

# 2020 OTR<sup>®</sup>

## Curriculum Textbook and Peer-Reviewed Journal Report

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# About NBCOT

The National Board for Certification in Occupational Therapy, Inc. (NBCOT®) is the national certification body for occupational therapy (OT) professionals in the United States.

The mission of NBCOT is to serve the public interest by advancing client care and professional practice through evidence-based certification standards and the validation of knowledge essential for effective practice in occupational therapy.

Currently, 50 states, Guam, Puerto Rico, and the District of Columbia require NBCOT initial certification for occupational therapy state regulation (i.e., licensing).

NBCOT certification programs are accredited by the American National Standards Institute (ANSI) and the National Commission for Certifying Agencies (NCCA). NBCOT is a member of the Institute for Credentialing Excellence (ICE) as well as the International Association of Medical Regulatory Authorities (IAMRA).



# Background

The Occupational Therapist Registered (OTR®) certification examinations are “high stakes” exams administered at over 350 sites throughout North America, its territories, as well as internationally, and are designed to serve the public by ensuring that an individual has adequate occupational therapy knowledge for the practice of occupational therapy. In accordance with industry standards, NBCOT certification exams are constructed based on the results of a practice analysis. The ultimate goals of the practice analysis are to ensure a representative link of the test content to practice and to make certain the certification exam contains meaningful indicators of competence while providing evidence that supports the content validity of the exam. Therefore, each item developed for the certification exam must be a valid representation of current entry-level practice. In addition to linking items to the exam content outline, NBCOT subject matter experts, who play a key role in the item development process, are asked to cross-reference their content expertise with current and frequently used occupational therapy references, which further contributes to the validity of the content.

The occupational therapy certification exams not only serve the public, they serve the candidates as well. Passing the certification exam represents a major career milestone, allowing the new certificant to begin a professional career with appropriate credentials. Candidates who take the OTR exam should only fail the exam for one reason: insufficient knowledge of the practice of occupational therapy. Therefore, as noted in the CLEAR *Principles of Fairness* (2015), it is the duty of the certifying body to provide the candidate with adequate information about the testing process. This includes posting the following information on the NBCOT website: results of the practice analysis, exam content outline, test characteristics (type and number of items), computer-based testing environment, and test preparation strategies (e.g., sample items). One primary test preparation strategy is for the candidate to be aware of the common references item writers use to validate the content appearing in exam items.

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**The occupational therapy certification exams not only serve the public, they serve the candidate as well.**

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# Purpose of the Textbook and Peer-Reviewed Journal Survey

The validated domains, tasks, and knowledge statements outlined in the most recent practice analysis serve as the outline for all NBCOT exam forms (NBCOT, 2018). NBCOT conducts periodic surveys to identify textbooks and peer-reviewed journals commonly used in occupational therapy educational programs. Results of this survey are used when reviewing and updating the NBCOT exam item writer reference list. In fairness to exam candidates, NBCOT makes every effort to select textbooks and journal references that are familiar to the majority of candidates. Additionally, NBCOT posts the results of these surveys on its website to enable program directors and candidates to access this information.

Item writers are tasked with developing exam items that reflect knowledge within specific domains of the exam content outline. As items are written, the content of each item must be verified in a specific textbook or peer-reviewed journal reference. Item writers are encouraged to use reference textbooks and peer-reviewed journal articles from the NBCOT reference list. The textbooks must be the most recent edition (preferably within the last five years), and the reference must validate the knowledge needed to complete the tasks within a domain of occupational therapy practice.

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**NBCOT posts the results of these surveys on its website to enable program directors and candidates to access this information.**

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While not exhaustive, **Table 1** is a list of the top 10 textbook references NBCOT item writers use for referencing and validating the content of newly developed items for the certification exams. As new texts are published and added to educational curricula, the updated references may be used

by NBCOT item writers to validate new item content. In addition to textbooks, a small number of articles from the *American Journal of Occupational Therapy* have occasionally been used by NBCOT item writers to clarify, confirm, or update information appearing in entry-level OT texts.

**Table 1: Alphabetical Listing of the Top 10 Textbook References Currently Used by NBCOT OTR Item Writers**

**Textbook Title**

Brown, C., Stoffel, V., & Munoz, J. (2019). *Occupational therapy in mental health: A vision for participation* (2nd ed.). F.A. Davis.

Boyt-Schell, B. A., & Gillen, G. (Eds.). (2019). *Willard & Spackman’s occupational therapy* (13th ed.). Wolters Kluwer - Lippincott, Williams & Wilkins.

Coppard, B. M., & Lohman, H. (2020). *Introduction to orthotics: A clinical reasoning and problem-solving approach* (5th ed.). Mosby Elsevier.

Dirette, D. P., & Gutman, S. A. (Eds.). (2021). *Occupational therapy for physical dysfunction* (8th ed.). Wolters Kluwer.

Gillen, G. (2016). *Stroke rehabilitation: A function-based approach* (4th ed.). Elsevier.

Jacobs, K., & McCormack, G. L. (2019). *The occupational therapy manager* (6th ed.). AOTA Press.

O’Brien, J. C., & Kuhaneck, H. (2020). *Case-Smith’s occupational therapy for children and adolescents* (8th ed.). Elsevier.

Pendleton, H. M., & Schultz-Krohn, W. (Eds.). (2018). *Pedretti’s occupational therapy: Practice skills for the physical dysfunction* (8th ed.). Mosby Elsevier.

Smith-Gabai, H. & Holm, S. E. (Eds.). (2017). *Occupational therapy in acute care* (2nd ed.). AOTA Press.

Wietlisbach, C. (2020). *Cooper’s fundamentals of hand therapy: Clinical reasoning and treatment guidelines for common diagnoses of the upper extremity* (3rd ed.). Mosby Elsevier.

# Summary of the Textbook and Peer-Reviewed Journal Survey

The following information summarizes the results of the Textbook and Peer-Reviewed Journal Survey conducted by NBCOT in the third quarter of 2020. The scope of this study was to survey program directors of occupational therapy programs.

## METHOD

In September 2020, 171 OT program directors of entry-level master's programs (164 program directors from accredited programs and seven program directors from developing programs) and 66 OT program directors of entry-level doctoral programs (39 program directors from accredited programs and 27 program directors from developing programs) were invited via email to complete an internet-based survey. The names of the program directors and schools were obtained from a published list provided by the Accreditation Council for Occupational Therapy Education (ACOTE®). The survey invited respondents to provide information about the textbooks and journals that are required, recommended, or not used in their academic programs.

The textbooks and peer-reviewed journals included in the survey were based on

- responses to a similar survey conducted in 2018;
- feedback from OT educators;
- recommendations from OTR subject matter experts appointed to NBCOT item development and validation committees and taskforce projects; and
- an internet-based review of major occupational therapy publishing sites.

For ease of completing the survey, the textbook and peer-reviewed journal titles were formatted in American Psychological Association (APA) style and divided into the following categories: Administration and/or Management; Assistive Technology; Community-Based Practice and Health & Wellness; Comprehensive Occupational Therapy; Documentation; Gerontology-Related; Group Dynamics/Communications/Clinical Problem-Solving; Mental Health/Psychosocial; Occupational Performance/Activities-Based; Pediatric-Related; Physical Dysfunction/Physical Rehabilitation; Practice-Based Science; Practice Standards/Ethics; Research, Program Development, and/or Grants; and Theory.

An email was sent to OT program directors providing information about the purpose of the study, contact information for questions, the response deadline, a link for accessing the survey, and a PDF copy of the survey. Program directors were given two weeks to complete the survey, and two reminder emails were sent to encourage participation. The survey respondents were asked to select the textbooks and journals from each category that are 1) *Required* for a course; 2) *Recommended* as part of the curriculum; or 3) *Not Used* in the entry-level curriculum at their educational program. An open-response entry was also available for respondents to enter any other textbook or peer-reviewed journal that is used as part of their curriculum but was not listed in the survey.

# Survey Results

Sixty-four of the 164 program directors of accredited entry-level master’s OT programs responded to the survey for a response rate of 39%. Two out of seven program directors of developing entry-level master’s OT programs responded for a response rate of 29%. For the accredited entry-level doctoral programs, 16 out of 39 program directors responded for a response rate of 41%. The response rate was 33% (nine out of 27) for the developing entry-level doctoral programs. Results reported are from responses of program directors of the accredited and developing entry-level master’s and doctoral programs.

Consistent with previous surveys, NBCOT defined frequently used textbooks or peer-reviewed journals as those required and/or recommended by at least 20% of the respondents. Textbooks and peer-reviewed journals not indicated as required and/or recommended by 20% of the respondents were not included in the results. In addition, textbooks and journals identified in the open-ended portion of the survey were included if 20% of the respondents indicated the textbook or journal was required and/or recommended. Frequently used textbooks and peer-reviewed journals for OT programs are presented in **Tables 2 through 17**, with results indicating the percentage of responses rounded to the nearest percentage.

**Table 2. Administration and/or Management Textbooks**

Text Title	Course Requirement	Recommended
Jacobs, K., & McCormack, G. L. (Eds.). (2019). <i>The occupational therapy manager</i> (6th ed.). AOTA Press.	56%	7%
Braveman, B. (2016). <i>Leading and managing occupational therapy services: An evidence-based approach</i> (2nd ed.). F.A. Davis Company.	35%	11%

**Table 3. Assistive Technology Textbook**

Text Title	Course Requirement	Recommended
Cook, A., Polgar, J., & Encarnação, P. (2020). <i>Assistive technologies</i> (5th ed.). Elsevier.	43%	15%

**Table 4. Community-Based Practice and Health & Wellness Textbooks**

Text Title	Course Requirement	Recommended
Scaffa, M. E., & Reitz, S. M. (2014). <i>Occupational therapy in community-based practice settings</i> (2nd ed.). F.A. Davis Company.	33%	12%
Scaffa, M. E., Reitz, S. M., & Pizzi, M. A. (2010). <i>Occupational therapy in the promotion of health and wellness</i> . F.A. Davis Company.	19%	14%
Fazio, L. S. (2017). <i>Developing occupation-centered programs with the community</i> (3rd ed.). Pearson Education, Inc.	18%	12%
Christiansen, C. H., Baum, C. M., & Bass, J. D. (2014). <i>Occupational therapy: Performance, participation, and well-being</i> (4th ed.). SLACK, Inc.	13%	12%

**Table 5. Comprehensive Occupational Therapy Textbooks**

Text Title	Course Requirement	Recommended
Schell, B. A. B., & Gillen, G. (Eds.). (2019). <i>Willard &amp; Spackman's occupational therapy</i> (13th ed.). Wolters Kluwer.	79%	5%
Atchison, B. J., & Durette, D. K. (2017). <i>Conditions in occupational therapy: Effect on occupational performance</i> (5th ed.). Wolters Kluwer.	55%	9%
Hinojosa, J., & Kramer, P. (Eds.). (2014). <i>Evaluation in occupational therapy: Obtaining and interpreting data</i> (4th ed.). AOTA Press.	21%	11%
Clifford O'Brien, J. (2018). <i>Introduction to occupational therapy</i> (5th ed.). Elsevier.	14%	7%
Asher, I. E. (Ed.). (2014). <i>Asher's occupational therapy assessment tools: An annotated index</i> (4th ed.). AOTA Press.	13%	29%
Lowenstein, N., & Halloran, P. (2015). <i>Case studies through the health care continuum: A workbook for the occupational therapy student</i> (2nd ed.). SLACK, Inc.	12%	19%
Jacobs, K., & Simon, L. (Eds.). (2020). <i>Quick reference dictionary for occupational therapy</i> (7th ed.). SLACK, Inc.	11%	14%
Jacobs, K., & MacRae, N. (Eds.). (2017). <i>Occupational therapy essentials for clinical competence</i> (3rd ed.). SLACK, Inc.	11%	10%

**Table 6. Documentation Textbooks**

Text Title	Course Requirement	Recommended
American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). American Psychological Association.	81%	11%
Gateley, C. A., & Borcharding, S. (2017). <i>Documentation manual for occupational therapy: Writing SOAP notes</i> (4th ed.). SLACK, Inc.	53%	7%
Sames, K. M. (2015). <i>Documenting occupational therapy practice</i> (3rd ed.). Pearson Education, Inc.	32%	10%

**Table 7. Gerontology-Related Textbook**

Text Title	Course Requirement	Recommended
Bonder, B. R., & Dal Bello-Haas, V. (2018). <i>Functional performance in older adults</i> (4th ed.). F.A. Davis Company.	35%	13%

**Table 8. Group Dynamics/Communications/Clinical Problem-Solving Textbooks**

Text Title	Course Requirement	Recommended
Cole, M. B. (2018). <i>Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention</i> (5th ed.). SLACK, Inc.	64%	8%
Taylor, R. R. (2008). <i>The intentional relationship: Occupational therapy and use of self</i> . F.A. Davis Company.	40%	8%
Schell, B. A. B., & Schell, J. W. (2018). <i>Clinical and professional reasoning in occupational therapy</i> (2nd ed.). Wolters Kluwer.	12%	13%

**Table 9. Mental Health/Psychosocial Textbooks**

Text Title	Course Requirement	Recommended
Brown, C., Stoffel, V. C., & Muñoz, J. P. (Eds.). (2019). <i>Occupational therapy in mental health: A vision for participation</i> (2nd ed.). F.A. Davis Company.	65%	14%
American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). American Psychiatric Association.	24%	29%
MacRae, A. (2019). <i>Cara and MacRae's psychosocial occupational therapy: An evolving practice</i> (4th ed.). SLACK, Inc.	12%	10%

**Table 10. Occupational Performance/Activities-Based Textbooks**

Text Title	Course Requirement	Recommended
Thomas, H. (2015). <i>Occupation-based activity analysis</i> (2nd ed.). SLACK, Inc.	40%	10%
Cronin, A., & Mandich, M. B. (2015). <i>Human development and performance throughout the lifespan</i> (2nd ed.). Cengage Learning.	26%	4%
Law, M., Baum, C., & Dunn, W. (2017). <i>Measuring occupational performance: Supporting best practice in occupational therapy</i> (3rd ed.). SLACK, Inc.	10%	12%

**Table 11. Pediatric-Related Textbooks**

Text Title	Course Requirement	Recommended
O'Brien, J. C., & Kuhaneck, H. (2020). <i>Case-Smith's occupational therapy for children and adolescents</i> (8th ed.). Elsevier.	88%	4%
Kramer, P., Hinojosa, J., & Howe, T. (Eds.). (2020). <i>Frames of reference for pediatric occupational therapy</i> (4th ed.). Wolters Kluwer.	23%	15%
Batshaw, M. L., Roizen, N. J., & Pellegrino, L. (Eds.). (2019). <i>Children with disabilities</i> (8th ed.). Paul H. Brookes Publishing Co.	18%	4%
Mulligan, S. (2014). <i>Occupational therapy evaluation for children: A pocket guide</i> (2nd ed.). Lippincott Williams & Wilkins.	14%	14%
Cahill, S. M., & Bowyer, P. (2015). <i>Cases in pediatric occupational therapy: Assessment and intervention</i> . SLACK, Inc.	5%	14%

**Table 12. Physical Dysfunction/Physical Rehabilitation Textbooks**

Text Title	Course Requirement	Recommended
Pendleton, H. M., & Schultz-Krohn, W. (Eds.). (2018). <i>Pedretti's occupational therapy: Practice skills for the physical dysfunction</i> (8th ed.). Mosby Elsevier.	66%	9%
Dirette, D. P., & Gutman, S. A. (Eds.). (2021). <i>Occupational therapy for physical dysfunction</i> (8th ed.). Wolters Kluwer.	34%	7%
Coppard, B. M., & Lohman, H. (2020). <i>Introduction to orthotics: A clinical reasoning and problem-solving approach</i> (5th ed.). Elsevier.	30%	12%
Zoltan, B. (2007). <i>Vision, perception, and cognition: A manual for the evaluation and treatment of the adult with acquired brain injury</i> (4th ed.). SLACK, Inc.	21%	15%
Gillen, G. (2016). <i>Stroke rehabilitation: A function-based approach</i> (4th ed.). Elsevier.	20%	20%
Gutman, S. A., & Schonfeld, A. B. (2019). <i>Screening adult neurological populations: A step-by-step instruction manual</i> (3rd ed.). AOTA Press.	19%	12%
Smith-Gabai, H. & Holm, S. E. (Eds.). (2017). <i>Occupational therapy in acute care</i> (2nd ed.). AOTA Press.	18%	16%
Bracciano, A. G. (2008). <i>Physical agent modalities: Theory and application for the occupational therapist</i> (2nd ed.). SLACK, Inc.	16%	12%
Wietlisbach, C. (2020). <i>Cooper's fundamentals of hand therapy: Clinical reasoning and treatment guidelines for common diagnoses of the upper extremity</i> (3rd ed.). Elsevier.	16%	8%
Jacobs, M. A., & Austin, N. M. (2014). <i>Orthotic intervention for the hand and upper extremity: Splinting principles and process</i> (2nd ed.). Lippincott Williams & Wilkins.	11%	11%
Hall, C. A. (2018). <i>Occupational therapy toolkit: Treatment guides and handouts for physical disabilities and geriatrics</i> (7th ed.). Hallen House Publishing.	8%	12%

**Table 13. Practice-Based Science Textbooks**

Text Title	Course Requirement	Recommended
Lundy-Ekman, L. (2018). <i>Neuroscience: Fundamentals for rehabilitation</i> (5th ed.). Elsevier.	31%	4%
Biel, A. (2019). <i>Trail guide to the body: How to locate muscles, bones and more</i> (6th ed.). Books of Discovery.	26%	10%
Rybski, M. F. (2019). <i>Kinesiology for occupational therapy</i> (3rd ed.). SLACK, Inc.	20%	8%
Moore, K. L., Agur, A. M. R., & Dalley, A. F. (2019). <i>Essential clinical anatomy</i> (6th ed.). Wolters Kluwer.	19%	2%
Gutman, S. A. (2016). <i>Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice</i> (3rd ed.). SLACK, Inc.	18%	10%
Clarkson, H. M. (2012). <i>Musculoskeletal assessment: Joint motion and muscle testing</i> (3rd ed.). Wolters Kluwer.	16%	4%
Netter, F. H. (2019). <i>Atlas of the human anatomy</i> (7th ed.). Elsevier.	13%	14%
Katz, N., & Togliola, J. (2018). <i>Cognition, occupation, and participation across the life span: Neuroscience, neurorehabilitation, and models of intervention in occupational therapy</i> (4th ed.). AOTA Press.	11%	11%

**Table 14. Practice Standards/Ethics Textbooks**

Text Title	Course Requirement	Recommended
American Occupational Therapy Association. (2020). <i>Occupational therapy practice framework: Domain and process</i> (4th ed.). AOTA Press.	84%	7%
American Occupational Therapy Association. (2020). <i>The reference manual of the official documents of the American Occupational Therapy Association, Inc.</i> (22nd ed.). AOTA Press.	11%	34%
Slater, D. (Ed.) (2016). <i>Reference guide to the occupational therapy code of ethics</i> (2015 ed.). AOTA Press.	10%	11%
Christiansen, C. H., Baum, C. M., & Bass, J. D. (2015). <i>Occupational therapy: Performance, participation, and well-being</i> (4th ed.). SLACK, Inc.	8%	13%

**Table 15. Research, Program Development, and/or Grants Textbooks**

Text Title	Course Requirement	Recommended
Brown, C. (2017). <i>The evidence-based practitioner: Applying research to meet client needs</i> . F. A. Davis Company.	26%	4%
Portney, L. G. (2020). <i>Foundations of clinical research: Applications to practice</i> (4th ed.). F.A. Davis Company.	20%	8%
Law, M., & MacDermid, J. (Eds.). (2014). <i>Evidence-based rehabilitation: A guide to practice</i> (3rd ed.). SLACK, Inc.	19%	13%
Creswell, J. W., & Creswell, J. D. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (5th ed.). Sage Publications, Inc.	15%	13%
Creswell, J. W., & Poth, C. N. (2018). <i>Qualitative inquiry &amp; research design: Choosing among five approaches</i> (4th ed.). Sage Publications, Inc.	7%	13%

**Table 16. Theory Textbooks**

Text Title	Course Requirement	Recommended
Cole, M. B., & Tufano, R. (2019). <i>Applied theories in occupational therapy: A practical approach</i> (2nd ed.). SLACK, Inc.	43%	10%
Hinojosa, J., Kramer, P., & Royeen, C. (2017). <i>Perspectives on human occupation: Theories underlying practice</i> (2nd ed.). F.A. Davis Company.	14%	8%
Taylor, R. (2017). <i>Kielhofner's model of human occupation: Theory and application</i> (5th ed.). Lippincott Williams & Wilson.	10%	11%

**Table 17. Peer-Reviewed Journals**

Text Title	Course Requirement	Recommended
American Journal of Occupational Therapy	73%	21%
Canadian Journal of Occupational Therapy	37%	43%
British Journal of Occupational Therapy	35%	41%
Australian Journal of Occupational Therapy	27%	42%
Occupational Therapy Journal of Research: Occupation, Participation and Health	23%	48%
Journal of Occupational Science	20%	44%
Scandinavian Journal of Occupational Therapy	19%	35%
Journal of Hand Therapy	18%	42%
Occupational Therapy in Mental Health	16%	47%
American Journal of Physical Medicine and Rehabilitation	14%	44%
Archives of Physical Medicine and Rehabilitation	13%	44%
Disability and Rehabilitation	11%	45%
Journal of Allied Health	11%	41%

**Table 17. Peer-Reviewed Journals (continued)**

Text Title	Course Requirement	Recommended
New Zealand Journal of Occupational Therapy	11%	25%
Gerontology	10%	41%
Journal of Occupational Rehabilitation	10%	38%
Journal of the American Medical Association	9%	36%
Clinical Rehabilitation	8%	43%
Neurorehabilitation	8%	34%
American Journal of Psychiatry	5%	34%
Physical Medicine and Rehabilitation International	5%	33%
Neurorehabilitation and Neural Repair	5%	22%
Journal of Interprofessional Education & Practice	4%	32%
Age and Ageing	4%	29%
The Lancet	4%	29%
Psychiatric Rehabilitation Journal	4%	27%
Journal of Interprofessional Care	3%	31%
American Journal of Public Health	2%	31%
Clinical Journal of Pain	2%	26%
Rehabilitation Psychology	2%	25%
Journal of Psychology	1%	26%
International Journal of Telerehabilitation	1%	24%
Journal of Palliative Medicine	1%	20%

## SUMMARY OF FREQUENTLY USED TEXTBOOKS

Sixty-four textbooks were cited as required and/or recommended by at least 20% of the respondents.

Required textbooks indicated most often, with a response of 75% or higher, are as follows:

- *Case-Smith's occupational therapy for children and adolescents* (8th ed.)
- *Occupational therapy practice framework: Domain and process* (4th ed.)
- *Publication manual of the American Psychological Association* (7th ed.)
- *Willard & Spackman's occupational therapy* (13th ed.)

No single textbook was indicated as required by 100% of the respondents. Twenty-two out of the 25 respondents for the entry-level doctoral programs (accredited and developing) indicated *Case-Smith's occupational therapy for children and adolescents* (8th ed.) and *Occupational therapy practice framework: Domain and process* (4th ed.) are required textbooks. Additionally, 21 of the respondents in this group indicated *Publication manual of the American Psychological Association* (7th ed.) and *Willard & Spackman's occupational therapy* (13th ed.) are required textbooks. In the open-ended section of the survey, no additional textbooks were indicated by at least 20% of all respondents.

## SUMMARY OF FREQUENTLY USED PEER-REVIEWED JOURNALS

All 33 peer-reviewed journals included in the survey were indicated as required and/or recommended by at least 20% of the respondents. The *American Journal of Occupational Therapy* was indicated as required by 73% of respondents. Thirteen of the journals were identified as recommended by at least 40% of respondents.

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**All 33 peer-reviewed journals included in the survey were indicated as required and/or recommended by at least 20% of the respondents.**

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## USE OF E-BOOKS

Program directors were asked to indicate the percentage of students who use e-books for required or recommended textbooks. One respondent indicated 100%. The most frequently reported response was 50% or more, which was indicated by 30 of the 91 respondents. Two respondents indicated “less than 50%” and 15 respondents reported percentages between 20% and 49%. Twenty-six respondents indicated between 0% and 15% and 16 respondents reported “unknown” or “n/a.” One respondent indicated “if available.”

## PERCENTAGE OF TEXTBOOKS AND JOURNAL ARTICLES

The final question of the survey asked for OT program directors to indicate the percentage of their curriculum that included required and recommended textbooks and the percentage that included required and recommended journal articles. The majority of respondents, 68 out of 91, indicated 75% or more of their curriculum consists of textbooks and 0% to 25% consists of journal articles. Fifteen respondents indicated 60% to 70% for textbooks and 30% to 40% for journal articles. Six respondents indicated 50% for textbooks and 50% for journal articles. One respondent indicated 0% textbook use and one responded “n/a.”

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***The majority of respondents, 68 out of 91, indicated 75% or more of their curriculum consists of textbooks and 0% to 25% consists of journal articles.***

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# Conclusion

The results of this survey provide textbooks and peer-reviewed journals frequently required and/or recommended as part of entry-level post-baccalaureate occupational therapy curricula. Additionally, results indicate more students in OT programs use hard copies of textbooks than e-books, and textbooks are used more frequently than journal articles.

From this study it appears that the majority of the entry-level master's and doctoral programs use similar textbooks and journals in their curricula. The response rate of program directors from both master's and doctoral programs was a limitation to the study. Only 39% of the program directors from accredited entry-level master's programs responded and 41% of the program directors from accredited entry-level doctoral programs responded. OT program directors from developing programs had similar response rates. The response rate for developing entry-level master's programs was 29% (two out of seven) and the response rate for developing entry-level doctoral programs was 33% (nine out of 27). Twenty-five program directors provided a school name, degree level, and program status, but did not complete the survey. These low response rates may be due to the timing of the survey as it was distributed at the beginning of a new academic semester. In addition, program directors of developing programs may be in various stages of curriculum preparation, and textbooks and peer-reviewed journals may not have been selected for all required courses.

The textbooks and peer-reviewed journals identified in this survey will be used in part by NBCOT when indicating references to support content development of items selected for the OTR certification exams and associated study tools. It is important to note, as items are selected to appear on an exam, subject matter experts update references, as needed, to the most recent edition of a textbook, or to alternate or additional textbooks or peer-reviewed journals published within the last five years, in order to verify the content.

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**From this study it appears that the majority of the entry-level master's and doctoral programs use similar textbooks and journals in their curricula.**

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