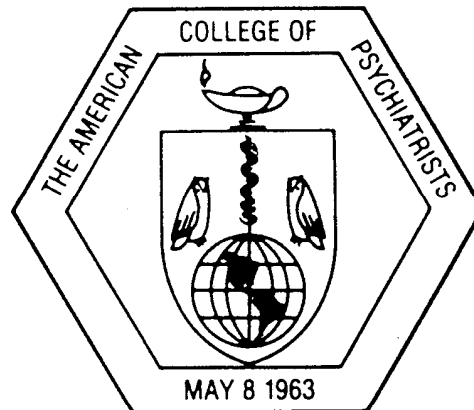


# **THE AMERICAN COLLEGE OF PSYCHIATRISTS**

## **PSYCHIATRY RESIDENT IN-TRAINING EXAMINATION® (PRITE®)**

**September 24 – October 15, 2020**



## **PRITE INSTRUCTION MANUAL For Program Directors and PRITE Administrators**



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## COMMUNICATION GUIDELINES

Questions concerning policies, receipt or return of test materials, administration of the exam, or billing and payments should be directed to:

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Questions concerning scoring procedures and exam results should be directed to:

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## CONFIDENTIALITY AND USE STATEMENT

The primary objectives of the Psychiatry Resident In-Training Examination® (PRITE®), offered by The American College of Psychiatrists (The College), are to provide an assessment of knowledge base in clinical science of psychiatry and to provide educationally useful feedback to individuals and groups in the form of comparisons with peers in specific areas of knowledge. Residents take the PRITE throughout all stages of training. It may be used by residency programs as one factor among many for assessing the competency of a resident. Except as indicated herein, all residents' test results will be kept confidential.

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No part of the PRITE® or CHILD PRITE® may be copied, reproduced, disseminated or transmitted in any form or format by any means, electronic or mechanical, including photocopying and recording, or by any information retrieval system, except as may be expressly permitted by law or in writing from The American College of Psychiatrists.

## INTRODUCTION AND GENERAL INFORMATION

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

The **2020 REPORT OF TEST ADMINISTRATION** is a separate document enclosed in each program's exam packet.

### **Exam Security**

Test security is such an important aspect of exam administration that it cannot be overemphasized. The training director is responsible for the security of all exam booklets 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 exam booklet at any time except the examinee taking the test. Also, no one may be permitted to copy the test questions. **No exam booklet shall be sent outside of the training program area unless authorized by The College.**

### **Purpose of the Exam**

The PRITE provides a reasonably objective external criterion for use on a voluntary basis by training programs wishing to scrutinize curriculum content, goals and effectiveness. There is currently much diversity among training programs and much controversy concerning the exact knowledge and skills to be acquired during a psychiatry residency. Attempts to enforce narrow conformity in the absence of a clearly defined, widely accepted standard are clearly inappropriate. By contrast, the content of this exam and the policies governing its use are determined by democratic processes that seek to incorporate a broad segment of the educational community. These policies include specific safeguards, such as firm guarantees of confidentiality for individual residents and training programs, and prohibitions on the use of results for pass-fail purposes.

This in-training exam is taken by residents in all stages of training (including beginners), and substantial performance data are provided to participating training programs. It is not meant to be a certification instrument and it may only be used by residency programs as one factor among many for assessing the competency of a resident. The primary objective is to provide educationally useful feedback for individuals and groups in the form of comparisons with peers in specific areas of knowledge. The criterion for item selection is reasonable relevance and importance for post-M.D. psychiatric education.

Each resident receives a detailed computer analysis of his or her test performance in comparison with other residents at a similar level of training. Each training director receives statistical summary data comparing his or her training program with other groups of participants. In addition, each training director receives copies of test results for individual residents. Except as indicated herein, test results will be kept confidential.

## **Exam Stipulations**

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

1. All residents in the program must participate.
2. The test must be administered during the period of September 24 through October 15.
3. Test results of individual residents must be kept strictly confidential, except as indicated herein. 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.). Names, Social Security numbers, or other sensitive or personal factors about residents will **NOT** be collected. (See the instructions beginning on page 13 of this manual for further details.)
4. The results may be used as one factor among many for assessing the competency of a resident, but may not be used for pass/fail decisions.
5. The makeup testing session(s) should take place as soon as possible after the second of the regular sessions has been concluded, but no later than October 26, 2020.
6. This exam is intended to be a timed, proctored, closed-book exam taken under group testing conditions by all residents in the training program, **including beginners**. (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.)
7. Test booklets must be collected after test administration and stored in a secure area. They should be distributed to residents at a later time when test results have been returned to the program.
8. 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 all residents in the program are participating in PRITE,
  - acknowledges that the test results may be used by his or her program as one factor among many for assessing the residents' competency,
  - acknowledges that the exam is not a certifying exam 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 PRITE unless the contract is signed and returned to The College, and payment is received in full.

9. Signed contracts must be received by The College by June 30<sup>th</sup>. Payment for the exam materials ordered must be received by July 31<sup>st</sup>. A late fee of \$35 per exam will be assessed on late payments and for new orders received after July 31<sup>st</sup>.
10. The Program must notify The College **NO LATER THAN August 15<sup>th</sup>**, 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 modification to the exam itself, which the program considers necessary, or
  - any determination that there is no appropriate on-site aid or modification.

## **How the Exam is Constructed**

This exam is constructed in a multi-stage, open-ended process designed to maximize its validity while permitting a large number of persons to influence its content. Representatives of The American College of Psychiatrists (The College), the American Academy of Child and Adolescent Psychiatry (AACAP), the American Association of Directors of Psychiatric Residency Training (AADPRT), the American Psychiatric Association (APA), the Association for Academic Psychiatry (AAP), two neurology consultants, and eight psychiatry residents make up the PRITE Editorial Board, which develops the exam.

Members of the PRITE Editorial Board write the items. Each item is reviewed by members of the Editorial Board on the basis of (1) educational significance, (2) appropriateness of wording, and (3) verification of the correct response. Reviewers may recommend any changes that seem desirable, including elimination of any items they consider inappropriate for this exam.

The PRITE Editorial Board makes the preliminary selection of items to be included in the exam. The primary goals at that time are to select well written, educationally significant items and to ensure appropriate distribution by topic. The wording of selected items is further refined with the assistance of consultants from Prometric who are experts in test construction methodology. The selected items are separated into content batches and sent to designated members of the Editorial Board for final review. Those members make recommendations to the Editor-in-Chief for the finalization of the 300 items that appear on the exam.

## **Content Categories for the PRITE**

Titles of the 14 categories are in capital letters; the outlines are clarifications and conventions but are not meant to be full definitions.

### **A. NEUROSCIENCES**

1. \_\_\_ Neurodevelopment (across the lifespan)
2. \_\_\_ Neuroanatomy
3. \_\_\_ Cells and circuits
4. \_\_\_ Neurotransmitters and receptors
5. \_\_\_ Modulators (hormones, inflammatory responses)
6. \_\_\_ Neurobiological bases of basic behaviors (appetite, sleep, sex, aggression, attachment, pain, pleasure)
7. **Genetics**
  - 7.a \_\_\_ Methodologies for identifying genes
  - 7.b \_\_\_ Types of genetic abnormalities
  - 7.c \_\_\_ Methods to identify genetic disorders
  - 7.d \_\_\_ Epigenetics

### **B. CLINICAL NEUROLOGY**

1. **Diagnostic procedures**
  - 1.a \_\_\_ Neurological interview and examination
  - 1.b \_\_\_ Neuroimaging (structural and functional)
  - 1.c \_\_\_ Neurophysiological testing (EEG, evoked potentials, sleep studies)
2. **Diagnostic and clinical evaluation of neurologic disorders/syndromes**
  - 2.a \_\_\_ Common neurological disorders/syndromes
  - 2.b \_\_\_ Comorbid psychiatric disorders associated with neurological disorders or syndromes
  3. \_\_\_ Management and treatment of neurological disorders/syndromes

## **C. CLINICAL PSYCHIATRY**

### **1. Development & Maturation across the Lifespan**

- 1.a \_\_\_ Physical (other than neurodevelopmental)
- 1.b \_\_\_ Cognitive/Language
- 1.c \_\_\_ Psychological/Emotional/Personality
- 1.d \_\_\_ Social
- 1.e \_\_\_ Sexual
- 1.f \_\_\_ Environmental influences (ethnic, cultural, family, social, spiritual)
- 1.g \_\_\_ Life transitions/Aging/Death

## **C.2. Behavioral & Social Sciences**

### **2.a Psychology**

- 2.a.1 \_\_\_ Behavioral psychology and cognitive psychology
- 2.a.2 \_\_\_ Neuropsychology and learning theory
- 2.a.3 \_\_\_ Psychoanalytic/psychodynamic theory
- 2.a.4 \_\_\_ Social psychology
- 2.b \_\_\_ Sociology, Anthropology and Ethnology (includes religion, spirituality, culture)
- 2.c \_\_\_ Other behavioral/social sciences

### **C.3. Epidemiology**

- 3.a \_\_\_ Core concepts and major research studies
- 3.b \_\_\_ Prevention
- 3.c \_\_\_ Risk Factors
- 3.d \_\_\_ Resilience/ Protective factors
- 3.e \_\_\_ Other epidemiology

### **C.4. Diagnostic Procedures**

- 4.a \_\_\_ Interview
- 4.b \_\_\_ Mental Status
- 4.c \_\_\_ Diagnostic assessments and rating scales
- 4.d \_\_\_ Psychological/Neuropsychological testing
- 4.e \_\_\_ Laboratory testing/monitoring
- 4.f \_\_\_ Imaging

### **4.g Neurophysiological testing**

- 4.g.1 \_\_\_ EEG
- 4.g.2 \_\_\_ EMG
- 4.g.3 \_\_\_ Sleep
- 4.h \_\_\_ Other diagnostic procedures

## **C.5. Psychopathology & Associated Conditions Across the Lifespan**

### **5.a Disorders** (include substance-, medication-, medical condition-induced)

- 5.a.1 \_\_\_ Neurodevelopmental
- 5.a.2 \_\_\_ Schizophrenia spectrum and other psychotic disorders
- 5.a.3 \_\_\_ Bipolar and related disorders
- 5.a.4 \_\_\_ Depressive disorders
- 5.a.5 \_\_\_ Anxiety disorders
- 5.a.6 \_\_\_ Obsessive-compulsive and related disorders
- 5.a.7 \_\_\_ Trauma and stressor-related disorders
- 5.a.8 \_\_\_ Dissociative disorders
- 5.a.9 \_\_\_ Somatic symptom and related disorders
- 5.a.10 \_\_\_ Feeding and eating disorders
- 5.a.11 \_\_\_ Elimination disorders
- 5.a.12 \_\_\_ Sleep-wake disorders
- 5.a.13 \_\_\_ Sexual dysfunctions

- 5.a.14 \_\_\_ Gender Dysphoria
- 5.a.15 \_\_\_ Disruptive, impulse control, conduct
- 5.a.16 \_\_\_ Substance-related and addictive disorders
- 5.a.17 \_\_\_ Neurocognitive disorders
- 5.a.18 \_\_\_ Personality disorders
- 5.a.19 \_\_\_ Paraphilic disorders
- 5.a.20 \_\_\_ Other mental disorders
- 5.b High Risk Behaviors**
- 5.b.1 \_\_\_ Suicidality
- 5.b.2 \_\_\_ Self-injurious behavior
- 5.b.3 \_\_\_ Aggression
- 5.b.3.a \_\_\_ Interpersonal violence and homicide
- 5.b.3.b \_\_\_ Social
- 5.b.4 \_\_\_ Other high risk behaviors
- 5.c \_\_\_ Environmental – Risk/Protective factors (Family/Social/Education/Employment/Housing/  
Financial/Legal/Health)

## **C.6. Treatment Across the Lifespan**

- 6.a \_\_\_ Patient Engagement: Therapeutic alliance and the Doctor/Patient Relationship
- 6.b \_\_\_ Case Formulation and Differential Diagnosis
- 6.c \_\_\_ Treatment Planning
- 6.d \_\_\_ Management of difficult patients and nonadherence to treatment

### **6.e Somatic Therapies**

- 6.e.1 Psychopharmacology
- 6.e.1.a \_\_\_ Pharmacokinetics/  
pharmacodynamics
- 6.e.1.b \_\_\_ Drug Interactions
- 6.e.1.c \_\_\_ Age/Gender/Racial issues
- 6.e.1.d \_\_\_ Psychogenomics
- 6.e.1.e \_\_\_ Antipsychotics
- 6.e.1.f \_\_\_ Antidepressants
- 6.e.1.g \_\_\_ Antianxiety, sedative-hypnotics
- 6.e.1.h \_\_\_ Mood stabilizers
- 6.e.1.i \_\_\_ Cognitive enhancers
- 6.e.1.j \_\_\_ Psychostimulants
- 6.e.1.k \_\_\_ Augmentation agents
- 6.e.1.L \_\_\_ Drugs for side effects
- 6.e.1.m \_\_\_ Other psychopharmacology (e.g.  
meds for addiction)

### **6.f Other somatic therapies**

- 6.f.1 \_\_\_ Neurophysiological
- 6.f.2 \_\_\_ ECT
- 6.f.3 \_\_\_ Biofeedback
- 6.f.4 \_\_\_ Phototherapy/Chronotherapy
- 6.f.5 \_\_\_ Neurostimulation

- 6.f.6 \_\_\_ Neurosurgical approaches
- 6.f.7 \_\_\_ Complementary/Alternative medicine
- 6.f.8 \_\_\_ Other

### **6.g Psychotherapy & Psychoeducational Interventions**

- 6.g.1 \_\_\_ Supportive
- 6.g.2 \_\_\_ Behavioral and Dialectical Behavioral
- 6.g.3 \_\_\_ Cognitive and Cognitive-behavioral
- 6.g.4 \_\_\_ Interpersonal
- 6.g.5 \_\_\_ Dyadic
- 6.g.6 \_\_\_ Psychoeducation (including parenting)
- 6.g.7 \_\_\_ Psychodynamic and psychoanalytic
- 6.g.8 \_\_\_ Family
- 6.g.9 \_\_\_ Group
- 6.g.10 \_\_\_ Motivational Interviewing
- 6.g.11 \_\_\_ Other psychotherapy and psychoeducational interventions

### **6.h Psychosocial/Milieu Treatments**

- 6.h.1 \_\_\_ Rehabilitation/Relapse prevention/harm reduction
- 6.h.2 \_\_\_ Self Help/Peer Support Programs
- 6.h.3 \_\_\_ Case Management
- 6.h.4 \_\_\_ Inpatient/Residential
- 6.h.5 \_\_\_ Partial/Day Rx
- 6.h.6 \_\_\_ Outpatient
- 6.h.7 \_\_\_ Emergency/Crisis Interventions
- 6.h.8 \_\_\_ Seclusion/Restraints
- 6.h.9 \_\_\_ In-home/Community-based services
- 6.h.10 \_\_\_ Other psychosocial/milieu treatments

## **C.7. Consultation**

- 7.a \_\_\_ Medical
- 7.b \_\_\_ Court/Justice system
- 7.c \_\_\_ Community
- 7.d \_\_\_ School

7.e\_\_\_ Other consultation

**C.8. Issues in practice**

8.a\_\_\_ Quality assurance, Patient safety, Risk management

8.b\_\_\_ Use of Technology

8.c\_\_\_ Teaching and education

8.d\_\_\_ Ethics/Professionalism

8.d.1\_\_\_ Clinical

8.d.2\_\_\_ Research/Scholarly activity

8.d.3\_\_\_ Organizational & administrative

8.e\_\_\_ Advocacy

8.f\_\_\_ Forensics and legal issues

8.g\_\_\_ History of psychiatry

8.h\_\_\_ Self assessment and lifelong learning

8.i\_\_\_ Other

**C.9. Research and Scholarship Literacy**

9.a\_\_\_ Research design/methods

9.b\_\_\_ Accessing and evaluating the evidence

9.c\_\_\_ Statistics

9.d\_\_\_ Application of evidence to practice

**C.10. Administration**

10.a\_\_\_ Administration: Public Policy; Information Management and Electronic Medical Record; Organizational theory and structure; Health Care Economics; Other administration

10.b\_\_\_ Systems: Systems of care (incl. Community, Justice/legal, educational, other systems); Global; Other

## PLANNING FOR THE TEST SESSIONS

### Testing Schedule

**August 15:** Programs notify The College of requests for aids or administration modifications based on disabilities, program actions, and any necessary exam modifications.

**Early September:** Test materials will be shipped to residency programs. Upon receipt of materials, the Test Administrator or other individual designated by the Program Director should inspect all materials immediately to determine if there are any shortages or defective materials. **THIS MEANS GOING THROUGH EACH EXAM PAGE BY PAGE.** Any errors or defective or missing materials must be reported to The College at (312) 938-8840 immediately.

**September 24 through October 15:** Residency programs administer the exam. A make-up testing session should take place as soon as possible after the standard testing sessions have been concluded, but no later than October 23, 2020.

### **October 26: LATEST DATE FOR RECEIPT OF ANSWER SHEETS AT PROMETRIC.**

The statistical feedback that will be reported to residents and training directors will include a large amount of group data; therefore, **scoring can be based only on properly completed answer sheets that are received at Prometric by the deadline.**

- Answer sheets received after October 26, 2020, may not be accepted for scoring.
- Answer sheets received with missing or incorrectly completed data may not be processed.
- Answer sheets for a resident completing only one part of the two-part PRITE will not be scored. **Only residents who have completed both Part 1 and Part 2 of PRITE will be included in the analyses.**
- Answer sheets with anomalous results will not be scored as the data may spuriously impact a program's data.

**December 2020/January 2021** – Programs receive PRITE results via email

### Advance Arrangements for the Testing Sessions/Maximizing Attendance

The exam is to be administered in two parts. The two sessions can be scheduled on the same day or on separate days. If administered on the same day, a reasonable break between Parts 1 and 2 should be allowed. There is a time limit of 2½ hours for each part<sup>1</sup>, but three hours should be scheduled for each testing session to ensure sufficient time for distribution of materials and explanation of instructions.

1. The dates, times, and locations of the testing sessions should be announced as soon as they are determined. Publish the testing dates well in advance so that residents can avoid schedule conflicts when planning personal time off and other activities and avoid any possibility of a misunderstanding by giving each resident a written announcement.
2. Schedule the testing sessions on days when religious observances will not result in attendance problems.
3. Set the expectation that all residents will attend both of the scheduled testing sessions. However, if this causes a hardship for any resident, or group of residents, a second complete standard administration, or a make-up session can be scheduled.

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<sup>1</sup> The Americans with Disabilities Act may require modifications to time limits and other testing conditions for disabled residents.

4. Residents who enter your training program between the date of the initial announcement and the first testing session should be notified of this important event as far in advance as possible (ideally on their first day of orientation to your training program). Arrangements should be made as soon as possible for any such resident who is disabled.
5. Notify all faculty members and other persons acting as clinical supervisors of this important educational activity and that all residents must be freed from other duties to attend the two testing sessions. Make specific arrangements for all required clinical coverage during the testing sessions.
6. Reserve sufficient seating space for the exam administration.
7. Enlist the services of faculty and/or administrative staff who will act as proctors during the testing sessions.

### **The Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) requires that an organization offering an exam such as 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 exams to persons with impaired sensory, manual or speaking skills to:

1. Ensure that the exams offered to disabled individuals accurately measure the individual's aptitude or achievement level, not their disability.
2. Ensure that the exams designed for disabled individuals are offered in facilities that are accessible to individuals with disabilities and that such exams are offered at times and locations as convenient as those of the regular exams.
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 exam is intended to test or would result in an undue burden.

Examples of auxiliary aids that may be required include the following: taped exams, 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 to complete tests 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 inform residents about the exam as soon as possible and set a date by which the residents must notify the program of any relevant disabilities and aids or modifications required to permit their participation. Programs must notify The College of: (1) any aid, modification, etc. the program has agreed to undertake, (2) any modification to the exam itself that the program considers necessary, and/or (3) any determination that there is no appropriate on-site aid or modification, **NO LATER THAN AUGUST 15<sup>th</sup>**.

Test results of disabled residents for whom auxiliary aids or other administrative modifications have been made pursuant to the Americans with Disabilities Act, will not be included in standardized group statistics.

When administering the exam 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.

### **Standardized Testing Sessions**

In order to accommodate those residents who would otherwise be unable to participate in the normal exam administration due to residency program restrictions or obligations, a program may have 2 standard exam dates.

- For example, a program could administer both parts of the exam in September to those residents who will have night float in October, and could then administer both parts of the exam to the remaining residents in October.
- The second exam administration in October would still be considered “standard”; residents’ results would be included in the creation of the peer groups and used when compiling national means.
- **IMPORTANT NOTE:** If a program conducts two standard exam administrations, the second standard administration is NOT to be used as a make-up session. The make-up testing session(s) should be scheduled AFTER the standard exam administrations have concluded.

As always, programs must make every effort to maintain the integrity and confidentiality of the exam throughout the testing period.

### **Make-up Testing Sessions and Nonstandardized Testing**

Any resident who misses either Part 1 or Part 2 of the main testing sessions must be excluded from the standardized group statistics, but it is not necessary that he or she be totally excluded from participation in this important educational experience.

For residents who unavoidably miss one or both of these testing sessions, each training program should schedule a make-up testing session as soon as possible but only after the standard testing sessions have concluded. These residents may still benefit from the test-taking experience and obtain useful feedback by participating in the make-up session. Decisions permitting individual residents to attend the make-up testing session 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 testing session:

1. The 2½ hour make-up testing session should take place as soon as possible after the regular testing sessions are concluded, but no later than October 26<sup>th</sup>.
2. The requirements for the make-up testing session are the same as for the primary test administration. This session must follow the time limit, closed-book conditions, with the presence of a proctor at all times, even if only one resident is being tested.
3. Residents who miss both Parts 1 and 2 of the regular testing sessions, or who miss Part 1 or Part 2 and are unable to attend the make-up session, may take the test under any reasonable arrangement approved by the director of residency training. (See the instructions on page 14 for completing Block D of the Part 1 answer sheet.)

**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.**

**Approximately one to two weeks before the exam, the following activities should take place:**

1. Verify that all materials needed for test administration have arrived from The College. If a sufficient amount of materials needed for testing is not included in the shipment, or if any defective materials are discovered, contact Kathryn Delk at The College (312) 938-8840. If defective materials are discovered during the exam administration, it may be necessary to reschedule the test for the affected examinees.
2. Send a reminder of testing date and time to all eligible residents, clinical supervisors, and other persons involved with the test administration.
3. Reconfirm previous arrangements for clinical coverage and commitments by faculty members and/or administrative staff to act as proctors during the test administration.
4. Reconfirm room reservations and seating requirements for the exam.

### **Clinical Coverage During Testing Sessions**

Residents must be excused from all other obligations during the time period scheduled for each testing session. 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 your residents must be excused from clinical rotations outside your department (e.g., if first-year residents are on a primary care specialty rotation).

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.). Be sure that switchboard operators and other key persons are informed of the arrangements for clinical coverage so requests for paging can be routinely redirected.

If extreme hardship is involved in relieving all residents of clinical responsibilities during the testing, the training director should randomly select one resident to act as O.D. If this must be done for both Part 1 and Part 2 testing sessions, two different residents should be randomly selected. The O.D. resident(s) can then complete the part of the exam that was missed during the make-up testing session. **(Do NOT ask for volunteers to act as O.D.)**

### **Materials for Test Administration**

- *Instruction Manual* (this manual)
- Test booklets for Part 1 (blue covers)
- Test booklets for Part 2 (red covers)
- Answer sheets for Part 1 (blue)
- Answer sheets for Part 2 (red)
- Attendance roster for assigning names to ID numbers, for determining absentees at the test sessions, and for distributing the test results<sup>2</sup>
- **REPORT OF TEST ADMINISTRATION**
- A supply of soft lead (no. 2) pencils
- A reliable watch (preferably a stop watch)

<sup>2</sup> NOTE: Attendance rosters are **NOT** sent to The College or to Prometric. Program Directors should secure the attendance roster since it will be the only record linking a resident report to a specific individual.

## **Proctors and Their Responsibilities**

**A PROCTOR SHOULD BE PHYSICALLY PRESENT IN EACH TESTING ROOM AT ALL TIMES.** The exam must be proctored by the program director or his or her designee keeping in mind that the training director holds ultimate responsibility for the security of the exam. Do not use residents as proctors.

The duties of the proctor 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 proctoring duties can be shared among volunteers who proctor in shifts.

Both the distribution of materials and the explanation of instructions at the beginning of a testing session and the collection of materials at the end of the testing session require advance preparation. The person(s) responsible for these duties should take sufficient time to become thoroughly familiar with the instructions and procedures outlined in this manual.

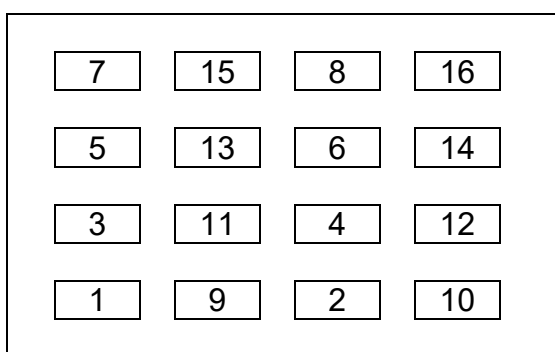
Reading or any sort of quiet desk work by the proctor is permitted during the testing period so long as the residents are not distracted by the activity, and so long as the continuous physical presence of a proctor is evident. The proctor should walk around the room at various times throughout the testing period 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 to ensure that the timed testing period will be exactly 150 minutes in length.

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

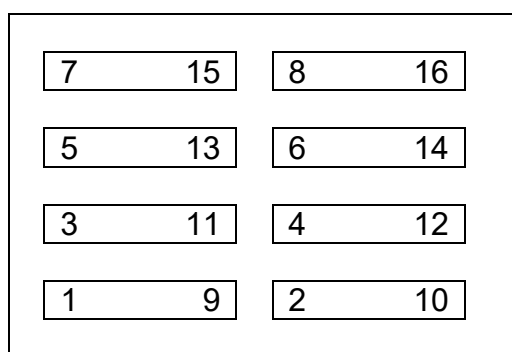
## **Testing Rooms and Seating Arrangements**

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 booklet and answer sheet must be collected from any examinee that leaves the room for such a break.
3. Examinees should be seated in a manner that will allow sufficient work space and lessen the opportunity for communication during testing. Two types of seating typically used for standardized tests are shown in the diagrams below. 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 to all examinees.

## COMPLETING THE ATTENDANCE ROSTER AND ANSWER SHEETS

**THIS TASK CAN BE TIME CONSUMING AND SHOULD BE DONE WELL IN ADVANCE OF THE TEST ADMINISTRATION.**

Accurate completion of the Attendance Roster and answer sheets requires detailed knowledge of the residents' individual educational histories. **THE DIRECTOR OF RESIDENCY TRAINING SHOULD PERFORM THE TASKS DESCRIBED HERE 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.

The following are instructions for entering the necessary data for the examinees. **NOTE:** These instructions apply to all categories of examinees. **Complete the blocks of the answer sheets in advance of the test sessions. USE ONLY A SOFT LEAD (NO. 2) PENCIL.** Fill in the circles completely. If it is necessary to change some of the information, erase your first marks thoroughly.

All demographic data required for computer processing must be recorded on the Part 1 answer sheet.

The examinee's identification number must be recorded on both the Part 1 and Part 2 answer sheets so they can be matched during scoring.

### **Attendance Roster**

The master list of names and ID numbers should be prepared on the attendance roster that is provided to the training director with the other testing materials. The ID numbers assigned to the training program are printed in sequential order on this form and space is provided for recording the names of residents and other examinees.

The examinees' 9-digit numbers have the following structure: 20-XXX-XXXX. The first two digits are 20, designating the 2020 exam. The next group of three digits is the number assigned to your residency training program by The College. The final four digits are generated sequentially.

If you ordered additional test materials after receiving your attendance roster and have not received a revised attendance roster, you will need to add the appropriate ID numbers to your roster. Determine the additional ID numbers from the last number pre-printed on your roster. (The last four digits should increase by one for each additional resident.)

The attendance roster is used during the test sessions to distribute the correct answer sheets to the appropriate examinees. It is also used for distribution of the test results, since the **SCORED REPORTS WILL IDENTIFY EXAMINEES BY THE EXAMINEE'S ID NUMBER ONLY. (!!)** PLEASE MAKE A COPY OF THE ATTENDANCE ROSTER AND MAIL IT TO PROMETRIC WITH YOUR ANSWER SHEETS AND REPORT OF TEST ADMINISTRATION. KEEP THE ORIGINAL IN A SECURE LOCATION WITHIN YOUR DEPARTMENT UNTIL TEST RESULTS ARE SENT TO YOU FROM PROMETRIC.

**DO NOT RETURN THE ORIGINAL 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 both the Part 1 and Part 2 answer sheets 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**

Record the **CURRENT** status of each examinee as of October 1, 2020. The categories listed are used to define the norm group and the peer group in computing standard scores.

**\*\*\*\*\* IMPORTANT NOTE:** Your response in this block will determine the scoring status for each resident with regard to his/her level of residency (first-year, second-year, etc.), and how his/her results will be used in the comparisons with other residents locally and nationally. Please fill out this block carefully. Once answer sheets are processed and scoring begins, no changes can be made; therefore, it is critical that each resident be classified accurately. A residency program's results may be impacted by incorrect classification of residents.

Fill in the appropriate circle according to the actual number of months of post-M.D. training in psychiatry and neurology that have been completed as of October 1, 2020. For part-time residents, the amount of training completed should be pro-rated to full-time-equivalent months.

Note that only months of training in psychiatry and neurology should be included, and then only if they are accepted by the ABPN for the training requirement in general psychiatry or child psychiatry. For further information concerning the ABPN requirements, please consult the ABPN booklet titled *"Information for Applicants,"* which states the current rules and regulations of the Board.

**Include:** Time spent on a neurology rotation.

**Include:** Time spent in a neurology residency up to a maximum of 12 months.

**Do not include:** Time spent in post-M.D. training in specialties other than psychiatry or neurology. Thus, training in internal medicine, family medicine, or other specialties should not be counted, even if the rotation was part of a categorical option for first year residents.

**Do not include:** Any training for which the person will not receive credit toward the general psychiatry training requirement of the ABPN. For example, do not include post-M.D. training obtained outside the United States and Canada.

- General Psychiatry — Beginning Resident (0 to 6 months of training completed)
- General Psychiatry — 2<sup>nd</sup> Year Resident (7 to 18 months of training completed)
- General Psychiatry — 3<sup>rd</sup> Year Resident (19 to 30 months of training completed)
- General Psychiatry — Advanced Resident (more than 30 months of training completed)
- Child Psychiatry — 1<sup>st</sup> Year Resident
- Child Psychiatry — 2<sup>nd</sup> Year Resident
- Child Psychiatry — Special Fellow
- Addiction Fellow
- Forensic Fellow
- Geriatric Fellow
- Other<sup>3</sup>

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<sup>3</sup> If Training Director wishes to take the exam and have it scored, categorize as "Other."

## **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. Only residents tested under fully standardized conditions for both Part 1 and Part 2 will be included in the calculations of the standard scores.

- Standardized group: The resident took the test during a regularly scheduled testing session as specified in this manual.
- Make-up group: The resident attended one regularly scheduled testing session and/or a make-up session or two make-up sessions, but under standard conditions.
- Nonstandardized group: The test was not proctored or otherwise not taken under standardized conditions.  
  
The resident was provided with an auxiliary aid or other administrative modification.  
  
The test was taken by the Training Director.

**NOTE: IF AN EXAMINEE COMPLETES ONLY ONE OF THE TWO SESSIONS, a very limited score report will be generated after the results are distributed.** There is no method to yield meaningful total scores by extrapolating answers from a single session, therefore, they will not receive the detailed reports that are generated for standard test takers. For such examinees, print “**VOID**” in large letters across the front of the unused answer sheet and complete Section 4 on the **REPORT OF TEST ADMINISTRATION**.

## CONDUCTING AND SUPERVISING THE EXAMINATION

The PRITE is intended to be administered under the same conditions that apply to many standardized examinations. To facilitate that goal, this section of the Instruction Manual includes guidelines and procedures that are typical of many standardized tests.

### The Day of Testing

1. Notify switchboard operators so that requests for paging can be held or redirected.
2. Deliver the test booklets and other materials to the proctor who will begin the test session.
3. Ensure that all proctors are familiar with testing procedures as outlined here and on page 11.
4. 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 or electronic notes, reference materials, or other forms of testing aids during the exam. Please indicate an area in the testing room, away from where examinees are seated, where examinees can leave unauthorized materials, such as paper, textbooks, computers or other items. There should be nothing on the examinee's desk except the test booklet, answer sheet and pencil(s) throughout the testing session.

**ALL ELECTRONIC DEVICES, INCLUDING PAGERS, CELL PHONES, PERSONAL COMPUTERS, ETC. MUST BE TURNED OFF OR SHOULD NOT BE ALLOWED IN THE TESTING ROOMS.**

### Irregularities

Report any irregularity that can affect 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. 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. Explain that moving the resident will avoid any further suspicion of cheating.

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 booklet 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 exam, the lost time must be added to the closing time of the test session. Group mistimings should be noted on a separate sheet of paper and attached to 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 booklets and answer sheets. Make sure that every examinee that leaves early returns his/her test booklet and answer sheet. Once an examinee has turned in a test booklet and answer sheet, the examinee must not be allowed to re-examine them. Also, the examinee may not return to the testing room once they have been dismissed.

### **Collecting Test Materials**

Proctors must make a complete count of all test booklets and answer sheets (including those for examinees who left early) before dismissing the examinees at the end of the testing session. Examinees are not permitted to retain the test booklets or to make a copy of any question, nor are they permitted to examine the test booklets or answer sheets after they have been turned in to the proctor.

The testing materials must be secured at the close of the testing session. This security is important and eliminates the possibility of any resident sharing test booklets with colleagues in other residency programs that have not yet tested. Should this happen, the integrity of the entire PRITE program, and the validity of the resident and training director reports could be affected. **The individual who signed the PRITE contract will be held legally responsible for the collection and storage of all testing materials.**

## DETAILED INSTRUCTIONS FOR PART 1 OF THE EXAM<sup>4</sup>

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 Part 1 answer sheet containing his or her ID number.
3. Direct each examinee to a seat. (See the diagrams on page 12 for recommended seating arrangements.)

Examinees who arrive late should **NOT** be given additional time. All test booklets and answer sheets should be collected at the end of the 2½ hour timed portion of the exam.

*After the examinees are checked in and seated, close the door of the testing room and read aloud the bolded instructions that follow:*

**We are now ready to begin.** *If electronic devices have been allowed in the room, say:*

**Please turn all your electronic devices, including pagers and cell phones, off. Do not place them in silent mode. You may not access these devices during this testing session.**

**You will have 2½ hours to complete this exam. You will be allowed to go to the restroom one at a time during testing. Before leaving the room, please give your test booklet and answer sheet to me. You cannot make up the time lost for using the restroom. If you finish the exam 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 testing materials to me.**

**Please refrain from discussing the exam with the following residents who are absent and will take the exam at a later time.**

*Announce the names of absentees from your attendance roster.*

**Use only a soft lead pencil to complete your answer sheet. If you do not have a pencil, raise your hand.** *Distribute pencils as needed.*....

**We will now distribute the test booklets. Please wait for all test booklets to be distributed and for further instructions before opening them.**

*Distribute a Part 1 test booklet to each examinee. When all materials have been distributed say:*

**Open the test booklet and please read the confidentiality statement on page 3 and the directions on the outside back cover.**

<sup>4</sup> These procedures and instructions may need to be modified for disabled residents for whom auxiliary aids have been provided or other modifications made.

*When everyone has finished reading the statement and directions, read the following 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 booklet.... Turn your answer sheet so that side 1 is facing you. Please make sure that you have received a blue test booklet and blue answer sheet titled "Part 1." You are welcome to write in the test booklet and you will receive the same booklet back with your results.**

**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 — 2020. The middle three digits are the code for this residency program. The last four digits are a sequential number that has been randomly assigned to you in advance.**

**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 exam. Do not change any of the pre-coded information. However, if you notice an error or have a question about the information, please contact the training director after the testing session.**

**This exam includes two types of test items: single-response and multiple-response. The multiple-response questions contain 8 options, of which three are correct answers. The question text instructs you to "Select three" options. 4-option and 5-option single-response questions only require one correct answer. Be sure to read the directions carefully at the beginning of each section in your test booklet. In answering the questions, select the best alternative(s) and find the row of circles with the same number as the question on your answer sheet. Find the circle in that row with the same letter as your answer and 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 unanswered questions, for single-response questions with two or more marked responses or for multiple-response questions with less or more than three clear marked responses.**

**Your test scores 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 exam, however, do you have any questions about the mechanics of the exam?**

*Answer any questions. Then say:*

**You may begin work.**

Note the time you begin the exam and record that time in the appropriate section of the **Report of Test Administration**.

If a blackboard is available, post the exam's starting and ending times.

Proctors should move around the room periodically during the testing session to make certain that the examinees are marking their answers properly and to enforce standardized testing conditions.

*Exactly two hours and 15 minutes from the start of the testing session, say:*

**You have 15 minutes to finish this test. All test booklets 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 put your pencil down and stop working. I will collect your test booklets 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 the **Report of Test Administration**.

Collect all test booklets and then all answer sheets. Make certain that every examinee has turned in a test booklet and an answer sheet and be sure that no examinee has any written notes to take from the testing room. *After everything has been checked, say:*

**Your test booklets will be returned to you when you receive your results. The Part 2 test session has been scheduled for \_\_\_\_\_.**

*Announce the date and time. Be sure that proctors have this information.*

**Thank you for your cooperation. You are dismissed.**

## DETAILED INSTRUCTIONS FOR PART 2 OF THE EXAMINATION<sup>5</sup>

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 Part 2 answer sheet containing his or her ID number.
3. Direct each examinee to a seat. (See the diagrams on page 12 for recommended seating arrangements.)

Examinees who arrive late should **NOT** be given additional time. All test booklets and answer sheets should be collected at the end of the 2½ hour timed portion of the test.

*After the examinees are checked in and seated, close the door of the testing room and read the instructions in the bolded type below:*

**We are now ready to begin.**

**Please turn all your electronic devices, including pagers and cell phones, off. Do not place them in silent mode. You may not access these devices during this testing session.**

**You will have 2½ hours to complete this exam. 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 exam 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.**

**Please refrain from discussing the exam with the following residents who are absent and will take the test at a later time:**

*Using the Attendance Roster, announce the names of absentees.*

**Use only a soft lead pencil to complete your answer sheet. If you do not have a pencil, raise your hand.**

*Distribute pencils as needed ....*

**We will now distribute the test booklets. Wait for all test booklets to be distributed and for further instructions before opening them.**

*Distribute a Part 2 test booklet to each examinee. When all materials have been distributed, say:*

<sup>5</sup> These procedures and instructions may need to be modified for disabled residents for whom auxiliary aids have been provided or other modifications made.

**Open your test booklet to page 3 and please read the confidentiality statement, then turn your booklet over and read the directions on the back outside cover.**

*When everyone has finished reading the statement and directions, read the following 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 booklet....Turn your answer sheet so that side 1 is facing you. Please make sure that you have received a red test booklet and answer sheet titled "Part 2." Block A has been filled in for you. It contains the same number that appeared on your answer sheet for Part 1. You are welcome to write in the test booklet and you will receive the same booklet back with your results.**

**This exam includes two types of test items: single-response and multiple-response. The multiple-response questions contain 8 options, of which three are correct answers. The question text instructs you to "Select three" options. 4-option and 5-option single-response questions only require one correct answer. Be sure to read the directions carefully at the beginning of each section in your test booklet. In answering the questions, select the best alternative(s) and find the row of circles with the same number as the question on your answer sheet. Find the circle in that row with the same letter as your answer and 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 unanswered questions, for single-response questions with two or more marked responses or for multiple-response questions with less or more than three clear marked responses.**

**Your test scores 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 exam. Do you have any questions about the mechanics of the exam?**

*Answer any questions. Then say:*

**You may begin work.**

Note the time you begin the exam and record that time in the appropriate section on the **Report of Test Administration**. If a blackboard is available, post the exam's starting and ending times.

Proctors 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 two hours and 15 minutes from the start of the testing session, say:*

**You have 15 minutes to finish this test. All test booklets 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 put your pencil down and stop working. I will collect your test booklets 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 the **Report of Test Administration**.

Collect all test booklets and then all answer sheets. Make certain that every examinee has turned in a test book and an answer sheet, and be sure that no examinee has any written notes to take from the testing room.

*After everything has been checked, say:*

**Your test booklets 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 Testing**

**All examinees attending the make-up testing session must have previously completed either Part 1 or Part 2 of the exam during a regular group testing session.**

For the make-up testing session, follow the same procedures as for the regular testing sessions that begin on page 18. It is necessary to determine which part of the exam is to be taken by each examinee. Be sure that the test booklet and answer sheet given to each examinee is for the appropriate part.

**BE SURE TO MARK THE APPROPRIATE CIRCLE IN BLOCK D ON THE PART 1 ANSWER SHEET FOR EACH EXAMINEE INVOLVED IN A MAKE-UP SESSION. (See page 15 for instructions.)**

**NOTE:** If a resident took Part 1 or 2 under standard conditions, but is now taking the other part in a make-up session, be sure to change the testing condition information in Block D from standard to make-up.

## **Completing the Report of Test Administration**

**NOTE:** It is VERY important that the information submitted on this form is 100% accurate. Please be sure that the information recorded on this form matches the information recorded on your answer sheets. The numbers should match exactly to the answer sheets submitted.

1. Enter Program Name, City, State
2. Enter Training Program Number
3. Record the date and starting and ending times for each standard session.

Indicate the number of Part 1 and Part 2 answer sheets being submitted to Prometric for scoring. If all residents completed both Part 1 and Part 2, the number of answer sheets for each Part will be equal. Since all analyses are based on a national sample, answer sheets can be scored one time only.

4. **Record the date and starting and ending times of the make-up session.** If a resident takes either Part 1 or Part 2 in a make-up session, be sure to correctly mark or change Part D (Testing Conditions) on the resident's blue Part 1 answer sheet to indicate "Make-up" group.
5. **FOR EXAMINEES COMPLETING ONLY ONE PART OF THE EXAM.** Record the ID numbers for any examinees that did not complete the entire exam and indicate which part of the exam was not taken, and the reason. Return Part 1 and Part 2 answer sheets to Prometric, even though one of them will not contain responses to the test questions. Print "VOID" across the front of these sheets.
6. Indicate the number of residents you submitted for each type of examinee. **DO NOT** include any residents who completed only one part of the exam. Please be sure that the list is in agreement with the type of examinee that is marked on the residents' answer sheets. **NOTE: Once the answer sheets are processed at Prometric and scoring begins, there cannot be any changes.**
7. Check the appropriate box to indicate whether or not your residents should receive local comparison data.
8. Check the appropriate box to indicate your training program type.
9. Describe in detail any testing irregularities or any defective test materials affecting individual examinees. (DO NOT include residents who completed only one part of the exam as an irregularity.) Be sure that defective testing materials have been returned to The College.
10. 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.
11. Use a separate sheet to record other pertinent comments about the test administration and attach it to the **Report of Test Administration**.
12. The Program Director and Coordinator must sign the Report of Test Administration.

### **Returning the Completed Answer Sheets**

1. **RETURN** the following materials to Prometric as soon as possible after testing. Materials must be received **NO LATER THAN OCTOBER 26, 2020.** Answer sheets received after this date may not be accepted for scoring.

\_\_\_\_\_ All answer sheets to be scored for Part 1.

\_\_\_\_\_ All answer sheets to be scored for Part 2.

\_\_\_\_\_ Report of Test Administration

\_\_\_\_\_ **COPY** of Attendance Roster (KEEP THE ORIGINAL)

2. **PHOTOCOPY** the answer sheets and the Attendance Roster for your files before returning the originals to Prometric for scoring. If the original answer sheets are lost, Prometric may be able to use the photocopies for scoring purposes.
3. **DO NOT** return the answer sheets to The College.
4. **DO NOT** return the **ORIGINAL** Attendance Roster with the answer sheets. Keep it in a secure location within your department. Please include a copy of the Attendance Roster **ONLY**.
5. **USE** a secure, traceable carrier to send the answer sheets to Prometric. Before sealing and returning the materials, make sure all answer sheets are flat in the envelope. The cost for returning answer sheets for scoring is the responsibility of each program.
6. **SEND** the materials to the address shown here.

**Prometric Operations Center  
Scan and Score Department  
The College Program  
7941 Corporate Drive  
Nottingham, MD 21236  
Phone: 443-751-4800**

7. **STORE** the test booklets in a secure location until the examinees' test results are received.
8. **DISTRIBUTE** test booklets and examinees' test results at a time deemed appropriate by the Program Director.

**PREPARING FOR THE 2020 PRITE® & CHILD PRITE®**  
**TEST ADMINISTRATION AND SECURITY PROCEDURES CHECKLIST**  
Please follow all administrative and security procedures carefully to help prevent irregularities.

**PREPARATIONS BEFORE THE TEST**

- ❑ Note the date(s) designated by The College for test administration (PRITE: September 24 - October 15; CHILD PRITE: December 1-7). Reserve a testing room(s) for appropriate date(s) and check adequacy of seating, lighting and ventilation in testing room(s).
- ❑ Arrange a make-up date within one week of the final test administration.
- ❑ Post testing date(s). Ensure that all residents and faculty members receive adequate notice of testing date(s) to avoid schedule conflicts. The decision to administer the two-part PRITE on the same or separate days is left to the discretion of each program. The CHILD PRITE is a one part examination.
- ❑ Requests for special test accommodations must be submitted to The College **NO LATER THAN AUGUST 15<sup>th</sup> (PRITE) or OCTOBER 15<sup>th</sup> (CHILD PRITE)**. The College cannot guarantee that requests received after these dates will be approved.
- ❑ Select proctors to assist with test administration.

**Testing materials will be shipped to all programs approximately three (3) weeks prior to test administration. NOTE: for security reasons the shipment is not marked as testing materials.**

**EXAM MATERIALS ARE SHIPPED USING UPS AND CANNOT BE SENT TO A PO BOX. NOTIFY THE COLLEGE IMMEDIATELY WHENEVER THERE IS A CHANGE OF ADDRESS FOR YOUR PROGRAM.**

- ❑ Alert your receiving office when the shipment is expected and arrange to have it delivered to you as soon as possible.

**WHEN TEST MATERIALS ARRIVE**

- ❑ Within 24 hours of the shipment's arrival, check to ensure that it is complete and notify The College immediately if there are any discrepancies or defective materials.
- ❑ Enter required information on the attendance roster, individual answer sheets, and on the **REPORT OF TEST ADMINISTRATION**.

- ❑ Securely store test materials until date of test administration. Never leave testing materials unattended or accessible to examinees.
- ❑ Read the Instruction Manual carefully to ensure that you are familiar with the test administration process.
- ❑ Reconfirm proctor assignments; review test administration procedures with proctors.

**PROCEDURES DURING TESTING**

- ❑ Begin testing according to the directions in the Instruction Manual keeping very careful track of timing.
- ❑ Allow only one examinee at a time to leave the room for a restroom break. Collect the test booklet and answer sheet from the examinee before they leave the room.

**NEVER LEAVE THE TESTING ROOM UNATTENDED.**

**AT THE END OF THE TEST**

- ❑ Collect an answer sheet and test booklet from each examinee. Account for all test booklets and answer sheets before dismissing examinees.
- ❑ **Please make a copy of your attendance roster and send a COPY to Prometric with your answer sheets and Report of Test Administration. Keep the ORIGINAL attendance roster in a secure place (copy again if necessary) until residents' results are received for distribution. DO NOT RETURN THE ORIGINAL ATTENDANCE ROSTER WITH YOUR ANSWER SHEETS.**
- ❑ Photocopy all answer sheets for your records.
- ❑ **Complete the REPORT OF TEST ADMINISTRATION** which is included with your testing materials.
- ❑ Return all answer sheets, attendance roster (copy) and the REPORT OF TEST ADMINISTRATION to Prometric at the address indicated in the Instruction Manual using FedEx, UPS or other traceable courier.
- ❑ Secure the test booklets until you receive the test results. Test booklets should be distributed to examinees at the same time that results are distributed.