

# 2023-2024 ROVINSKY FAMILY LECTURESHIP SERIES

Monday, April 8, 2024 | 12:00 – 1:00 PM ET | Live Webinar

## WRITING EFFECTIVE EDUCATIONAL AND TEST-TAKING ACCOMMODATIONS FOR THE CLASSROOM AND “HIGH STAKES EXAMINATIONS”

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Associate Director, Disability Services, University of Pennsylvania, Weingarten Center

### PROGRAM DESCRIPTION:

The primary focus of this presentation is on the purpose, process and individual features of accommodations in a college classroom setting and on various “high stakes” examinations. The intent is to clarify the above for psychologists and neuropsychologists in performing appropriate evaluations and related effective presentation of evaluation findings. An equally important intent is to appreciate the needs of Disability Services staff in such evaluations and related reports as they attempt to work with the student and facilitate the process for all students in the classroom. In regard to “high stakes” examinations, specific information will be provided about requirements to document the need for accommodations on various school entrance examinations including the ACT, SAT, LSAT, MCAT, and GRE. Additionally, related information will be provided in regard to professional licensing examinations including the UBE (law), EPPP (psychology), and USMLE (medicine). Weis et al. (2019) posit that, as per the ADA, not every diagnosis or impairment constitutes a disability (e.g., substantially limits a major life activity). Therefore, evaluations should go beyond diagnoses and detail functional limitations and incorporate multiple assessment methods from different sources. Finally, this presentation will consider equity and inclusion issues involved in accessing appropriate educational accommodations.

### EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Describe the rationale for considering realistic and appropriate accommodations for a student whether they are in a classroom environment or planning on taking a “high stakes” examination.
- Identify specific evaluation requirements for various “high stakes” examinations.
- Apply at least two strategies for improving equity and access to examinations for diverse students in support of securing accommodations.

### SUGGESTED READINGS

Gotlib, D., Saragoza, P., Segal, S., Goodman, L., & Schwartz, V. (2019). Evaluation management of mental health disability in post-secondary students. *Current Psychiatry Reports*, 21(6), 43. <https://doi.org/10.1007/s11920-019-1024-1>

Keenan, W. R., Madus, J. W., Lombardi, A. R., & Dukes, L. L. (2019). Impact of Americans with Disabilities Act Amendments

Act on documentation for students with disabilities in transition to college: Implications for practitioners. *Career Development and Transition for Exceptional Individuals*, 42(1), 56-63. <https://doi.org/10.1177/2165143418809691>

Lovett, B. J. (2021). Educational accommodations for students with disabilities: Two-equity related concerns. *Frontiers in Education*, 6, Article 795266. doi: 10.3389/feduc.2021.795266

Mascarenhas, M. A., Cocunato, J. L., Armstrong, I. T., Harrison, A. G., & Zakzanis, K. (2023). Base rates of non-credible performance in a post-secondary student sample seeking accessibility accommodations. *The Clinical Neuropsychologist*, 1-21. Advance online publication. <https://doi.org/10.1080/13854046.2023.2167737>

Meeks, L., Jain, N. R., & Lewis, C. (2020). Requesting Accommodations on Certification, Licensing, and Board Exams: Assisting Students Through the Application. In Meeks, L., Jain, N. R., Laird, E. P. (Eds.), *Equal access for students with disabilities: The guide for health science and professional education* (2nd ed., pp. 153-186). Springer Publishing.

Petersen, K. H., & Meeks, L. M. (2021). The student who fails the medical board exam. In L. Neal-Boylan & L. M. Meeks (Eds.), *Disability as diversity* (pp. 141-151). Springer Publishing. [https://doi.org/10.1007/978-3-030-55886-4\\_15](https://doi.org/10.1007/978-3-030-55886-4_15)

Weis, R., & Bittner, S. A. (2022). College students' access to academic accommodations over time: Evidence of a Matthew effect in higher education. *Psychological Injury and Law*, 15(3), 236–252. <https://doi.org/10.1007/s12207-021-09429-7>

Weis, R., Hombosky, M. L., Schafer, K. K., Shulman, D., & Tull, J. K. (2021). Accommodation decision-making for postsecondary students with ADHD: Implications for neuropsychologists. *Journal of Clinical and Experimental Neuropsychology*, 43(4), 370-383. <https://doi.org/10.1080/13803395.2021.1918645>

## ABOUT THE PRESENTERS

**Dr. Donald P. Masey** is a licensed psychologist with an expertise in clinical neuropsychology, the focus of his professional career in clinical practice and as a Clinical Associate Professor at the Philadelphia College of Osteopathic Medicine (PCOM). For the past 23 years, he has taught courses, delivered trainings, and supervised PCOM clinical psychology doctoral students in neuropsychological assessment. Both in clinical practice and in training students at PCOM, he has either provided or supervised a multitude of evaluations focused on identifying accommodations for the classroom and various professional boards.



## CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback. Co-sponsored by Philadelphia College of Osteopathic Medicine. Physicians: Philadelphia College of Osteopathic Medicine is accredited by the American Osteopathic Association of medical education for physicians. Philadelphia College of Osteopathic Medicine designates this program for a maximum of 1 hour of AOA Category 1- A credits and will report CME and specialty credits commensurate with the extent of the physician's participation in this activity.



**PSYCHOLOGISTS:** Philadelphia College of Osteopathic Medicine's School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia College of Osteopathic Medicine, School of Professional & Applied Psychology maintains responsibility for this program and its content.



**CERTIFIED COUNSELORS:** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.5672. Programs that do not qualify for NBCC credit are clearly identified. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is solely responsible for all aspects of the programs.

**Sabria Kegler, M.A.** is the Associate Director for Disability Services at the Weingarten Center with the University of Pennsylvania. She is involved in the process of assisting students who are seeking accommodations both in the classroom but also other professional boards.

**Target Audience: Doctoral Level Psychologists and Other Mental Health Professionals**

**Level of Instruction: Intermediate**

**Number of CE Credits Offered: 1 CE credit**

**Cost: \$15**

**LICENSED SOCIAL WORKERS:** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. The Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology maintains responsibility for this program and its content. The Pennsylvania Board of Social Work Examiners recognizes and accepts the psychology continuing education hours/credits for social workers. However, all social workers are responsible for checking with their Board. The Board requires a minimum duration of two hours per program. After successfully meeting the criteria for earning CE's, social workers will receive the Certificate of Attendance.

Unless otherwise specified in the program promotional materials, there is no commercial support interest to the sponsor, instructors, content of instruction or any other relationship that could be construed as a conflict of interest. For any program where a fee is charged, there is a Refund/Cancellation Policy.

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Further information about the Refund/Cancellation Policy and any other questions may be obtained by contacting the Coordinator of Continuing Education, PCOM School of Professional and Applied Psychology, at SPAP-CE@pcom.edu.