

*American Board of Professional Psychology  
American Board of Rehabilitation Psychology*

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*Certification Guidelines and Procedures*

*Candidate's Manual*

*2011*

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# INTRODUCTION

## DEFINITION OF REHABILITATION PSYCHOLOGY

“Rehabilitation psychology is the application of psychological knowledge and understanding on behalf of individuals with disabilities. Rehabilitation psychologists assist individuals in coping with, and adjusting to chronic, traumatic, or congenital injuries or illnesses that may result in a wide variety of physical, sensory, neurocognitive, emotional, and developmental disabilities.<sup>1</sup>”

Rehabilitation psychologists provide services with the goal of increasing function and reducing disability, activity limitations, and restrictions on societal participation. The person served is seen as an active partner in the treatment process, and thus, the services provided take into account the person's preferences, needs, and resources. Rehabilitation psychologists take the influences of culture, ethnicity, gender, residence and geographic location, relative visibility, and assumption of disability on attitudes and available services into account when planning services and interventions. Rehabilitation psychologists explore with individuals environmental barriers to their participation and activity performance and the means to address these barriers including accommodations and adaptations in existing structures or materials, the use of assistive technology, and the use of personal assistance services.

The rehabilitation psychologist provides services to families and primary caregivers as well as other significant people in the individual's social-community circle (e.g., teachers, employers, clergy, and friends). Rehabilitation psychologists work as part of an interdisciplinary team. Rehabilitation psychologists provide consultation to and closely

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<sup>1</sup> Scherer, M. J., Blair, K. L., Banks, M. E., Brucker, B., Corrigan, J., & Wegener, S. (2004). Rehabilitation psychology. In W. E. Craighead and C. B. Nemeroff (Eds.) *The concise Corsini encyclopedia of psychology and behavioral sciences*, 3<sup>rd</sup> edition. Hoboken, NJ: John Wiley & Sons, Inc., pp. 801-802.

interact with other rehabilitation team members (e.g. physicians, nurses, physical therapists, speech therapists, occupational therapists and recreation therapists). In other circumstances, Rehabilitation Psychologists may provide consultations to other professionals working on behalf of the client such as attorneys, life planning specialists, and workmen's compensation specialists. By assisting other team members in achieving their goals with the client, a synergy of support to both the patient and their rehabilitation providers is pursued. The goal of rehabilitation psychology is to assist the individual (and those significant others who are involved in treatment planning and ongoing provision of support) in achieving optimal physical, psychological, and interpersonal functioning by addressing the obstacles preventing the highest level of personal and social functioning. Rehabilitation psychologists view persons served holistically and they seek to broaden opportunities for maximum individual functioning as well as functioning and participation in social relationships, social activities, education, employment, and the community.<sup>2</sup>”

The services provided by Rehabilitation Psychologist typically include:

- Assessment (evaluation, diagnosis)
- Intervention (treatment, prevention)
- Consultation with others professionals
- Consumer protection
- Supervision, teaching, and management activities (e.g., program development, administration)
- Research on rehabilitation and disability related topics

It is expected that Rehabilitation Psychologists will demonstrate sensitivity to and skills in dealing with multicultural/diverse populations. In this manual, we will use the terms “multicultural” and “individual and cultural diversity” interchangeably. Individual and cultural diversity recognizes the broad scope of such factors as race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religion/spiritual

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<sup>2</sup> Scherer, M. J., Blair, K. L., Banks, M. E., Brucker, B., Corrigan, J., & Wegener, S. (2004). Rehabilitation psychology. In W. E. Craighead and C. B. Nemeroff (Eds.) The concise Corsini encyclopedia of psychology and behavioral sciences, 3<sup>rd</sup> edition. Hoboken, NJ: John Wiley & Sons, Inc., pp. 801-802.

orientation, and other cultural dimensions.<sup>3</sup> Preparation for the practice of Rehabilitation Psychology at the specialty level of competency characteristically entails some combination of pre-doctoral internship and post-doctoral education and training experience. Specialized competency presumes the establishment of both a basic and applied generic core knowledge base in psychology and in disability-related issues.

The candidate is expected to demonstrate more than a narrow or circumscribed adjunctive skill in order to meet competency criteria, though he or she may declare an adult or child emphasis for examination purposes. In addition to the basic and applied generic core courses that all applied psychologist must have, competency in Rehabilitation Psychology requires a foundation in the medical issues, psychosocial factors, and the impact of the environment on disability. To be eligible for the examination in Rehabilitation Psychology, the candidate must have three years of overall experience in Rehabilitation Psychology, including two years of supervised training in Rehabilitation Psychology (one of which must be postdoctoral). The specific experience requirements will be detailed later in this manual.

## **COMPETENCIES OF THE SPECIALTY OF REHABILITATION PSYCHOLOGY**

The ABRP Examination is a test of the candidate's command of clinical and scientific knowledge and data and the ability to integrate this information in the context of specific cases. Attention is paid to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification throughout all portions of the Examination.

A successful Candidate demonstrates knowledge, skills, and experience necessary to provide specialty level services in the practice of Rehabilitation Psychology through presentation of credentials, a practice sample, and an oral examination. The oral

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<sup>3</sup> American Psychological Association (2002). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. American Psychologist, 58 (5) 377-402. <http://www.apa.org/pi/multiculturalguidelines.pdf>

examination includes three components (i.e., Clinical Vignettes, Practice Sample, and Ethics).

If the candidate is involved in Teaching, Supervision or Management, the Candidate must demonstrate the ability to communicate and apply theory- and evidenced-based knowledge of both Foundational and Functional Competency domains to these activities.

## **A. Foundational Competencies**

The ABRP examination assesses competence in establishing and maintaining professional relationships that promote effective clinical work. These skills, referred to as Foundational Competencies, include the establishment of effective relationships, sensitivity to diversity issues, implementation of practices consistent with ethical and legal standards, and awareness of professional issues in Rehabilitation Psychology. Specific criteria are outlined below.

### **Interpersonal Interactions**

A successful Candidate demonstrates:

- Sensitivity to the welfare, rights, and dignity of others as a priority in the practice of Rehabilitation Psychology.
- Capacity to empathically relate to clients/patients and others, including members of the rehabilitation team, in ways that enhance the effectiveness of services provided.
- Awareness of personal interpersonal interactions on others.
- Ability to maintain appropriate boundaries.

### **Individual and Cultural Diversity**

A successful Candidate demonstrates:

- An awareness of diversity and multicultural factors as related to disability within the practice of Rehabilitation Psychology.

- An awareness of the interaction between one's own individual and cultural diversity characteristics as these factors influence functioning as a Rehabilitation Psychologist.

### **Ethical and Legal Foundations**

A successful Candidate demonstrates:

- Ethical principles and practice standards of the American Psychological Association (APA).
- Current statutory and state regulatory provisions applicable to the professional practice of Rehabilitation Psychology.
- Issues related to patient confidentiality and privacy (e.g. HIPAA).

### **Professional Identification**

A successful Candidate demonstrates:

- Active participation in professional activities relevant to Rehabilitation Psychology.
- Awareness of current issues facing the profession and implications of these issues to functioning as a Rehabilitation Psychologist.
- Seeks and utilizes consultation/supervision when needed or appropriate.
- Pursues continuing professional education commensurate with licensing requirements and professional development in specialty of Rehabilitation Psychology including CE credits for ongoing professional education in the area of Rehabilitation Psychology in the last two years.

## **B. Functional Competencies**

Rehabilitation psychologists are expected to effectively apply skills in scientific knowledge, assessment, intervention, consultation, and consumer protection to meet the specific needs of persons having disabilities and their families. These specialty specific skills are referred to as "Functional Competencies". Specific criteria are given below:

## **Scientific Base and Application**

The candidate must demonstrate during credential review, practice sample review or in oral exam in the following competencies:

- Knowledge of scientific and evidence-based theory and research that informs one's practice as a Rehabilitation Psychologist.
- An ability to critically evaluate scientific and evidenced based theory and research and discuss implications for practice.
- A coherent and comprehensive explanation of approach taken in clinical practice based on relevant research and theory of client/patient behavior.
- An awareness of science-based theories and research on interpersonal interactions, individual and cultural diversity (i.e., ethnicity, race, gender, age, sexual orientation, disability status), special populations, professional identification, ethics, and legal foundations to practice.

## **Assessment**

The Candidate must demonstrate appropriate selection, administration, modification (where indicated) and interpretation of standardized tests, behavioral observations and/or clinical interviews, given the needs of the patient/client upon which recommendations are made and communicated to promote useful outcomes in the following assessment competencies:

- Adjustment to disability: patient
- Adjustment to disability: family
- Extent of extent and nature of disability and preserved abilities
- Educational and vocational capacities
- Personality/emotional functioning
- Cognitive abilities
- Sexual functioning
- Decision making capacity

- Pain
- Substance use/abuse identification
- Social and behavioral functioning

### **Intervention**

The Candidate demonstrates selection of appropriate treatment modalities for the needs of the patient/client, and conducts these interventions with skill, sensitivity, and use of a relevant knowledge base so as to promote useful outcomes in the client/patient in the following intervention competencies:

- Individual therapeutic interventions as related to adjustment to disability.
- Family/couples therapeutic interventions as related to adjustment to disability.
- Behavioral management.
- Sexual counseling with disabled population(s).

### **Consultation**

The Candidate demonstrates effective consultation with other professionals appropriate to the needs of the client in ways that will promote useful outcomes for the patient/client in the following consultation competencies:

- Behavioral functioning improvement
- Cognitive functioning
- Vocational and/or educational considerations
- Personality/emotional factors
- Substance Abuse identification and management
- Sexual functioning and disability

### **Consumer Protection**

The Candidate is able to demonstrate effective advocacy in the following consumer protection competency areas

- Laws related to and including ADA.
- Awareness and sensitivity to multicultural and diversity factors.

## **ELIGIBILITY REQUIREMENTS FOR CANDIDACY**

To attain board certification in a specialty, an applicant must meet the general and the specialty eligibility requirements, which include:

### **A. Generic Requirements**

- A doctoral degree from a program in professional psychology which at the time the degree was granted was accredited by the APA, CPA, or was listed in the publication *Doctoral Psychology Programs Meeting Designation Criteria*. Applicants credentialed in the most recent directory of the National Register of Health Service Providers in Psychology, the Canadian Register of Health Service Providers in Psychology, or the Certificate of Professional Qualification in Psychology (CPQ) (ASPPB) qualify as meeting the doctoral degree requirements.
- Licensure or Certification at the independent practice level as a psychologist in the State, Province, or Territory in which the psychologist practices.

**Note:** Limited exceptions exist for prior to 1983 doctoral preparation, degrees granted outside the U.S or Canada, formal retraining, substantial equivalents to accreditation requirements, and licensure in jurisdiction of practice for some Federal employees. Exception criteria and procedures are available from Central Office.

### **B. Specialty Specific Requirements**

Three years of experience in Rehabilitation Psychology:

- Two of the three years must be supervised.
- One year may be satisfied by a predoctoral internship with an emphasis in Rehabilitation Psychology.

Supervised experience in Rehabilitation Psychology which can be satisfied by:

- Two years of postdoctoral experience with an emphasis in Rehabilitation Psychology, or
- One year of pre- and one year of post-doctoral supervised experience in Rehabilitation Psychology
- Successful completion of a recognized postdoctoral program in Rehabilitation Psychology.

## **APPLICATION PROCESS**

### **A. Exam Overview**

The American Board of Professional Psychology's (ABPP) certification in Rehabilitation Psychology is a three stage process. The first stage is the application and credential review that assures that the candidate has received appropriate education, training and supervised clinical experience in Rehabilitation Psychology. The second stage consists of submitting a Practice Sample of the candidate's professional work. Candidates are permitted one NO PASS on their practice sample with guidance on revising and resubmitting for a second review. If they do not pass the practice sample on the second review, they must pay the ABPP practice sample examination fee a second time. The third stage is the ABRP Oral Examination in Rehabilitation Psychology. ABPP requires completion of each stage within one year, however, extensions are typically granted by ABPP when justified. . Thus the candidate has one year to complete the application and credential review from start to finish. one year to submit practice sample, and once approved, one year to sit for the oral exam.

### **B. Application**

The Applicant submits the **Application for Specialty Certification in Rehabilitation Psychology** (retrieved through American Board of Professional Psychology Central Office at <http://www.abpp.org/files/page-specific/3361> Rehab/10\_Application.pdf), fee,

and credentials materials to the ABPP Central Office. ABPP verifies the degree, the license, professional standing (disciplinary status), the internship and the generic post-doctoral requirements. If the applicant is from an APA or CPA accredited program in psychology, the applicant qualifies as a candidate, the applicant receives a letter from the ABPP Central Office to this effect, as does the Secretary for ABRP (Practice Sample and Oral Examination Coordinator). If the applicant is not from an APA/CPA accredited program, the materials are forwarded by the ABPP Central Office to the ABRP Secretary and Credentials Reviewer for evaluation of specialty requirements. If no decision can be reached, the applicant may be asked for additional information. Final determination is faxed to ABPP Central Office and the applicant is advised.

### **Initial Application Criteria and Procedures**

The enclosed statements set forth ABPP's general requirements for applicants to any of its Board Examinations and ABRP's specific Rehabilitation Psychology Eligibility Criteria. Please review these carefully as you complete your application. The successful applicant must meet both sets of criteria.

### **Senior Applicant Exam Criteria and Procedures**

The ABRP Board recognizes that special circumstances may be present for rehabilitation psychologists who have been practicing in the field for many years. These "senior" applicants may not have access to their former professors/mentors who are no longer available to complete an Endorsement Form. In this circumstance use of alternatives such as a greater number of endorsements from colleagues, employers or supervisors may suffice.

In addition, senior applicants may have evolved to the point in their careers where they no longer provide direct services to clients. If such applicants are serving solely in an administrative, management or research capacity, attaining board certification in rehabilitation psychology may not be possible. It should be emphasized that board certification is a reflection of clinical competence in the field. However, there are many instances where senior applicants are directly supervising students or other providers. In

this circumstance, they may meet the Functional Competencies through displaying their clinical competencies through the supervision of other providers.

If you consider yourself a senior candidate, you are encouraged to contact the ABRP Secretary directly and discuss your situation. While senior candidates are expected to meet all of the credentialing requirements, including all of the competencies, there may be creative methods to accomplish this goal. The application and examination timelines described under the Exam Overview section in the Candidate's Manual also apply to senior candidates.



## **Initial Application Checklist**

The following checklist will help you ensure that your application is complete and can be processed efficiently. Failure to include the following required application materials will potentially result in administrative delays.

\_\_\_\_\_ Read the enclosed Eligibility Criteria sheet prepared by the ABRP, and the ABPP general requirements for application.

\_\_\_\_\_ Arrange for official graduate transcripts (Masters and Doctoral training) to be sent directly from the university to: ABPP, 600 Market St, Suite 300, Chapel Hill, NC 27516.

\_\_\_\_\_ Enclose with your application a copy of your current state or provincial license/certificate.

\_\_\_\_\_ Enclose with your application a copy of your Curriculum Vita

\_\_\_\_\_ There are four required endorsements. Two endorsements should be from professionals who have supervised your clinical work (preferably other psychologists). Two endorsements should be from colleagues, employers or professors (Fellows of APA or ABRP specialists preferred, but not required) as indicated on the application form. The endorsements should be mailed directly to the address listed below.

Enclose with your application the application fee check for the amount of \$125, payable to the “American Board of Professional Psychology.”

All correspondence (the application form, license, CV, endorsements) should be sent to the following address:

ABRP  
American Board of Rehabilitation Psychology / Central Office  
600 Market Street, Suite 300 / Chapel Hill, NC 27516



5. Please use this space to comment on any of the items that you rated in the table. The American Board of Rehabilitation Psychology is especially interested in any personal observations on your part. These observations can help put your ratings in context: they also provide you the opportunity if you have any concerns regarding personal integrity or professional conduct.

6. I recommend that the applicant be admitted to candidacy:

Without reservation\_\_\_\_\_

With reservation\_\_\_\_\_

I do not recommend admission to candidacy\_\_\_\_\_ (Please state any reservations in item 5 or on a separate sheet)

Signature:\_\_\_\_\_

Position:\_\_\_\_\_

Institution:\_\_\_\_\_

Date:\_\_\_\_\_

On behalf of the candidate and the diplomate process, thank you for completing this endorsement form. If you desire a copy of this endorsement form, please print a copy. Your completed endorsement form will be stored in the candidates file at ABPP and is not shared with the candidate. This process ensures that you can provide a confidential review of the candidate's qualifications.

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## **Outcome of Credential Review Process**

If the ABRP committee does not approve the application, it is returned to ABPP with the recommendation not to approve along with a description of weakness or non-acceptability of credentials as well as recommendations for strengthening application, if any.

If the applicant wishes to reapply, he/she must demonstrate that their application has been improved, the application fee of \$125 must be paid again, and credentials review proceeds from the beginning.

If the ABRP committee approves application, it is returned to ABPP with a recommendation to approve.

ABPP notifies the applicant of the results of the credential review procedure.

Applicants whose credentials are approved become "candidates" for ABPP certification in Rehabilitation Psychology. The candidate has twelve months to submit their practice sample after having received notification that they are candidates for ABPP certification in Rehabilitation Psychology. Candidates who fail to submit a practice sample before twelve months has passed can ask ABPP for an extension of the time requirement.

ABRP sets a maximum three year time limit from the time the candidate's credentials are approved, to the time they become qualified for orals (i.e., practice sample passes). The time between qualification for oral exam and actual oral exam is not counted because of the uncertainty inherent in scheduling the orals. The date on the applicant's credential review decision letter defines the start for this three-year period.

### **B. Disability Accommodations**

The Board encourages qualified individuals with disabilities to apply for Specialty Board status. The board recognizes that these individuals may encounter unusual difficulties and will make efforts to provide reasonable accommodations for these applicants. The board

will consider individual requests for accommodations by qualified applicants with disabilities.

A qualified individual with disabilities can request reasonable accommodation, must formalize the request with the board, and support the request with documentation confirming a need for reasonable accommodation and the basis of the need. At the request of the board, applicants with special needs should be ready to document the need consistent with the applicable guidelines, and assist the board in developing reasonable accommodations, as necessary. In its sole discretion, the board will either grant or deny the request based on applicable guidelines.

## **PRACTICE SAMPLES**

The Practice Sample provides the opportunity for Candidates to demonstrate that their professional activity is based on the principles and practices of Rehabilitation Psychology and that they have the competencies required of a specialist in Rehabilitation Psychology. The Practice Sample also provides an opportunity for Candidates to articulate their identities as Rehabilitation Psychologists, positioning them to advance to the Oral Examination. Practice Sample instructions and Registration Form can be retrieved on the ABPP website via <http://www.abpp.org/files/page-specific/3361> Rehab/

### **A. Selection of Practice Sample Materials**

The Practice Sample consists of two examples of the Candidate's recent work in Rehabilitation Psychology. Candidates are encouraged to select samples representing their work within the past five years. This helps to ensure that their competencies are up to date. **Materials should be selected to give evidence of a variety of competencies and to reflect one's usual practice. At least one portion of the Practice Sample must be clinically focused.** The two sections should be sufficiently different from each other to reflect breadth of expertise.

The Candidate is given leeway in selecting examples of their work. Possible case types include:

- Clinical case studies
- Supervision of a trainee's clinical case
- Consultation reports
- Teaching/training curricula
- Research programs
- Instrument development
- Program development

Candidates should consider the competency list as they select and write the Practice Sample, and include information that can demonstrate competence in the several aspects of assessment, intervention, consultation, and consumer protection. Demonstrating these competencies may require more thought and creativity when presenting non-clinical work, but this is possible to accomplish. **A submission that allows for demonstration of a majority of the competencies may be the best choice for the Practice Sample portion of the ABRP examination.**

## **B. Writing the Practice Sample Cases**

The two portions of the Practice Sample should not exceed 50 double-spaced written pages. These limits include any supplementary materials. Practice Samples consist of a written narrative as well as supplementary materials. The following description is meant to provide helpful guidance, but is not designed to be prescriptive or restrictive.

It is recommended (but not required) that each portion of the Practice Sample narrative begin with a brief (1-2 page) introduction that offers the context, purpose, and rationale for the selection of that Practice Sample. Candidates should include a brief abstract of the case. It is helpful for this section to include a statement of the specific competences that the Candidate believes the sample demonstrates. On the first portion (no need to

duplicate on the second portion) of the practice sample a brief description of their work setting is recommended.

It is helpful for this section to include a statement of the specific competences that the Candidate believes the sample demonstrates. The sample should be written in the active voice, and the Candidate should clearly indicate who performed the work (e.g., “I performed a cognitive assessment,” “The team’s speech therapist performed a cognitive screen and I consulted with her about the findings,” etc.)

The narrative portion of the Practice Sample outlines the Candidate’s rationale for the work. The format for Case 1 includes an overview, narrative, outcome (emphasizing how candidate impacted the outcome), and explanation/justification for limitation of the case. This is then followed by supporting materials for Case 1. Case 2 follows the same form. The narrative portions of the Sample sections provide an opportunity for Candidates to demonstrate how they apply Rehabilitation Psychology principles to the questions and decisions that are involved in working through the case. It also provides an opportunity for the Candidate to integrate, as applicable, pertinent medical, psychosocial, theoretical, and research information into his/her conceptualization and actions. Citing of pertinent research in the field is encouraged and helps the candidate demonstrate their contemporary knowledge base. While there is no “right” number of references to cite, a typical number of references might be in the range of 10 to 15 references. The idea is to cite those references that reflect the “why” and “how” of what you do in your practice.

The Supplementary materials provide data that indicate that the patient or other work is “real”, and that the Candidate is using data in ways that are consistent with contemporary Rehabilitation Practice. Supplementary materials should be carefully selected to assist the Candidate in demonstrating competencies. The Supplementary materials alone, however well constructed, do not constitute a Practice Sample case. The Practice Sample must include statements on the part of the Candidate explaining and supporting the rationale for the work that was done.

Supplementary materials **must be deidentified** and may include (but are not limited to)

- Brief components of test reports (such as selected pages) or test score summary sheets
- Chart, office or progress notes (include copies of original, if possible, and typewritten text with facility logo or letterhead on materials)
- Team conference summaries, or portions thereof
- Selective portions of medical documentation
- Correspondence related to Practice Sample case chosen
- Copies or selected portions thereof, of articles, grant proposals, curricula, program materials, etc.

Clinical Cases. Clinical cases should be selected and written in a way to demonstrate the “Rehabilitation” focus of the case and the Candidate’s actions. Cases in which the Candidate functioned solely in a diagnostic role, for example, would not typically be suitable for a Practice Sample. Clinical practice samples should demonstrate competent rehabilitation practice. **Any potentially identifying information should be eliminated.** The case should typically include information about patient characteristics, assessment strategies, diagnostic impressions, treatment recommendations, clinical interventions, recommended consultation with other professionals, follow-up care, and consumer protection issues. Medical, psychosocial, emotional, and mental and chemical health information should be reported and integrated into the case conceptualization, as available. The rationale for the assessments, interventions, and recommendations should be clear and supported by data or scientific literature. The case must conform to APA ethical standards, state laws of practice, and any other relevant standards (e.g., the ADA). If the case study involves the supervision of a trainee, the Candidate needs to clearly explain what work was the trainee’s and what was the Candidate’s. When possible, it is preferable to report on the Candidate’s own clinical case material. However, in some cases the Candidate’s current work role may preclude this possibility.

Consultation Reports. Like clinical cases, consultation reports should demonstrate the Rehabilitation Psychology principles and practices underlying the consultation, and describe the Candidate’s activities and rationale. The case should typically include information about patient characteristics, the setting and reason for the consultation,

assessment strategies, diagnostic impressions, and treatment recommendations. The rationale for the assessments and interventions should be clear and supported by scientific literature. The consultation must conform to APA ethical standards, state laws of practice, and any other relevant standards (e.g., the ADA).

Teaching/Training Curricula. Candidates who choose to use teaching/training curricula example as a portion of their Practice Sample should describe the rationale for the curriculum, and indicate how the curriculum relates to and includes the principles and practices of Rehabilitation Psychology. The example should be clear about the Candidate's role in designing and implementing the curriculum. Course or program outlines alone do not constitute an acceptable Practice Sample portion. The curriculum must conform to APA ethical standards, state laws of practice, and any other relevant standards (e.g., the ADA).

Research-Based Samples. Candidates who choose to submit research-based work as one of their examples should provide a description of the research program and detail how it relates to the principles and practices of Rehabilitation Psychology. Abstracts may be used as supplementary material. **Submission of reprints alone or a grant proposal alone does not constitute an acceptable practice sample.** Candidates must discuss their rationale in planning and implementing the research, especially as it relates to Rehabilitation Psychology. The research program must conform to APA ethical standards, state laws of practice, and any other relevant standards (e.g., the ADA).

Instrument Development. Candidates may describe the development of an instrument. The sample should discuss the rationale for developing the instrument, the Candidate's role in the conceptualization, development, and validation, and how this instrument relates to the principles and practices of Rehabilitation Psychology. Submission of the instrument alone or articles about the instrument along does not constitute an acceptable Practice Sample. The instrument development process must conform to APA ethical standards, state laws of practice, and any other relevant standards (e.g., the ADA).

Program Development. Candidates who choose to use a program development example as a portion of their Practice Sample should describe the rationale for the program, and indicate how the program relates to and includes the principles and practices of Rehabilitation Psychology. The example should describe clearly and in detail the Candidate's role in designing and implementing the program. Promotional materials, advertisements, or testimonials should ordinarily not be submitted as supplemental material. The program must conform to APA ethical standards, state laws of practice, and any other relevant standards (e.g., the ADA).

The Practice Sample should be carefully proofread for spelling, grammar, and clarity. Formats for the narrative and references need to be in accordance with APA style. Each of the two cases of the practice sample must be bound separately. Four copies of each case of the Practice Sample should be sent to the corresponding Secretary. A fee/registration form downloaded from ABPP along with a \$250.00 is sent to ABPP Central Office.

## **ORAL EXAMINATION**

Once the Practice Samples are accepted, the Candidate is eligible for the Oral Examination, which is the final phase of the ABRP credentialing process. Registration forms for the Oral Examination will be retrieved on the ABPP website (<http://www.abpp.org/files/page-specific/3361> Rehab/) after notification of acceptance of the Practice Samples. The fee for this part of the examination is \$450.

The Oral Examination in Rehabilitation Psychology is the final step of the ABRP and American Board of Professional Psychology's (ABPP) certification in Rehabilitation Psychology. An Examining Committee, consisting of trained Rehabilitation Psychology examiners, is assembled when the ABRP Board decides there are an adequate number of Candidates who are ready to take the Oral Examination. The date and location of Oral Examination will be decided by the Board.

The Oral Exam will present candidates with situations in which they will demonstrate their professional experience, knowledge, and skill. The oral examination process is designed to afford the examiners an opportunity to evaluate both the breadth and the depth of candidates' professional knowledge and functioning. While correct answers are important, the examiners will work to discover how the candidates think about, evaluates and manages the neuropsychological problems that come to us via our patients. A well reasoned and scientifically defensible diagnostic conclusion or treatment plan will be more favorably received than one that is technically correct but based on weak knowledge, an incomplete evaluation, poorly planned treatment, or faulty reasoning.

The examination takes approximately four hours and consists of three parts, each conducted by a different examiner. The areas examined consist of clinical case vignettes, review of practice samples and professional involvement, and ethics. After spending the allotted time with the candidate, each examiner will record his/her ratings.

### **Oral Examination Procedures**

All candidates meet before the exam and at the conclusion of the exam in a room that is reserved for them. After the entire examination team is introduced, the team is excused and the candidates are oriented to the oral examination process by the secretary/exam chair and one or two board officers. A final check is made to assure that no candidate is examined by an oral examiner with whom the candidate may have had a substantive relationship that could bias the outcome – either negatively or positively.

Before the examination begins candidates will be required to sign an **Oral Exam Statement of Confidentiality** agreement. By signing this agreement candidates affirm (1) that they will not discuss specifics of the oral examination or reveal its contents to others at any time either during or after your exam, and (2) that they will not reveal the identify of any other candidate who is scheduled for examination, (3) they will not remove any examination materials from the room. However, this agreement does not preclude discussion of the oral examination procedures, as they are outlined in this manual.

Each of the three oral examinations occurs in a separate exam room. The entire examination is typically conducted in a suites hotel with each examiner utilizing the meeting portion of their hotel suite for the examination. The candidate travels to the exam rooms with time left between examinations for travel to the next room. The time that is allotted for each exercise is approximately 40 to 55 minutes.

Candidates may bring a pen and paper to each examination exercise, but any notes that are made prior to examination on a vignette must be given to the examiner at the end of that examination. No other material may be brought to the vignette, practice sample or ethics portion of the examination. However, the candidates may bring a copy of their Practice Sample and any other relevant material to the Practice Sample portion of the oral examination. The ethics examination involves reviewing a total of 3 paragraph long ethical vignettes selected by the examiner for a few minutes and explaining the ethical issues present for approximately 5 to 8 minutes. The candidate can write notes if they desire but must give the examiner any notes at the end of the examination.

At the end of the four-hour examination period, all Candidates meet with the secretary/exam chair and one or two board members for approximately 15 minutes of debriefing during which feedback is solicited related to their Oral Examination experience, the Oral Examination Process, and details about time and manner in which they can expect their Examination results. Information is also provided to Candidates about the appeals process should the outcome be “No Pass.” The Candidates are free to leave following this final debriefing period.

### **Post Examination Deliberations and Voting**

The examiners meet and discuss each candidate whom they have examined. Although each examiner has rated the candidate during his/her particular portion of the examination, the decision to pass or fail is an overall decision of the examiners, reached after a thorough discussion of the candidate's performance across all three parts of the Oral Examination. The candidate does not pass or fail the individual parts of the Oral Examination.

## **A. Outcome of the Oral Examination**

The names of candidates who pass the Oral Examination are presented to ABPP along with the recommendation that these candidates be awarded ABPP certification in Rehabilitation Psychology. If approved, ABPP then so informs the candidate and arranges for the award of the diploma in Rehabilitation Psychology. Candidates who pass their Oral Exam are awarded ABPP certification in Rehabilitation Psychology and become American Academy of Rehabilitation Psychology (AARP) members.

Candidates who do not pass their Oral Exam may re-take the exam provided that the seven-year limit has not expired. A candidate may take the Oral Examination no more than two times in the seven-year time period of their candidacy.

## **STUDY/PREPARATION RESOURCES**

The ABRP Board does not recommend specific study preparation resources. Candidates may consider utilizing the following resources in preparation. The newest edition of The Handbook of Rehabilitation Psychology (2010) by Frank, Rosenthal and Caplan (Eds.) contains the latest information related to specialty foci, modalities of care, research outcomes, and professional standards. The Rehabilitation Psychology Listserv ([www.Division22.org](http://www.Division22.org)) and the Rehabilitation Psychology website are available and helpful resources. Rehabilitation Psychology ([www.apa.org/journals/rep](http://www.apa.org/journals/rep)) is the journal of the Division of Rehabilitation Psychology. Review of recent issues of Rehabilitation Psychology may be particularly helpful. Finally, as noted in the Writing the Practice Sample Cases section, familiarity with the core principles of the field that are enumerated in Physical Disability: A Psychosocial Approach by Beatrice Wright is necessary for completion of the practice sample. These core principles are available on the ABRP website as a PDF document entitled: Rehabilitation Psychology Core Principles. The entire text can be accessed through the American Psychological Association website under the print on demand books service.

## CONTACT INFORMATION

If there are any questions concerning the application, feel free to contact the following individuals.

Regarding questions related specifically to ABRP requirements or issues:

Ellen B. Snoxell, Ph.D., ABPP

2397 Carter Avenue

Saint Paul, Minnesota 55108

Phone 952.915.2960

Fax 952.915.7380

E-mail [ellen.snoxell@assurant.com](mailto:ellen.snoxell@assurant.com)

Regarding questions related more generally to ABPP requirements or issues:

ABPP Central Office:

Nancy McDonald

Assistant Executive Officer & Administrative Manager, ABPP

600 Market Street, Suite 300

Chapel Hill, NC 27516

919 537 8031

Fax: 919 537 8034

[nmcdonald@abpp.org](mailto:nmcdonald@abpp.org)

# APPENDICES/FORMS



**APPLICATION INSTRUCTIONS FOR INDIVIDUALS APPLYING  
FOR TESTING ACCOMMODATIONS**

**Qualifications for Testing Accommodations for Applicants with Disabilities**

General Information

The ABRP Board recognizes that psychologists with disabilities may wish to take the board certification examinations and will attempt to make accommodations for applicants with verified disabilities. The Board supports the intent of the American with Disabilities Act (ADA).

ABRP, in conjunction with the American Board of Professional Psychology (ABPP), will provide reasonable accommodations during testing to provide equal opportunity for persons with disabilities. Applicants are reminded, however, that “auxiliary aids (and services) can only be offered if they do not fundamentally alter the measurement of skills or knowledge the examination is intended to test” (Americans with Disabilities Act, Public Law 101-336 § 309 [b] [3]). To this extent, the Board will provide reasonable accommodations during testing to provide equal opportunity for persons with disabilities. Documentation requesting reasonable accommodations must identify a disability and provide a rationale for specified modifications to standard testing procedures.

**Applicants who request accommodations because of a disability must advise the Board in writing no later than the deadline for submitting applications for examination.** All documentation and other evidence substantiating the disability must be submitted to the Board at least 30 days before the examination in question is conducted. Required documentation includes completion of the *Application for Testing Accommodations* and appropriate diagnostic letters or reports. All information and documentation provided regarding the disability and need for accommodation in testing will be treated in strict confidence.

**Candidates seeking disability accommodations should download the appropriate application from the ABRP web site, [www.theABRP.org/](http://www.theABRP.org/) or should contact the Board office for an application.**

Documentation on file for the applicant must:

- ***clearly state the diagnosed disability or disabilities;***
- ***describe the functional limitations*** resulting from the disability or disabilities;
- ***be current*** - i.e., completed within the last 5 years for a learning disability, last 6 months for psychiatric disabilities, or last 3 years for attention deficit hyperactivity disorder and all other disabilities (NOTE: this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature);
- ***include complete educational, developmental, and medical history*** relevant to the disability for which testing accommodations are being requested;
- ***include a list of all test instruments*** used in the evaluation report and relevant scores used to document the stated disability (this requirement may not apply to physical or sensory disabilities of a permanent or unchanging nature);
- ***describe the specific accommodations requested;***
- ***adequately support each of the requested testing accommodation(s);***
- ***be typed or printed on official letterhead and be signed*** by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization).

#### Review of Documentation

A letter detailing the specific accommodations requested because of disability must be submitted for each examination or re-examination. Documentation should be marked “ADA Materials” and mailed to the attention of the Executive Director at the ABRP Office. Each report is reviewed carefully before accommodations are provided. If the Board does not find appropriate and sufficient evidence to grant accommodations, the applicant will be informed that the request has been denied.

#### Appeals

Any applicant who is denied accommodations may appeal this decision by submitting the following materials to the Executive Director at the ABRP Office:

- A written request for a formal appeal of the denial of accommodations.
- Additional written information in support of the appeal.

The appeal materials must be sent together in a single mailing envelope that is postmarked within 60 days of the date indicated on the letter of denial of accommodations. The appeal materials will be sent to the Appeals Committee, which will review the materials, deliberate, and make a determination. In all events, the Appeal Committee’s determination is final and binding on both the Board and the applicant.



11. Do you require wheelchair access to the examination facility?  Yes  No

12. Prior test accommodations that you have received on

**STANDARDIZED EXAMINATIONS:**

1. Scholastic Aptitude Test (SAT): Month/Year \_\_\_\_\_ / \_\_\_\_\_

Accommodations received \_\_\_\_\_

2. Graduate Record Examination (GRE): Month/Year \_\_\_\_\_ / \_\_\_\_\_

Accommodations received \_\_\_\_\_

3. National Licensing Examination (EPPP): Month/Year \_\_\_\_\_ / \_\_\_\_\_

Accommodations received \_\_\_\_\_

4. State Licensing Examination:

State \_\_\_\_\_ Month/Year \_\_\_\_\_ / \_\_\_\_\_

Accommodations received \_\_\_\_\_

5. Graduate School:

Name of School \_\_\_\_\_ Month/Year \_\_\_\_\_ / \_\_\_\_\_

Accommodations received \_\_\_\_\_

6. American Board of Professional Psychology (ABPP):

Specialty Board \_\_\_\_\_

Month/Year \_\_\_\_\_ / \_\_\_\_\_

Accommodations received \_\_\_\_\_

7. Other Board Certification: Specialty Board \_\_\_\_\_

Month/Year \_\_\_\_\_ / \_\_\_\_\_

Accommodations received \_\_\_\_\_

13. I certify that the above information is true and accurate. If test accommodations provided to me include a deviation from the standard testing schedule, I agree that, from the time I begin the examination until I have completed it, I will not communicate in any way, to the extent possible, with any other individuals taking the examination, and I will not communicate in any way to others about the content of the examination.

If clarification of further information regarding the documentation provided is needed, I authorize the ABRP to contact the professional(s) who diagnosed the disability and/or those entities which have provided me test accommodations. I authorize such professional(s) and entities to communicate with the ABRP in this regard and to provide the ABRP with such clarification and/or further information.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Unauthorized information or aid, as evidenced by observation or subsequent analysis, may result in termination of my participation, invalidation of the results of my examination, or other appropriate action. I understand that if I violate this agreement, that violation will result in adjudication with the Ethics Committees of the American Board of Professional Psychology which may cause the loss of my own board certification status. I understand that if I violate this agreement, complaints in regard to this violation may be lodged against me in other venues.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please indicate "ADA Materials" on the envelope,  
and return complete application and attachments to:

*Correspondence*  
Ellen B. Snoxell, Ph.D., ABPP  
2397 Carter Avenue  
Saint Paul, Minnesota 55108  
Phone 952.915.2960  
Fax 952.915.7380  
E-mail [ellen.snoxell@assurant.com](mailto:ellen.snoxell@assurant.com)

Revised 4/2011  
Review 4/2013

Revised 4/20/2011



**STATEMENT OF CONFIDENTIALITY**

The American Board of Rehabilitation Psychology (ABRP) conducts examinations with the understanding that Candidates and Examiners alike hold the material used in the examination in strict confidence.

ABRP hopes to make the process of obtaining board certification a user-friendly one. Thus, the procedure and process of the examinations, as described in the Candidate's Manual for the Oral Examination and other ABRP/ABPP publicly disseminated materials, is not confidential and may be shared with others who may have interest in it.

*Specific details of the examination*, however (e.g., material contained in the Clinical Vignettes or Ethics Vignettes) are to be held in strict confidence. Disclosure of such material or information contained in that material is prohibited, and may result in disciplinary action by ABRP.

By signing this form, I understand and agree that all content and materials are the intellectual and physical property of ABRP, Inc. Any examiner or designated representative is authorized to secure said property at any point during the exam process.

Failure to return materials at the request of a Board member or Board designee will be considered an ethical violation and will result in the Candidate's immediate disqualification from the Oral Examination.

Any questions regarding this policy are to be expressed prior to beginning the examination. By signing this document and proceeding with the examination process, I understand and agree to the above conditions.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Secretary or Proctor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**ABRP Candidate Examination Feedback Form**

Name (Optional): \_\_\_\_\_

Date: \_\_\_\_\_

Accommodations:

	Poor	Fair	Good	Very Good	Excellent
Location	_____	_____	_____	_____	_____
Hotel Room	_____	_____	_____	_____	_____
Exam Rooms	_____	_____	_____	_____	_____
Dining Facilities	_____	_____	_____	_____	_____

Additional Comments on Accommodations:

Content of Oral Exam:

	Poor	Fair	Good	Very Good	Excellent
Clinical vignettes	_____	_____	_____	_____	_____
Ethical vignettes	_____	_____	_____	_____	_____
Practice Sample	_____	_____	_____	_____	_____
Reflected the field of Rehabilitation Psychology	_____	_____	_____	_____	_____
Content of exam met your expectations	_____	_____	_____	_____	_____

Additional Comments on *Content* of Oral Exam:

Process of Oral Exam:

	Poor	Fair	Good	Very Good	Excellent
Organization	_____	_____	_____	_____	_____
Test materials	_____	_____	_____	_____	_____
		Too little	Appropriate	Too much	
Time for selection of vignettes		_____	_____	_____	
Time for preparation of vignettes		_____	_____	_____	
Time for vignette exams		_____	_____	_____	
Time for ethics exam		_____	_____	_____	
Time for practice sample exam		_____	_____	_____	
Number of examiners		_____	_____	_____	

Additional comments on the process of the examination:

Quality of Exam:

	Poor	Fair	Good	Very Good	Excellent
Attitude of Examiners	_____	_____	_____	_____	_____
Competency of Examiners	_____	_____	_____	_____	_____

Additional comments on quality of exam:

Application Process:

	Poor	Fair	Good	Very Good	Excellent
Instructions	_____	_____	_____	_____	_____
Application materials	_____	_____	_____	_____	_____
Practice sample materials	_____	_____	_____	_____	_____

Additional comments on the application process:

Mentorship Process:

	Poor	Fair	Good	Very Good	Excellent
Availability of Mentor	_____	_____	_____	_____	_____
Approachability of Mentor	_____	_____	_____	_____	_____
Reliability of Mentor	_____	_____	_____	_____	_____

Additional comments on any aspect of the ABRP process:

Thank you very much for taking the time to provide us with this feedback.  
Please return this form via fax or regular mail to:

Ellen B. Snoxell, Ph.D., ABPP

2397 Carter Avenue

Saint Paul, Minnesota 55108

Phone 952.915.2960

Fax 952.915.7380

E-mail [ellen.snoxell@assurant.com](mailto:ellen.snoxell@assurant.com)

Revised 4/20/2011



*American Board of Rehabilitation Psychology*

**AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY, INC.  
AMERICAN BOARD OF REHABILITATION PSYCHOLOGY, INC.**

**EXAMINATION RATING FORM**

Candidate \_\_\_\_\_ Examiner \_\_\_\_\_ Date \_\_\_\_\_

Use ratings from 5 to 1 (see KEY below)

	Initial Rating	Final Rating	
Evaluative Skills	_____	_____	
Intervention Skills	_____	_____	
Scientific and Professional Knowledge	_____	_____	
Ethics and Social Responsibility	_____	_____	
Professional Commitment	_____	_____	
Overall Decision (First Vote)	AWARD	NO AWARD	UNDECIDED
Second Vote, if taken	AWARD	NO AWARD	

KEY: 5 = excellent (unusually outstanding); 4 = good; 3 = fair; 2 = weak; 1 = poor



## **CANDIDATE APPEAL GUIDE**

A. **Specialty Board Appeals Committee:** The president appoints one member of the Board of Rehabilitation Psychology to coordinate appeals. For each appeal an ad hoc committee is appointed to review the merits of the appeal.

B. **Appealable Decisions:**

The following decision of the Specialty Board may be appealed:

1. Denial of meeting specialty specific qualifications (Candidacy Determination).
2. Non-approval of practice (work) samples (Examination: Practice Sample Component).
3. Failure of the oral examination (Examination: Oral Component).

Note: An appealable decision shall not be final until the appeal process has been completed.

C. **Filing an Appeal:** The candidate may challenge an appeal able decision within 30 days of the receipt of written notice of that decision. The candidate must specify the grounds on which the appeal is made. The alleged grounds must be numbered and must be a violation of the Specialty Board's procedures.

The appeal should be addressed to the President of the Specialty Board who in turn shall refer it to the coordinator of appeals who will appoint an ad hoc appeals committee. The Appeals committee reviewing the appeal

must complete its review within 60 days after receipt of the request for appeal letter.

Appeals related to the denial of meeting general requirements for candidacy shall be forward to the Executive Officer for resolution by the ABPP Standards Committee, whose decision on these requirements is final.

- D. **Score and Conduct of Appeal.** The procedural issues addressed by the Appeal Committee shall be limited to those stated in the appeal request letter and which meet the requirement of an appealable procedural issue. If legal issues appear to be involved, the Appeals Committee may consult with the ABPP legal counsel.

The Appeals Committee shall implement a process of review primarily based upon information before the specialty board at the time of the decision. The Appeals Committee may seek further information from the Chair and members of the Examination Committee, the Credentials Review Committee, the candidate, or others as appropriate to the issues raised. The process is not a de novo review, but a review of the challenge to the Specialty Board decision.

The Appeals Committee shall confer as soon as possible upon the Specialty Board's receipt of the Candidate's letter requesting an appeal and shall complete its review and decision addressing each issue(s) raised by the appellant, within 60 days. Failure to complete the review in the 60-day period shall move the appeal to the Board of Trustees for resolution.

- E. **Decision and Report of Appeal Committee.** The decision of the Specialty Board should be affirmed unless there was a failure by the

Specialty Board to adhere to its procedures. In any case, the procedural error would have to be such that it may substantially affect the decision.

If the Candidate demonstrates by clear and convincing evidence that there was a procedural error that harmed the Candidate in a material way, the Committee shall provide a remedy.

The remedy will ordinarily be to void an oral examination, or practice sample review, and offer a new examination, or practice sample review with no additional fee assessed to the Candidate, or to refer the matter back to the Examination Committee. In extraordinary circumstances, another remedy may be provided. The Appeals Committee however, may not “pass” a Candidate or re-grade an examination.

The report of the Appeals Committee shall address each issue raised by the Candidate and its decision related thereto and the basis for that decision. The report shall be forwarded to the Executive Officer through the Specialty Board President. The report shall then be forwarded to the Candidate under the Executive Officer’s signature on the ABPP stationary. Editing for format and for legal considerations on advice of the ABPP legal counsel may be undertaken by the Executive Officer if necessary.