

2018 OTR[®]

Matrix Study



OTR[®]

2018 NBCOT® OTR® Matrix Study

To meet academic requirements, each NBCOT® certification candidate must be a graduate, or meet educational comparability standards, from a program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®). “ACOTE is recognized as the accrediting agency for occupational therapy education by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA)” (American Occupational Therapy Association [AOTA], 2018c, para. 7). ACOTE’s mission “ensures quality occupational therapy education by developing accreditation standards and verifying implementation to support the preparation of competent occupational therapists and occupational therapy assistants” (AOTA, 2018a, Mission).

Every five years, ACOTE begins a review process for its Accreditation Standards. At this time, ACOTE is in the process of reviewing its current Standards, and

is inviting comment from all communities of interest regarding the third draft of the ACOTE Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist, [and] Accreditation Standards for a Master’s-Degree-Level Educational Program for the Occupational Therapist. ... Feedback on the draft Standards will determine whether the revised Standards are adopted by ACOTE in August 2018. If adopted at the August 2018 meeting, the Standards would become effective July 1, 2020. (AOTA, 2018b, para. 1)

NBCOT develops certification exams that assess the knowledge required for entry-level occupational therapy practice. The content standards of these exams are aligned to an exam content outline developed from the results of a practice analysis study. Practice analysis is the critical foundation for developing a psychometrically sound and legally defensible credentialing exam. The primary goal of a practice analysis study is to collect data that describes current practice to provide a linkage between exam content and practice.

In 2017, NBCOT completed the latest OTR practice analysis study with OTR entry-level certificants (0-36 months from initial certification) across the country. Survey respondents were asked to consider job requirements for an OTR in terms of domains, tasks, and knowledge. Domains are the major areas of responsibilities or activities of a job or profession. Tasks are the individual functions, whether mental or physical, required for certain aspects of a job or profession. Tasks are essentially a description of critical duties performed. Knowledge statements describe in detail how to do a task. They include information, actions, or other learnable skills that an individual must possess in order to perform a task. The results of this practice analysis study led to the development of the 2018 Validated Domain, Task, Knowledge Statements for the OTR Examination, which serves as a guide to the exam content outline for the OTR certification exams beginning with administrations in January 2019.

PURPOSE OF THIS DOCUMENT

From an occupational therapy educator perspective, the completion of the NBCOT practice analysis study and the review of the current ACOTE Accreditation Standards are a timely reminder of the factors influencing curriculum development. While distinct missions drive both entities, it is the occupational therapy educational community who strives to meet the ACOTE Standards as well as help prepare their students for the NBCOT OTR certification exam.

This report is a comparative review of NBCOT's 2018 Validated, Domain, Task, Knowledge Statements for the OTR Examination, and the third draft of the ACOTE Accreditation Standards. The results may help to serve as a basis for discussion during curriculum review.

Using this resource alone or with other resources does not guarantee a passing score on the certification examination.

METHOD

Using the 2018 Validated Domain, Task, Knowledge Statements for the OTR Examination as the anchor document, a cross-tabulation process was completed by comparing the knowledge statements from the NBCOT anchor document to “Section B: Content Requirements” from the third draft of the ACOTE Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist, and Accreditation Standards for a Master’s-Degree-Level Educational Program for the Occupational Therapist.

Acknowledging that the terminology and ordering/sequencing of statements across the documents are not uniform, a level of interpretation was necessary in order to align statements with the anchor document.

The matrix appearing in **Table 1** records areas of alignment between the NBCOT anchor document and Section B of the ACOTE Standards.

Domains are specified in bold with a two-digit number, tasks are grouped under each domain (four-digit number), and the knowledge statements associated with each task are listed with a six-digit number.

Table 1: Summary of Results

DOMAIN	EVALUATION AND ASSESSMENT
01	Acquire information regarding factors that influence occupational performance on an ongoing basis throughout the occupational therapy process.

Classification Code	Classification Code Description	ACOTE Standards (Draft III)
Task 0101	Identify the influence of development; body functions and body structures; and values, beliefs, and spirituality on a client’s occupational performance.	
010101	Impact of typical development and aging on occupational performance, health, and wellness across the life span	B.1.1., B.4.4., B.4.5.
010102	Expected patterns, progressions, and prognoses associated with conditions that limit occupational performance	B.1.1., B.3.5., B.4.4., B.4.5.
010103	Impact of body functions, body structures, and values, beliefs, and spirituality on occupational performance	B.1.1., B.4.5.
Task 0102	Acquire information specific to a client’s functional skills, roles, culture, performance context, and prioritized needs through the use of standardized and non-standardized assessments and other available resources in order to develop and update the occupational profile.	
010201	Resources for acquiring information about the client’s current condition and occupational performance	B.1.1., B.4.4., B.4.5.
010202	Administration, purpose, indications, advantages, and limitations of standardized and non-standardized screening and assessment tools	B.1.4., B.4.4., B.4.5., B.4.7., B.4.8.
010203	Internal and external factors influencing a client’s meaningful engagement in occupation related to typical habits, roles, routines, and rituals, and the level and type of assistance required	B.1.1., B.1.2., B.1.3., B.3.2., B.3.4., B.3.5., B.3.6., B.4.4., B.4.5., B.4.6., B.4.18., B.4.22., B.4.27., B.5.1.

Classification Code	Classification Code Description	ACOTE Standards (Draft III)
Task 0103	Determine the influence of task demands and contexts on occupational performance through the application of theoretical constructs within the practice setting.	
010301	Therapeutic application of theoretical approaches, models of practice, and frames of reference that guide intervention in a variety of practice contexts and environments	B.2.1., B.3.1., B.4.4., B.4.5., B.4.6., B.4.8.
010302	Task analysis in relation to a client's performance skills, the occupational profile, practice setting, stage of occupational therapy process, areas of occupation, and activity demands	B.1.1., B.3.2., B.3.5., B.3.6., B.4.18.

DOMAIN	
02	<p style="text-align: center;">ANALYSIS AND INTERPRETATION</p> <p>Formulate conclusions regarding client needs and priorities to develop and monitor an intervention plan throughout the occupational therapy process.</p>

Classification Code	Classification Code Description	ACOTE Standards (Draft III)
Task 0201	Synthesize assessment results and information obtained about the client’s current condition and context with client needs and priorities to determine eligibility for services consistent with the objectives of the initial referral to develop a client-centered intervention plan.	
020101	Interpretation and analysis of quantitative assessments designed to measure specific client factors and performance skills	B.1.1., B.1.4., B.3.2., B.3.4., B.3.5., B.4.2., B.4.4., B.4.5., B.4.6., B.4.7., B.4.8., B.6.1.
020102	Integration of qualitative data collected from interviews, observation, and assessment of the social and physical environments, valued activities, necessary occupations, and priorities	B.1.1., B.1.4., B.3.2., B.3.4., B.3.5., B.4.2., B.4.4., B.4.5., B.4.6., B.4.7., B.4.8., B.6.1.
020103	Integration of screening and assessment results with the client occupational profile, client condition, expected outcomes, and level of service delivery to guide critical decision-making for determining eligibility for services, prioritizing needs, and identifying a targeted intervention plan	B.1.1., B.3.5., B.3.6., B.4.4., B.4.5., B.4.6., B.4.7., B.4.8., B.4.22., B.4.29.

Classification Code	Classification Code Description	ACOTE Standards (Draft III)
Task 0202	Collaborate with the client, the client’s relevant others, occupational therapy colleagues, and other professionals and staff by using a culturally sensitive, client-centered approach and therapeutic use of self to manage occupational therapy services guided by evidence and principles of best practice.	
020201	Characteristics and functions of interprofessional teams for coordinating client care and providing efficient and effective programs and services consistent with specific core competencies, expertise, unique contributions, team roles, and context of the organization	B.3.3., B.4.1., B.4.19., B.4.20., B.4.21., B.4.22., B.4.23., B.4.24., B.4.25., B.4.26., B.4.28., B.5.2., B.5.3., B.5.6., B.7.1., B.7.3., B.7.5.
020202	Management of collaborative client-centered intervention plans, Individualized Education Program plans, and transition plans based on client skills, abilities, and expected outcomes in relation to available resources, level of service delivery, and frequency and duration of intervention	B.1.1., B.3.3., B.3.4., B.4.1., B.4.4., B.4.5., B.4.6., B.4.19., B.4.20., B.4.21., B.4.22., B.4.23., B.4.24., B.4.28., B.5.1., B.5.8., B.7.1., B.7.3.
020203	Prioritization of intervention goals and activities based on client needs, wants, developmental skills, abilities, progress, and expected outcomes in relation to level of service delivery as well as frequency and duration of intervention	B.1.1., B.1.2., B.3.2., B.3.4., B.4.4., B.4.5., B.4.6., B.4.18., B.4.20., B.4.22., B.4.28., B.5.1.
020204	Strategies used for assessing and addressing health literacy to enhance non-verbal and verbal interactions with a client and relevant others in order to promote positive health behaviors, enable informed decisions, maximize safety of care delivery, and promote carry-over of the intervention to support positive intervention outcomes	B.1.1., B.1.2., B.1.3., B.4.1., B.4.2., B.4.3., B.4.5., B.4.9., B.4.21., B.4.22., B.4.28.

Classification Code	Classification Code Description	ACOTE Standards (Draft III)
Task 0203	Manage the intervention plan by using clinical reasoning, therapeutic use of self, and cultural sensitivity to identify, monitor, and modify the intervention approach, context, or goals based on client needs, priorities, response to intervention, changes in condition, reevaluation results, and targeted outcomes.	
020301	Factors used for determining and managing the context and type of individual and group activities for effectively supporting intervention goals and objectives	B.1.1., B.1.2., B.3.2., B.3.6., B.4.1., B.4.2., B.4.3., B.4.22., B.5.1.
020302	Methods for monitoring the effectiveness of individual and group intervention in order to make decisions about continuation of the intervention or modifications to the intervention approach, context, or goals	B.1.1., B.1.2., B.3.2., B.3.6., B.4.2., B.4.3., B.4.4., B.4.5., B.4.6., B.4.16., B.4.22., B.5.1.
020303	Clinical decision-making for adapting or modifying the intervention plan and prioritizing goals in response to physiological changes, behavioral reaction, emotion regulation, and developmental needs of the client	B.1.1., B.1.2., B.3.2., B.3.4., B.3.6., B.4.1., B.4.4., B.4.5., B.4.6., B.4.16., B.4.18., B.4.20., B.4.22., B.4.28., B.5.1.

DOMAIN	
03	<p>INTERVENTION MANAGEMENT</p> <p>Select interventions for managing a client-centered plan throughout the occupational therapy process</p>

Classification Code	Classification Code Description	ACOTE Standards (Draft III)
Task 0301	Incorporate methods and techniques as an adjunct to interventions in order to facilitate healing and enhance engagement in occupation-based activities.	
030101	Methods and techniques for selecting and preparing the environment to support optimal engagement in the intervention and promote goal achievement	B.1.1., B.1.3., B.3.2., B.3.6., B.4.1., B.4.3., B.4.9., B.4.14., B.4.18., B.4.27., B.4.28.
030102	Indications, contraindications, and precautions associated with wound management, considering the characteristics of a wound, the stage of wound healing, and the influence of the wound on engagement in occupation as guided by evidence, best practice standards, scope of practice, and state licensure practice acts in order to support functional outcomes	B.1.1., B.3.2., B.3.4., B.3.5., B.3.7., B.4.10., B.5.8.
030103	Indications, contraindications, precautions, and appropriate clinical application of superficial thermal agents as guided by evidence, best practice standards, scope of practice, and state licensure practice acts	B.1.1., B.3.7., B.4.17., B.5.5., B.5.8.
030104	Indications, contraindications, precautions, and appropriate clinical application of deep thermal, mechanical, and electrotherapeutic physical agent modalities as guided by evidence, best practice standards, scope of practice, and state licensure practice acts	B.1.1., B.3.7., B.4.17., B.5.5., B.5.8.

Classification Code	Classification Code Description	ACOTE Standards (Draft III)
Task 0302	Implement occupation-based strategies to support participation in activities of daily living (ADL), instrumental activities of daily living (IADL), rest and sleep, education, work, play, leisure, and social participation across the life span.	
030201	Interventions for supporting leisure and play-based exploration and participation consistent with client interests, needs, goals, and context	B.1.1., B.1.2., B.4.2., B.4.4.
030202	Methods for grading an activity, task, or technique based on level of development, client status, response to intervention, and client needs	B.1.1., B.1.2., B.4.1., B.4.2., B.4.3., B.4.9., B.4.18., B.4.22., B.4.27.
030203	Methods for facilitating individual and group participation in shared tasks or activities consistent with the type, function, format, context, goals, and stage of the group	B.1.1., B.1.2., B.4.1., B.4.9., B.4.10., B.4.18.
030204	Interventions to support optimal sensory arousal, and visual motor, cognitive, or perceptual processing for supporting engagement in meaningful occupations consistent with developmental level, neuromotor status, mental health, cognitive level, psychosocial skills and abilities, task characteristics, context, and environmental demands	B.1.1., B.2.1., B.4.2., B.4.3., B.4.9.
030205	Compensatory and remedial strategies for managing cognitive and perceptual deficits or intellectual disabilities	B.1.1., B.1.2., B.2.1., B.4.2., B.4.3., B.4.9., B.4.18., B.4.27.
030206	Adaptive and preventive strategies for optimal engagement in occupation consistent with developmental level, neuromotor status, and condition	B.1.1., B.4.2., B.4.18., B.4.27.
030207	Intervention strategies and techniques used to facilitate oral motor skills for drinking, eating, and swallowing consistent with developmental level, client condition, caregiver interaction, and mealtime environment and context	B.1.1., B.3.7., B.4.2., B.4.3., B.4.16.
030208	Prevocational, vocational, and transitional services, options, and resources for supporting strengths, interests, employment, and lifestyle goals of the adolescent, middle-aged, and older adult client	B.1.1., B.1.3., B.4.2., B.4.19., B.4.20., B.4.27.

Classification Code	Classification Code Description	ACOTE Standards (Draft III)
Task 0303	Manage interventions for improving range of motion, strength, activity tolerance, sensation, postural control, and balance based on neuromotor status, cardiopulmonary response, and current stage of recovery or condition in order to support occupational performance.	
030301	Methods for grading various types of therapeutic exercise and conditioning programs consistent with indications and precautions for strengthening muscles, increasing endurance, improving range of motion and coordination, and increasing joint flexibility in relation to task demands	B.1.1., B.3.2., B.4.2., B.4.3., B.4.10.
030302	Methods and strategies used to develop, implement, and manage sensory and motor reeducation, pain management, desensitization, edema reduction, and scar management programs	B.1.1., B.4.2., B.4.3., B.4.10.
030303	Techniques and activities for promoting or improving postural stability, facilitating dynamic balance, and teaching proper body mechanics and efficient breathing patterns during functional tasks to support engagement in occupation	B.1.1., B.4.2., B.4.3., B.4.10., B.4.13., B.4.18.
Task 0304	Apply anatomical, physiological, biomechanical, and healing principles to select or fabricate orthotic devices, and provide training in the use of orthotic and prosthetic devices by using critical thinking and problem-solving as related to a specific congenital anomaly or type of injury, current condition, or disease process in order to support functional outcomes.	
030401	Types and functions of immobilization, mobilization, restriction, and non-articular orthoses for managing specific conditions	B.1.1., B.4.10., B.4.12.
030402	Influence of anatomical, physiological, biomechanical, and healing principles on orthotic selection, design, fabrication, and modification	B.1.1., B.4.2., B.4.10., B.4.12.
030403	Methods and techniques for training in the safe and effective use of orthotic and prosthetic devices consistent with prioritized needs, goals, and task demands in order to optimize or enhance function	B.1.1., B.4.2., B.4.10., B.4.12.

Classification Code	Classification Code Description	ACOTE Standards (Draft III)
Task 0305	Select assistive technology options, adaptive devices, mobility aids, and other durable medical equipment, considering the client’s developmental, physical, functional, cognitive, and mental health status; prioritized needs; task demands; and context to enable participation in meaningful occupation.	
030501	Factors related to measuring, selecting, monitoring fit of, and recommending modifications to seating systems, positioning devices, and mobility aids	B.1.1., B.4.2., B.4.3., B.4.11., B.4.13., B.4.14.
030502	Characteristics and features of high- and low-tech assistive technology for supporting engagement in meaningful occupation	B.1.1., B.4.9., B.4.10., B.4.11., B.4.18., B.4.27.
030503	Mobility options, vehicle adaptations, and alternative devices for supporting participation in community mobility	B.1.1., B.4.2., B.4.10., B.4.14., B.4.18., B.4.27.
030504	Training methods and other factors influencing successful use and maintenance of commonly used assistive technology options, adaptive devices, and durable medical equipment	B.1.1., B.1.2., B.4.2., B.4.10., B.4.11., B.4.15.
Task 0306	Recommend environmental modifications guided by an occupation-based model, disability discrimination legislation, and accessibility guidelines and standards to support participation in occupation consistent with a client’s physical needs, emotion regulation, cognitive and developmental status, context, and task demands.	
030601	Principles of ergonomics and universal design for identifying, recommending, and implementing reasonable accommodations and features in the workplace, home, and public spaces in order to optimize accessibility and usability	B.1.1., B.1.3., B.4.2., B.4.3., B.4.10., B.4.18.
030602	Processes and procedures for identifying, recommending, and implementing modifications in the workplace, home, and public spaces, considering the interaction among client factors, contexts, roles, task demands, and resources	B.1.1., B.1.2., B.1.3., B.4.2., B.4.3., B.4.14., B.4.18., B.4.27.

DOMAIN	COMPETENCY AND PRACTICE MANAGEMENT
04	
Manage professional activities of self and relevant others as guided by evidence, regulatory compliance, and standards of practice to promote quality care.	

Classification Code	Classification Code Description	ACOTE Standards (Draft III)
Task 0401	Manage professional development activities and competency assessment tasks by using evidence-based strategies and approaches in order to provide safe, effective, and efficient programs and services.	
040101	Methods for defining a clinical question and performing a critical appraisal to support evidence-based practice	B.6.1., B.6.2., B.7.4.
040102	Methods for applying continuous quality improvement processes and procedures to occupational therapy service delivery	B.5.2., B.5.3., B.5.6., B.5.7., B.5.8., B.7.4., B.7.5.
040103	Methods for evaluating, monitoring, and documenting service competency and professional development needs of self and assigned personnel based on scope of practice and certification standards for occupational therapy	B.3.7., B.4.24., B.4.25., B.5.5., B.5.7., B.5.8., B.6.3., B.7.1., B.7.4., B.7.5.
040104	Methods for developing, analyzing, and applying evidence that supports occupation-based programming to advance positive health outcomes for individuals, groups, and specific populations	B.1.2., B.1.3., B.1.4., B.2.1., B.3.3., B.3.4., B.5.3., B.5.6., B.6.1., B.6.2., B.7.4.
040105	Application of ethical decision-making and professional behaviors guided by the NBCOT standards of practice and Code of Conduct	B.5.5., B.5.8., B.7.1.

Classification Code	Classification Code Description	ACOTE Standards (Draft III)
Task 0402	Incorporate risk management techniques at an individual and service-setting level to protect clients, self, staff, and others from injury or harm during interventions.	
040201	Precautions or contraindications associated with a client condition or stage of recovery	B.1.1., B.1.3., B.2.1., B.3.5., B.3.7., B.7.1., B.7.5.
040202	Infection control procedures and universal precautions for reducing transmission of contaminants	B.1.3., B.2.1., B.3.5., B.3.7., B.7.1., B.7.5.
040203	Basic first aid in response to minor injuries and adverse reactions	B.2.1., B.3.5., B.3.7., B.7.1., B.7.5.
040204	Safety procedures to implement during interventions	B.2.1., B.3.5., B.3.7., B.7.1., B.7.5.
040205	Preventive measures for minimizing risk in the intervention environment	B.1.3., B.2.1., B.3.5., B.3.7., B.7.1., B.7.5.
Task 0403	Manage occupational therapy service provision in accordance with laws, regulations, state occupational therapy practice acts, and accreditation guidelines in order to protect consumers and meet applicable reimbursement requirements in relation to the service delivery setting.	
040301	Methods for identifying, locating, and integrating federal regulations, facility policies, and accreditation guidelines related to service delivery across occupational therapy practice settings	B.5.1., B.5.4., B.5.5., B.5.8., B.7.1., B.7.5.
040302	Influence of reimbursement policies and guidelines on occupational therapy service delivery	B.4.29., B.5.1., B.5.4., B.5.5., B.7.1., B.7.5.
040303	Accountability processes and procedures using relevant practice terminology, abbreviations, information technology, and reporting mechanisms for justifying, tracking, and monitoring sentinel events and outcomes related to occupational therapy service delivery	B.4.8., B.4.15., B.4.29., B.5.7., B.5.8., B.7.1., B.7.5.

The cross-tabulation process demonstrated that there is a strong linkage between the NBCOT and ACOTE documents. All knowledge statements in the NBCOT anchor document are reflected in the ACOTE Standards. Given the purposes of the two documents, however, it is logical to expect some differences. **Table 2** lists the ACOTE Standards that do not appear in the NBCOT anchor document.

Table 2: ACOTE Standards That Do Not Appear in the NBCOT® OTR® Content Outline

ACOTE Standard (Draft III)	DESCRIPTION
B.2.2.	<p>Explain the process of theory development in occupational therapy and its desired impact and influence on society.</p> <p>Explain the process of theory development and its importance to occupational therapy.</p>
B.6.4.	<p>Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development. Create grant proposals to support scholarly activities and program development.</p> <p>Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development.</p>
B.6.5.	<p>Demonstrate an understanding of how to design a scholarly proposal in regards to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.</p> <p>Demonstrate an understanding of the ethical policies and procedures for human-subject research, educational research, or research related to population health.</p>
B.6.6.	<p>Demonstrate an understanding of and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.</p> <p>Demonstrate an understanding of and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.</p>
B.7.2.	<p>Demonstrate knowledge of how the role of a professional is enhanced by participating in and engaging in local, national, and international leadership positions in organizations or agencies.</p> <p>Demonstrate knowledge of how the role of a professional is enhanced by participating in and engaging in local, national, and international leadership positions in organizations or agencies.</p>

*Doctoral-Degree-Level Standard

*Master’s-Degree-Level Standard

References

American Occupational Therapy Association. (2018a). ACOTE mission & vision statements. Retrieved from <https://www.aota.org/Education-Careers/Accreditation/Overview/Mission.aspx>

American Occupational Therapy Association. (2018b). Call for comment on draft ACOTE® standards invited by April 23, 2018. Retrieved from <https://www.aota.org/Education-Careers/Accreditation/StandardsReview/Call-for-Comment-on-Draft-ACOTE-Standards-Invited-4-23-2018.aspx>

American Occupational Therapy Association. (2018c). Overview (ACOTE history, meetings, members). Retrieved from <https://www.aota.org/Education-Careers/Accreditation/Overview.aspx>

Accreditation Council for Occupational Therapy Education. (2017). Draft III revisions – December 2017: ACOTE accreditation standards. Retrieved from <https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/Draft-III-ACOTE-Standards-12-2017.pdf>

National Board for Certification in Occupational Therapy. (2018). Validated domain, task, knowledge statements for the OTR examination. Retrieved from <https://www.nbcot.org>.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission of the copyright owners.

©2018 National Board for Certification in Occupational Therapy, Inc. “NBCOT” (formerly American Occupational Therapy Certification Board AOTCB) is a service and trademark of the National Board for Certification in Occupational Therapy, Inc.

“**OTR**” is a certification mark of the National Board for Certification in Occupational Therapy, Inc.

“**COTA**” is a certification mark of the National Board for Certification in Occupational Therapy, Inc.

All marks are registered in the United States of America.

NBCOT[®] National Board for
Certification in
Occupational Therapy

One Bank Street
Suite 300
Gaithersburg, MD 20878

www.nbcot.org