER 12, 2008**. Answer sheets received after that date will not be accepted for scoring. The following materials must be sent to PROMETRIC (see the instructions beginning on the next page):

_____ All answer sheets to be scored.

_____ Report of Test Administration (page 27 of this manual – to be completed as follows):

1. Describe in detail any testing irregularities or any defective test materials. Attach defective materials to the report.
2. Record the date of the test session as well as the starting and ending times.
3. Indicate the number of answer sheets being submitted to Prometric for scoring. **(Carefully reconcile the number of answer sheets and be sure they are completely filled in. Since all data analyses are based on a national sample, all answer sheets can only be scored one time.)**
4. Use the space provided to record other pertinent comments about the test administration.
5. After completing the report, detach it from this manual and return it to Prometric with the answer sheets.
6. Record the ID numbers for any disabled residents for whom auxiliary aids or other administrative modifications were provided; describe their disabilities, and the aid or modification.
7. Make photocopies of the answer sheets before returning them to Prometric. Should the original answer sheets become lost, Prometric can use the photocopies for scoring purposes.

For security purposes, we request that you use Federal Express 2-day service or other secure courier service to return the CHILD PRITE answer sheets to Prometric. Enclosed in your shipment is a Federal Express Airbill for your convenience. Complete the "FROM" portion of the airbill and affix it to an envelope in which answer sheets and associated materials are being returned. Before sealing and returning, make sure all answer sheets are flat in the envelope. If your program has a Federal Express account number, check the first box in the "PAYMENT" section and include the account number in the space provided in the "FROM" portion.

There are two ways to arrange for pickup by Federal Express. Choose the way that is most convenient for you.

1. Federal Express Pickup – Call the toll-free Federal Express number, 1-800-463-3339, and arrange for pickup giving the exact address of the residency training program and the approximate pickup time.
2. Federal Express Drop Off – Call the toll-free Federal Express number, 1-800-463-3339, and ask for the location of the nearest Federal Express office and drop off the materials immediately following the administration of the tests.

If the Federal Express Airbill has been lost or misplaced, call Federal Express at the toll-free number shown here and ask them to bring an airbill at the time of pickup. Use the following address on the "TO" portion of the airbill. Be sure to accurately fill out the "FROM" portion with your program's information and include your three-digit program number. For delivery by Federal Express or Express Courier:

Jamie Hegstrom
Prometric
ACP Program
1260 Energy Lane
St. Paul, MN 55108
Phone (651) 603-3254
Jamie.Hegstrom@prometric.com

The test books should be stored in a secure location until the examinees' test results are received. At that time, the test books should be redistributed to the examinees with their test results.

TEST ADMINISTRATION AND SECURITY PROCEDURES CHECKLIST

Use this checklist to keep track of the many details involved in a test administration. All items in the list are explained in this manual. Please follow all administrative and security procedures carefully to help prevent irregularities.

PREPARATIONS BEFORE THE TEST

- Check adequacy of seating, lighting, and ventilation in testing rooms.
- Select your proctors to assist with the examination administration.
- Alert your receiving office that the shipment is expected via Federal Express delivery and arrange to have it delivered to you as soon as possible. (Note that for security reasons the shipment is not marked as examination materials. Please be prepared to watch for the shipment and secure it immediately upon arrival.)
- Select a secure place to store test materials.

WHEN TEST MATERIALS ARRIVE

- Within 24 hours of the shipment's arrival, check contents and notify The College immediately if there are any discrepancies or defective materials.
- Enter required information on attendance roster and individual answer sheets
- Store test materials in a locked storage area.
- Read this manual carefully.

ON THE DAY OF THE TEST

- Arrive early at the test site.
- Place test materials in a secure area. Never leave the test materials unattended or accessible to examinees.
- Confirm proctor assignments.

PROCEDURES DURING THE TEST

- Begin the test according to the instructions in this manual.
- Keep careful track of timing the test.
- Instruct proctors to walk about the room and watch their assigned areas closely while not disturbing the examinees.

PROCEDURES DURING THE TEST (Cont'd)

- Allow only one examinee at a time to go to the restroom.
- Never leave the testing room unattended.
- Change the seats of examinees suspected of misconduct.
- Hand a test book directly to each examinee.

AT THE END OF THE TEST

- Collect an answer sheet and test book from each examinee.
- Account for all test books and answer sheets before dismissing examinees.
- Dismiss the examinees.

PROCEDURES AFTER THE TEST

- Check the testing room to be certain nothing has been left behind.
- Complete all appropriate reports and forms.
- Photo copy all answer sheets for your records.
- Evaluate the administration – write any suggestions for improvements on the Report of Test Administration.
- Secure the test book until you receive the test results. Examination book may then be distributed to examinees.
- Return all answer sheets and the Report of Test Administration via Federal Express to Prometric.

TIPS FOR PREVENTING SECURITY INCIDENTS

Test Materials

- ❑ Secure test materials as soon as they arrive.
- ❑ Never leave test materials unattended.
- ❑ Distribute and collect test books individually.
- ❑ Ensure that no examinee leaves the room with test materials.
- ❑ Ensure that no examinee copies, removes, or photographs any portions of the test materials.

Examinee Misconduct

- ❑ Never allow examinees to select their own seats.
- ❑ Assign examinees to specific seats in each testing room.
- ❑ Seat examinees a minimum of three feet apart.
- ❑ Seat all examinees facing the same direction in each room.
- ❑ Observe and check examinees' answer sheets throughout the testing session to ensure that they are properly gridding with a # 2 (soft lead) pencil.

REPORT OF TEST ADMINISTRATION

CHILD PSYCHIATRY RESIDENT IN-TRAINING EXAMINATION (CHILD PRITE)

Name of Residency Program City State

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Record your training program code number in the boxes at left. Please note all irregularities affecting individual examinees. Irregularities affecting a number of examinees should be described in detail on a separate sheet of paper. Attach any defective test materials to this report and explain the circumstances below.

Examinee ID Number	Date and Time	Description of Irregularity

Test Session: Date: _____

Please record the exact time the test began: _____

Please record the exact time the test ended: _____

Make-up Test Session: Date: _____

Please record the exact time the test began: _____

Please record the exact time the test ended: _____

Number of answer sheets returned for scoring: _____

Comments: Comments and suggestions for possible improvements in testing procedures are valuable to the growth and effectiveness of the testing program. You are not obligated to comment, but your suggestions would be appreciated. Use the space below for that purpose.

Signature of Training Director or Proctor
in Charge of Testing

Area Code/Telephone Number