

# The American Board of Plastic Surgery, Inc.®

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## **EXAMINATION OF CANDIDATES WITH DISABILITIES**

This policy and procedure is established to deal with physicians who seek reasonable accommodations in the examination processes of The American Board of Plastic Surgery, Inc. (Hereinafter "ABPS") on the basis of claimed disabilities.

Because the objectives of the Written, Oral, Hand and Continuous Certification Examinations are different (e.g. the Written to test the candidate's fund of cognitive information relevant to Plastic Surgery and the Oral to test the ability to utilize that knowledge by the timely application of the technical, judgmental and ethical factors related to the proper management of a broad spectrum of plastic surgery), no candidate/diplomate shall be completely excused from the Written, Oral, Hand or Continuous Certification Examination or offered a modification which will compromise any examination's ability to test accurately the skills and knowledge it purports to measure. Similarly, no auxiliary aid or service will be provided to candidates/diplomates which will fundamentally alter any examination or will result in an undue burden to the ABPS.

Candidates/diplomates who request modification of the examination procedures of the ABPS on the basis of disabilities must offer sufficient evidence of such by providing documentation which may include but is not limited to:

1. Name, address, telephone number and qualifications of each professional expert who provides a report documenting the candidate's/diplomate's disabilities. The Curriculum Vitae (CV) of each professional, which must be sufficiently detailed to establish accurately his/her qualifications.
2. Dates and locations of all assessments performed and included in the documentation. All assessments should provide recent data, i.e., within two years of the requested accommodation.
3. Copies of all evaluation reports included as part of the assessment. Sufficiently quantitative data should accompany the reports to enable the ABPS' professional consultants to verify the validity of diagnoses and conclusions. All raw data used to generate the evaluation reports, including test protocols, raw scores, ratings, and percentiles should be provided for each standardized instrument or assessment method used. Information should be provided for all relevant subtests as well as the total test requirements regarding the specific standardized instruments, which are discussed below.

4. A list of nonstandard instruments and assessment methods used to determine the disabilities and diagnoses. All supporting data should be submitted.
5. Any diagnoses of the candidate's/diplomate's disabilities using standard nomenclature; i.e., International Classification of Diseases (ICD); American Psychiatric Association Diagnostic and Statistical Manual (DSM).
6. A detailed history of the disability in terms of prior academic functioning.
7. A description of the candidate's/diplomate's current functional limitations due to the claimed disabilities. Limitations beyond test/examination performance should be described in detail.
8. Reports of any past accommodations on examinations the candidate/diplomate received because of the disabilities.
9. Must complete the Disability History Form.

The ABPS will consider a request for accommodation when reasonable documentation is provided in a timely fashion. Examples of documents which a candidate/diplomate may provide include, but are not limited to, the information as listed above. All materials submitted to the ABPS documenting a disability must be received in its offices no later than the deadline for all other documents required for admission to the examination for which accommodation is sought.

When the ABPS receives supporting documentation, materials will be submitted for review by its professional consultants.

The ABPS may also require a further examination of the candidate/diplomate by a professional of its choice at its own expense.

For those candidates/diplomates claiming a learning disability, documentation by relevant psychoeducational testing instruments is suggested as outlined above. Those instruments may include an individually administered test such as the Wechsler Adult Intelligence Scale-Revised (WAIS-R), and an achievement test on an educational battery such as the Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-R). In addition, a reading comprehension test, such as the Nelson-Denny Reading Test (NDRT), and some recognized test of reading-related processes should be included in the evaluation if they provide additional relevant information. If there has been no previous history of a learning disability, the qualified professional expert should include a statement indicating why accommodations were not required in the past and why accommodations are needed at the present time.

When a disability has been substantiated as described above, the ABPS will make whatever modification is required to accommodate the disability in accordance with the provisions of the Americans with Disabilities Act (ADA).