



## American Board of Psychiatry and Neurology, Inc.

A Member Board of the American Board of Medical Specialties (ABMS)

### Instructions for the Child and Adolescent Psychiatry Continuing Certification Examination

#### Examination Format

The computer-delivered Child and Adolescent Psychiatry Continuing Certification Examination is comprised of three segments. At the beginning of the examination, there is a nondisclosure agreement (NDA) that examinees must respond to, followed by on-screen instructions. After the tutorial/instructions, the examination delivers 200 test questions in four sections. At the conclusion of the examination, there is a five-minute end-of-examination survey.

The total testing time is 240 minutes (4 hours). It includes five minutes for the NDA and on-screen tutorial/instructions, 230 minutes (3 hours and 50 minutes) for the 200 test questions, and five minutes for the end-of-examination survey.

During the examination, there are optional breaks between each section. The optional breaks will be offered after one section is completed and before the next section starts. The time used for optional breaks is a part of the total testing time. Examination time continues to run during optional breaks, so examinees must manage their own time. The Child and Adolescent Psychiatry Continuing Certification Examination Format table below demonstrates the examination delivery structure.

**Child and Adolescent Psychiatry Continuing Certification Examination Format**

	Section	No. of Questions	No. of Video Clips	Format
<b>5 min</b>	Nondisclosure Agreement			
	On-Screen Instructions			
<b>230 minutes (3 hrs, 50 min)</b>	1	27	3-4	Linked-Item Set
	Optional Break*			
	2	58-59	NA	Stand-alone
	Optional Break*			
	3	56-57	NA	Stand-alone
	Optional Break*			
<b>5 min</b>	4	58	NA	Stand-alone
	End-of-Examination Survey			

\* A proctor must log candidates in after breaks. Candidates must be signed in and out each time they enter and leave the testing room.

#### Question Type and Review

There are two types of questions in the Child and Adolescent Psychiatry Continuing Certification Examination: stand-alone and linked-item set. *Stand-alone* questions are one-best-answer multiple-choice questions that are not associated with any other questions. For *linked-item set* questions, there are typically two to eight multiple-choice questions linked to a common case that may be presented in a video clip, which may vary in length from fifty seconds to three minutes, an audio clip, or in a text linked-item set. The video and audio clip questions require the use of headphones to be provided by Pearson VUE.

As the above table demonstrates, stand-alone items and linked-item set items are delivered in separate sections. In the linked-item set section, the questions are set up in a linear navigation mode. Every linked-item set question must be answered before moving on to the next question. Once an examinee has answered a question and navigates forward to the next one, the examinees *can* go back to revisit previously answered linked-item set questions within a section, but they still *cannot* change the answers. After leaving a section, an examinee *cannot* review questions in that section again. To familiarize candidates with video questions, please view sample linked-item set provided [here](#).

Stand-alone multiple-choice questions can be skipped or flagged for review, but after leaving a section an examinee *cannot* review questions in that section again.

## **Patient Characteristics in Test Questions**

The ABPN certification examination questions are carefully designed to measure meaningful and plausible testing points (e.g., diagnosis, management, etc.), without the influence of assumptions, bias, or stereotypes. When examinees select the correct (keyed) response, they are given credit because they are demonstrating what the examination question is designed to measure. ABPN examination committees encourage thoughtful consideration of patient characteristics, while at the same time strive to promote diversity and present patients who reflect the populations served by the examinees.

Many test questions in this examination contain descriptions of patients. Characteristics of a patient such as age, sex, gender identity, race, ethnicity, sexual orientation, disability, socioeconomic status, native language, country of origin, and/or occupation are sometimes mentioned within case vignettes in test questions. Some patient characteristics may be important inputs into the diagnostic reasoning process. Inclusion of some characteristics may increase the clinical verisimilitude of the patient cases. Their inclusion, however, as in actual clinical practice, may lead to incorrect conclusions and misdiagnoses. Among the latter are characteristics that could potentially be associated with harmful patient stereotypes.

In the context of question creation, race is considered a social construct not linked to biology or susceptibility to disease. This is similarly true of ethnicity and culture, heritage, or even country of origin. Ancestry, if known, may be biologically important, and thus may be relevant to factors relating to health and disease. In addition, when and if these characteristics are included in questions, they should be considered based on patient self-report, not the assumption of the physician.

Based on the thinking above, some question stems can be brief, the reference to a patient can be general, and patient characteristics could be omitted unless directly relevant to the question at hand. On the other hand, if the question stem includes a portrayal of a specific patient (including vignettes for linked item sets), it is reasonable that, at the least, the patient's age and sex is included.

Additional patient characteristics may be included for any of several reasons, including if they:

- are clinically relevant or could aid in distractor quality
- are necessary for the examinee to better understand the context in which the patient is being seen (i.e., the question would be unreasonably difficult if excluded)
- add to the overall exam-level representativeness of the referenced patient population
- increase the probability of detection, diagnosis, or recognition of an otherwise rare condition
- do not contain negative stereotypes

## Scoring

Examinees will receive a percent correct score for the total test in addition to the percent correct scores for the subtests. The percent correct score is the percentage of items answered correctly, rounded to the nearest one-tenth percent. An acceptable level of performance must be achieved on the total score to pass the examination. The passing standards are not norm-referenced; there is no predefined passing rate for any group of examinees.

Questions that may be included in the examination solely for research or pretesting purposes will not be included in the examinee's score.

No candidate is expected to obtain a perfect score. However, in the opinion of the ABPN, each candidate should have some degree of familiarity with the subject matter of each question. Even though the candidate may be in doubt about the correct answer to a particular question, he or she should answer every question. This will increase the likelihood that the candidate's examination score will reflect the breadth of his or her knowledge of the field. There is no penalty for guessing.

## Examination Functions

To familiarize candidates with the examination functions, several examination screenshots with explanations are provided [here](#). In addition to the general functions, such as Time Remaining and Number of Questions, please pay special attention to the functions for video fast forward and rewind, Comment, Scratch Pad, Highlight, Strikethrough, Flag for Review, Section Map/Drug List/Tutorial, Navigator, and other functions related to examination questions.