

Certification Examination Readiness Tool

for the
OCCUPATIONAL THERAPIST REGISTERED OTR®



A Publication of the
National Board for Certification in Occupational Therapy, Inc.

“This tool really helped me identify my strengths and weaknesses. After using this I developed a structured study plan.”

- NBCOT® Exam Candidate

“I used this tool as a part of a class assignment before the students went out on Level II fieldwork. The tool helped to formulate fieldwork goals and objectives.”

- Academic Fieldwork Coordinator

“Doing this calmed my nerves... I realized that I had covered most of these skills already. It gave me confidence to continue with my exam preparation.”

- NBCOT Exam Candidate

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This tool contains the validated domains, tasks, and skills resulting from the 2007 NBCOT® practice analysis study. **The tool is designed for candidates planning to take the NBCOT CERTIFIED OCCUPATIONAL THERAPIST REGISTERED OTR® examination January 2009 onwards.** It is one of several official NBCOT examination preparation tools - including study guides and online practice tests - developed to assist OTR exam candidates with their test preparation.

In line with certification industry standards, the foundation of the NBCOT certification examinations is based on a practice analysis study. NBCOT periodically conducts practice analysis studies as a basis for developing, maintaining, and defending the content validity of its certification examinations. The last practice analysis study – conducted by NBCOT in 2007 – identified the domains and tasks performed by OTR practitioners, along with the knowledge and skill required to perform them. Results from the study were used to construct the OTR examination test blueprint that will guide examination development for the NBCOT OTR certification examinations beginning January 2009.

About This Tool

This tool lists the validated domains, tasks, and skill statements used to guide examination development for the OTR certification examinations beginning January 2009.

To the right of the skill statements, there is a series of columns and corresponding checkboxes, titled:

- I have performed skill independently
- I have performed skill under supervision
- I have observed other practitioners performing skill
- I have no experience with skill

How To Use This Tool

This tool can be used in two ways to help assess readiness for the certification examination:

1. To review the validated domains, tasks and skill statements used by NBCOT item writers during the examination item development process:

- ▣ Example of how an OTR exam item is developed:

Domain: 04 Uphold professional standards and responsibilities to promote quality in practice

Task: 04.05 Supervise assistants, paraprofessionals, students, and volunteers in accordance with professional guidelines and applicable regulations in order to support the delivery of appropriate occupational therapy services.

Skill: a) Delegating tasks and responsibilities to supervisees as appropriate

Exam Item: An OTR is supervising an entry-level COTA who has achieved service competency. Which of the following clinical tasks can the COTA perform under close supervision from the OTR?

- A. Select appropriate assessments for new patient referrals.
- B. Administer specific standardized assessments.*
- C. Discontinue services based on patient outcomes.
- D. Establish the duration and frequency of patient treatment

*correct answer

2. As a self-evaluation tool, the user may choose to indicate their level of experience for each skill by marking the corresponding checkbox.

Example of self-evaluation:

<i>Skill</i>	Performed independently	Under supervision	Observed others	No experience
04.04 Articulate how occupational therapy contributes to beneficial outcomes for clients and relevant others based on evidence in order to promote quality care.				
a. Clarifying the role, responsibilities, and scope of practice for OT practitioners	√			
b. Developing and disseminating information about OT services			√	

Disclaimer: Using this tool cannot guarantee your success on the NBCOT® certification examination. However, candidates may consider using the tool to guide their test preparation strategies or as a basis for discussion with their program director or fieldwork educator.

01 GATHER INFORMATION REGARDING FACTORS THAT INFLUENCE OCCUPATIONAL PERFORMANCE

Performed independently
Under supervision
Observed others
No experience

Skill

01.01 Evaluate the client on an ongoing basis using appropriate tools, procedures, and protocols in order to determine factors that impact participation in occupation.				
a. Conducting oneself in a therapeutic manner to gather essential data				
b. Identifying client needs, problems, concerns, and priorities about occupations and daily life activity performance				
c. Identifying factors that support or hinder occupational performance				
d. Gathering client history as a reference to activities and engagement in occupations				
e. Selecting, administering, and scoring appropriate screening and/or assessment instruments				
f. Modifying assessments based on client needs and/or performance				
g. Recognizing and responding to unexpected client responses				
01.02 Identify environments and contexts using appropriate theoretical approaches or models of practice in order to determine facilitators and/or barriers that impact the client's participation in occupation.				
a. Using appropriate theoretical approaches or models of practice to identify environmental and contextual factors that support or hinder occupational performance				
b. Obtaining information in accordance with regulatory, funding requirements, and levels of service provision				

02 FORMULATE CONCLUSIONS REGARDING THE CLIENT'S NEEDS AND PRIORITIES TO DEVELOP A CLIENT-CENTERED INTERVENTION PLAN

Performed independently
Under supervision
Observed others
No experience

Skill

02.01 Interpret the evaluation results and available evidence regarding the impact of current condition(s) and context(s) on the client's occupational performance in order to determine the need for occupational therapy services and support intervention planning (includes interpreting and measuring client outcomes based on reevaluation results).				
a. Using evidence to support clinical decision-making				
b. Interpreting quantitative and qualitative evaluation data accurately				
c. Using critical reasoning to formulate conclusions about factors that impact occupational performance				
d. Identifying activities to enhance the client's occupational performance				

Skill

Performed
independently

Under supervision

Observed others

No experience

02.02 Collaborate with the client and relevant others using a team approach in order to prioritize client-centered goals throughout the continuum of care, guided by evidence and the principles of best practice.				
a. Identifying a variety of team roles and responsibilities				
b. Communicating with the client and team members about client goals and outcomes				
c. Facilitating client participation to prioritize needs and identify goals				
d. Developing measurable and culturally relevant goals				
e. Using appropriate criteria to formulate a discharge plan				
f. Formulating and implementing a discharge plan				
g. Communicating the recommended discharge plan to the client and relevant others				
h. Identifying appropriate transitional services				
02.03 Develop an occupation-based intervention plan by selecting intervention strategies and approaches consistent with prioritized needs and best practice in order to facilitate client outcomes.				
a. Selecting the appropriate frame of reference				
b. Using occupation in a therapeutic manner to promote function based on client roles, habits and routines and current abilities				
c. Analyzing activities for the selection of occupation-based interventions consistent with client roles, habits, routines, and current abilities				
d. Selecting the intervention environment to support participation in occupation				
e. Identifying appropriate interventions using best practice as a guide				
f. Implementing methods and techniques to promote carry-over of interventions within the transitional environment, home, work, school and/or community				
g. Determining frequency and duration of intervention based on expected outcomes				

Skill

Performed independently
Under supervision
Observed others
No experience

02.04 Determine the need for referral to other professionals or services using evaluation results in order to facilitate comprehensive, quality care.				
a. Identifying parameters of other service delivery models (e.g., criteria, least restrictive environment, acuity)				
b. Identifying the roles of other service providers to determine appropriate referral and community resources				
c. Locating and communicating with other service providers and community organizations				

03 SELECT AND IMPLEMENT EVIDENCE-BASED INTERVENTIONS TO SUPPORT PARTICIPATION IN AREAS OF OCCUPATION (e.g., ADL, education, work, play, leisure, social participation) THROUGHOUT THE CONTINUUM OF CARE

Skill

Performed independently
Under supervision
Observed others
No experience

03.01 Use critical reasoning to select and implement interventions and approaches consistent with general medical, neurological, and musculoskeletal conditions and client needs in order to achieve functional outcomes within areas of occupation.				
a. Conducting oneself in a therapeutic manner to facilitate change based on a client's general medical, neurological, and/or musculoskeletal condition				
b. Selecting and implementing compensatory, remedial, biomechanical and/or preventive interventions as related to general medical, neurological, and/or musculoskeletal conditions				
c. Facilitating individual and group occupation-based activities consistent with a client's general medical, neurological, and/or musculoskeletal condition and current abilities				
d. Using facilitation and handling principles and techniques consistent with general medical, neurological, and/or musculoskeletal condition				
e. Incorporating physical agent modalities in the intervention as an adjunct to participation in functional activities				
f. Selecting, designing, fabricating and/or modifying splints and orthotic devices consistent with general medical, neurological, and/or musculoskeletal conditions and client needs				
g. Selecting, designing, fabricating and/or modifying adaptive equipment or assistive devices consistent with general medical, neurological, and/or musculoskeletal conditions and client needs				
h. Using evidence-based interventions to promote chewing and swallowing specific to general medical conditions				
i. Teaching positioning and physical transfer techniques relative to activity demands, and the client's current abilities.				
j. Using neurobehavioral approaches and techniques to promote skill development.				

Skill

Performed independently
Under supervision
Observed others
No experience

03.02 Use critical reasoning to select and implement interventions and approaches consistent with developmental level, pediatric conditions, and/or congenital anomalies and client needs in order to achieve functional outcomes within areas of occupation.				
a. Using occupation in a therapeutic manner to promote developmental skills and abilities				
b. Conducting oneself in a therapeutic manner to facilitate change consistent with developmental needs				
c. Selecting and implementing interventions consistent with developmental level, pediatric conditions and/or congenital conditions				
d. Using developmentally-based methods and techniques to facilitate group activities				
e. Using facilitation and handling techniques during interventions consistent with developmental level, pediatric conditions, and/or congenital anomalies				
f. Using sensory integrative interventions and sensory modulation techniques during intervention				
g. Selecting, designing, fabricating and/or modifying splints and orthotic devices consistent with developmental level, pediatric conditions, and/or congenital anomalies and client needs				
h. Selecting, designing, fabricating and/or modifying adaptive equipment or assistive devices consistent with developmental level, pediatric conditions, and/or congenital anomalies and client needs				
i. Using evidence-based interventions for facilitating chewing and swallowing specific to developmental level, pediatric conditions, and/or congenital anomalies				
j. Teaching positioning and physical transfer techniques consistent with developmental level and activity demands				
k. Using neurobehavioral approaches and techniques for skill acquisition consistent with developmental level, pediatric conditions, and/or congenital anomalies				
l. Using prevocational and vocational explorations processes and procedures				
03.03 Use critical reasoning to select and implement interventions and approaches consistent with psychosocial and cognitive abilities, and client needs in order to facilitate outcomes within areas of occupation.				
a. Using occupation in a therapeutic manner appropriate to psychosocial and/or cognitive abilities, client roles, habits and routines				
b. Selecting and implementing therapeutic interventions appropriate to psychosocial or cognitive abilities, client roles, habits and routines				
c. Conducting oneself in a therapeutic manner to facilitate change based on psychosocial and/or cognitive abilities				

<i>Skill</i>	<i>Performed independently</i>	<i>Under supervision</i>	<i>Observed others</i>	<i>No experience</i>
d. Using compensatory, remedial, and/or preventive strategies consistent with psychosocial and/or cognitive abilities, client roles, habits and routines				
e. Selecting, designing, fabricating and/or modifying adaptive equipment or assistive devices based on psychosocial and/or cognitive abilities				
f. Designing and facilitating group activities consistent with psychosocial and/or cognitive models of practice				
g. Responding in a therapeutic manner to the needs of a client or caregiver during psychosocial interventions				
03.04 Maximize accessibility to and mobility within a client's contexts by identifying and recommending environmental modifications in order to optimize occupational performance and/or enhance quality of life.				
a. Analyzing environment for accessibility and risk				
b. Assessing mobility, seating, assistive technology, and durable medical equipment needs				
c. Selecting seating and mobility systems, durable medical equipment, environmental modifications, and/or assistive technology				
d. Making environmental modifications to support participation in occupation				
e. Collaborating with the client and/or relevant others regarding the need for environmental modifications, community mobility, mobility device, and/or durable medical equipment needs and options				
f. Communicating with the client and relevant others (e.g., family, team members, vendors, payors) to acquire devices				
g. Evaluating the effectiveness of modifications and/or devices within areas of occupation				
h. Educating and training the client and relevant others about the safe and effective use of environmental modifications, seating and mobility devices, durable medical equipment, and assistive technology				
i. Identifying and managing adverse reactions to environmental modifications				
03.05 Modify interventions based on the client's needs and responses in order to promote occupational performance.				
a. Identifying the need adjust intervention techniques, adapt the intervention environment, and/or grade the intervention activity				
b. Adjusting the intervention method or technique in response to variances from anticipated outcomes				
c. Adapting the environment to support participation during the intervention				
d. Grading the intervention activity based on expected progress and/or unexpected physical responses				
e. Responding appropriately to unexpected occurrences during intervention				

Skill

Performed independently
Under supervision
Observed others
No experience

03.06 Apply the principles of health promotion, wellness, prevention and/or educational programming based on client and community needs in order to provide information or serve as a resource consultant for occupation based program activities.

a. Identifying service needs for various populations				
b. Advocating for services and resources for various populations				
c. Designing and implementing programs for at-risk populations				
d. Designing and conducting individual and group health promotion and wellness activities				
e. Collaborating with community-based agencies (e.g., senior centers, homeless shelter, service providers, funding agencies)				

04 UPHOLD PROFESSIONAL STANDARDS AND RESPONSIBILITIES TO PROMOTE QUALITY IN PRACTICE

Skill

Performed independently
Under supervision
Observed others
No experience


04.01 Maintain ongoing competence by participating in professional development activities and appraising evidence-based literature using critical reasoning skills in order to provide effective services and promote quality care.

a. Identifying appropriate professional development activities				
b. Adapting to changes in practice due to advances in the OT body of knowledge				
c. Interpreting results and conclusions				
d. Applying evidence-based knowledge to practice				
e. Creating a professional development plan				

04.02 Uphold professional standards by participating in continuous quality improvement activities and complying with safety regulations, laws, ethical codes, facility policies and procedures, and guidelines governing OT practice in order to protect the public interest.

a. Complying with federal, state, and other types of regulatory laws and rules				
b. Identifying policies and procedures that are specific to agencies				
c. Implementing safety and risk management techniques during intervention				
d. Incorporating federally mandated guidelines into intervention plans				
e. Designing and implementing safeguards in an environment to promote safety				

<i>Skill</i>	<i>Performed independently</i>	<i>Under supervision</i>	<i>Observed others</i>	<i>No experience</i>
f. Collecting, interpreting, and analyzing outcomes data				
g. Developing an improvement plan				
h. Advocating changes that improve quality of care				
i. Organizing time and services				
04.03 Document occupational therapy services and outcomes using established guidelines in order to verify accountability and to meet the requirements of practice settings, accrediting bodies, regulatory agencies and/or funding sources.				
a. Organizing documentation accurately and in accordance with practice setting, regulatory agencies or funding sources				
b. Differentiating among financial systems for reimbursement purposes				
c. Communicating effectively through documentation				
d. Adhering to applicable regulations and guidelines related to documentation				
04.04 Articulate how occupational therapy contributes to beneficial outcomes for clients and relevant others based on evidence in order to promote quality care.				
a. Clarifying the role, responsibilities, and scope of practice for OT practitioners				
b. Developing and disseminating information about OT services				
04.05 Supervise assistants, paraprofessionals, students, and volunteers in accordance with professional guidelines and applicable regulations in order to support the delivery of appropriate occupational therapy services.				
a. Delegating tasks and responsibilities to supervisees as appropriate				
b. Communicating and collaborating effectively with supervisees				
c. Assessing the competence of supervisees				
d. Incorporating competency-based learning activities				
e. Developing remedial plans				



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