

# 2013

## **NBCOT COTA<sup>®</sup> Matrix Study**

*A comparison study of the 2012 NBCOT<sup>®</sup> Validated Domain, Task, and Knowledge Statements for the CERTIFIED OCCUPATIONAL THERAPY ASSISTANT COTA<sup>®</sup> and the 2011 ACOTE<sup>®</sup> Accreditation Standards for an Associate-Degree-Level Educational Program for the Occupational Therapy Assistant (OTA)*

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National Board for  
Certification in  
Occupational Therapy

## About NBCOT®

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

## Introduction

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The National Board for Certification in Occupational Therapy NBCOT® is the certification agency for occupational therapy professionals in the United States, certifying eligible individuals as OCCUPATIONAL THERAPIST REGISTERED OTR® or CERTIFIED OCCUPATIONAL THERAPY ASSISTANT COTA®.

NBCOT employs a formal process to grant a certification credential to an individual who a) meets academic and practice experience requirements; b) successfully passes an examination to assess knowledge for practice, and; c) agrees to adhere to the NBCOT Candidate/Certificant Code of Conduct.

To meet the requirements of a) above, each certification candidate must be a graduate – or meet equivalency standards – from a program accredited by the Accreditation Council for Occupational Therapy Education ACOTE® of the American Occupational Therapy Association, Inc. AOTA®. The primary mission of ACOTE is to “foster the development and accreditation of quality occupational therapy programs”. To this end, ACOTE sets a standard for occupational therapy/occupational therapy assistant education and accredits those programs that meet these standards. ACOTE continually evaluates its accreditation standards

and processes, and proposes changes to its standards based on the results of these evaluations. The *2011 ACOTE Accreditation Standards for an Associate-Degree-Level Educational Program for the Occupational Therapy Assistant (OTA)* become effective July 31st, 2013.

To meet the requirements of b) above, NBCOT develops certification examinations that measure the knowledge required for entry-level occupational therapy practice. The content standards of these examinations are aligned to an examination blueprint developed from the results of a practice analysis study. Practice analysis is the critical foundation for developing a psychometrically sound and legally defensible credentialing examination. The primary goal of a practice analysis study is to collect data that describes current practice and to assure that there is a linkage between exam content and practice.

Accreditation bodies that oversee certification agencies require comprehensive and periodic studies as an essential element for the development of certification examinations. Adhering to these standards, NBCOT systematically re-evaluates the test specifications of its certification examinations to ensure content validity and appropriate evaluation of what is required to practice as an OTR or COTA professional. Re-evaluation is routinely conducted by completing a review of blueprint content standards and via regular practice analysis studies.

In 2012, NBCOT completed the latest COTA practice analysis study with COTA entry-level certificants (0-36 months from initial certification) across the country. Survey respondents were asked to consider job requirements of a COTA 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, 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. Survey respondents were asked to evaluate the COTA domains, tasks, and knowledge on criticality and frequency rating scales. Criticality was defined as the degree to which a stakeholder would be physically, emotionally, or financially harmed if the certificant failed to perform the task competently. Frequency was defined as the time a competent practitioner spends performing duties within each domain or task. The results of this practice analysis study led to the development of the *2012 NBCOT Validated Domain, Task, and Knowledge Statements for the Certified Occupational Therapy Assistant COTA®* guiding the examination blueprints (content outline) for the COTA certification examinations administered from January 2014 onward.

## Purpose of the Matrix Document

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From an occupational therapy educator perspective, the completion of the most recent NBCOT practice analysis study and the implementation of the *2011 ACOTE Accreditation Standards for an Associate-Degree-Level Educational Program for the Occupational Therapy Assistant (OTA)* is a timely reminder of the factors influencing curricular development. While distinct missions

drive both entities, it is the occupational therapy educational community who strive to meet the ACOTE accreditation standards as well as prepare their students for the NBCOT COTA certification examination.

This report is a review of both documents; the results of which may help to serve as a basis for discussion during curricula review.

## Method

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Using the *2012 NBCOT Validated Domain, Task, and Knowledge Statements for the COTA* as the anchor document, a cross-tabulation process was completed by comparing the validated knowledge statements from the NBCOT anchor document with Section B of the *2011 ACOTE Accreditation Standards for an Associate-Degree-Level Educational Program for the Occupational Therapy Assistant*.

Acknowledging that the terminology and ordering/sequencing of statements across both documents is not uniform, a level of interpretation was necessary

in order to align statements with the anchor document.

The matrix appearing in Table 1 Summary of Results records areas of alignment between the NBCOT anchor document (classification descriptions) and Section B of the ACOTE Accreditation Standards.

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

## Table 1: Summary of Results

NBCOT COTA Classification Code	NBCOT COTA Classification Code Description (Effective on examinations beginning January 2014)	Associate-Level-Degree ACOTE Standard (Effective July 31st, 2013)
<b>Domain 01</b>	<b>Assist the OTR to acquire information regarding factors that influence occupational performance throughout the occupational therapy process.</b>	
<b>Task 0101</b>	<b>Use available resources to acquire information about a client's functional skills, roles, context, and prioritized needs in order to contribute to the development of an occupational profile.</b>	
<b>Knowledge</b> 010101	Normal development and function across the lifespan	B.1.1, B.1.2, B.1.3, B.1.5, B.1.6, B.1.8, B.2.2, B.4.4, B.5.1
010102	Expected patterns, progressions, and prognoses associated with conditions that limit occupational performance (e.g., stages of disease, secondary complications, outcomes)	B.1.1, B.1.2, B.1.3, B.1.5, B.1.6, B.1.8, B.2.5, B.2.6, B.2.10, B.4.4, B.5.1, B.5.4, B.5.6, B.5.8, B.5.9, B.5.10, B.5.11, B.5.12, B.5.13, B.5.14, B.5.15, B.5.17, B.5.18, B.5.23, B.5.24, B.5.29, B.5.31, B.9.12
010103	Processes and procedures for acquiring client information (e.g., client records, observation, interview, occupational profile)	B.1.3, B.1.4, B.1.5, B.1.8, B.2.2, B.2.5, B.4.1, B.4.2, B.4.4, B.5.30
010104	Types and purposes of standardized screening and assessment tools and the importance of adhering to their administration protocols	B.1.2, B.1.4, B.1.7, B.2.6, B.4.1, B.4.2, B.4.4, B.5.30

NBCOT COTA Classification Code	NBCOT COTA Classification Code Description (Effective on examinations beginning January 2014)	Associate-Level-Degree ACOTE Standard (Effective July 31st, 2013)
010105	Influence of client factors, context, and environments on habits, routines, roles, and rituals	B.1.1, B.1.2, B.1.3, B.1.5, B.1.6, B.1.8, B.2.2, B.2.5, B.2.6, B.2.7, B.2.9, B.2.10, B.2.11, B.4.1, B.4.4, B.5.1, B.5.2, B.5.3, B.5.4, B.5.5, B.5.6, B.5.10, B.5.11, B.5.12, B.5.13, B.5.14, B.5.17, B.5.28, B.5.31, B.6.1, B.7.1
010106	Methods for recognizing and responding to typical and atypical physiological, cognitive, and behavioral conditions	B.1.1, B.1.2, B.1.3, B.1.4, B.1.5, B.2.6, B.2.8, B.4.9, B.5.4, B.5.6, B.5.7, B.5.15, B.5.22, B.5.23, B.5.26, B.5.28
<b>Task 0102</b>	<b>Provide information regarding the influence of current condition(s) and context(s) on occupational performance in order to assist the OTR in planning interventions and monitoring progress throughout the occupational therapy process.</b>	
<b>Knowledge</b> 010201	Activity analysis in relation to the occupational profile, practice setting and stage of occupational therapy process	B.1.1, B.1.2, B.1.3, B.1.5, B.1.8, B.2.2, B.2.4, B.2.7, B.2.10, B.2.11, B.4.2, B.4.4, B.5.1, B.5.2, B.5.3, B.5.5, B.5.23
010202	Internal and external influences on occupational performance (e.g., environment, context, condition, medication, other therapies)	B.1.1, B.1.2, B.1.3, B.1.4, B.1.5, B.1.6, B.1.8, B.2.2, B.2.3, B.2.4, B.2.5, B.2.6, B.2.7, B.2.9, B.2.10, B.4.4, B.5.1, B.5.3, B.5.4, B.5.7, B.5.8, B.5.9, B.5.10, B.5.11, B.5.12, B.5.13, B.5.14, B.5.15, B.5.17, B.5.29, B.6.1, B.7.1
010203	Methods for monitoring progress and recognizing indications that suggest a need for modification of the intervention plan and goals	B.1.1, B.1.2, B.1.3, B.1.4, B.1.5, B.1.8, B.2.2, B.2.6, B.2.8, B.2.10, B.4.9, B.5.3, B.5.4, B.5.7, B.5.14, B.5.22, B.5.23, B.5.24, B.5.28, B.5.31

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<b>Task 0103</b>	<b>Collaborate with the client, the client's relevant others, occupational therapy colleagues, and other professionals and staff using a client-centered approach to provide quality services guided by evidence and principles of best practice.</b>	
<b>Knowledge</b> 010301	Influence of frames of reference and models of practice on intervention planning and activity selection	B.2.1, B.2.2, B.2.11, B.3.1, B.3.2, B.3.3, B.5.1
010302	Interprofessional team roles, responsibilities, and care coordination (e.g., referral to and consultation with other services)	B.1.4, B.1.5, B.1.6, B.2.3, B.2.5, B.4.5, B.4.9, B.5.12, B.5.13, B.5.19, B.5.20, B.5.21, B.5.22, B.5.25, B.5.26, B.5.27, B.5.29, B.5.31, B.6.4, B.7.1, B.9.3, B.9.8
010303	Collaborative client-centered intervention and transition planning based on client skills, abilities, and expected outcomes in relation to level of service delivery and frequency and duration of intervention and available resources (includes communication with family, caregiver, and relevant others)	B.1.2, B.1.3, B.1.4, B.1.5, B.1.6, B.2.1, B.2.2, B.2.3, B.2.6, B.2.9, B.2.10, B.2.11, B.5.2, B.5.3, B.5.5, B.5.6, B.5.9, B.5.10, B.5.11, B.5.17, B.5.18, B.5.19, B.5.20, B.5.21, B.5.22, B.5.23, B.5.24, B.5.25, B.5.26, B.5.27, B.5.28, B.5.29, B.5.30, B.5.31
010304	Methods for advocating client and community needs (e.g., aging in place, falls prevention, health and wellness programs, community support groups, health fairs, inservices)	B.1.4, B.1.5, B.1.6, B.2.2, B.2.3, B.2.5, B.2.6, B.2.9, B.5.17, B.5.18, B.5.19, B.6.4, B.9.3, B.9.12



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<b>Domain 02</b>	<b>Implement interventions in accordance with the intervention plan and under the supervision of the OTR to support client participation in areas of occupation throughout the occupational therapy process.</b>	
<b>Task 0201</b>	<b>Implement interventions for the infant, child, or adolescent client using clinical reasoning, the intervention plan, and best practice standards consistent with pediatric condition(s) and typical developmental milestones (e.g., motor, sensory, psychosocial, and cognitive) in order to support participation within areas of occupation.</b>	
<b>Knowledge</b> 020101	Influences of pediatric condition(s) and typical developmental milestones on activity selection and areas of occupation	B.1.1, B.1.2, B.1.3, B.1.8, B.1.5, B.1.6, B.1.8, B.2.6, B.2.7, B.2.10, B.4.4, B.5.1, B.5.3
020102	Intervention activities for supporting participation in occupations based on current sensory, cognitive, motor and psychosocial skills and abilities	B.1.1, B.1.2, B.1.3, B.1.4, B.1.5, B.2.2, B.2.10, B.2.11, B.5.2, B.5.5, B.5.17
020103	Strategies and procedures for facilitating or inhibiting sensory, motor, or perceptual processing based on pediatric condition(s), tasks and environmental demands	B.1.1, B.1.2, B.1.3, B.3.1, B.3.2, B.5.3, B.5.6
020104	Intervention methods for improving range of motion, strength, and activity tolerance based on pediatric condition(s) in order to promote occupational performance	B.1.1, B.2.2, B.2.11, B.5.3, B.5.6, B.5.15
020105	Methods and techniques for facilitating group interventions appropriate to pediatric condition(s) and developmental level	B.1.2, B.1.3, B.1.4, B.1.5, B.5.4

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020106	Splint fabrication and types, functions, and use of orthotic and prosthetic devices based on pediatric condition(s) and task demands	B.1.1, B.2.10, B.5.3, B.5.11
020107	Types, function, and use of assistive technology, adaptive devices, and durable medical equipment based on pediatric condition(s), task, and environmental demands	B.1.1, B.1.2, B.1.3, B.1.4, B.1.5, B.1.8, B.2.10, B.5.2, B.5.6, B.5.10, B.5.12, B.5.24
020108	Methods for adapting intervention techniques and environment based on behavioral responses and developmental needs	B.1.2, B.1.3, B.1.4, B.1.5, B.1.8, B.2.2, B.2.7, B.2.10, B.2.11, B.5.23, B.5.24, B.5.28
020109	Indications, contraindications, and technical skills for enabling feeding and eating skills based on pediatric condition(s) and developmental level	B.1.1, B.1.2, B.5.3, B.5.6, B.5.14
020110	Transfer and positioning techniques based on pediatric condition(s), task and environmental demands	B.1.1, B.1.2, B.5.3, B.5.6, B.5.12
020111	Vocational readiness and exploration processes and procedures that support transition planning	B.1.2, B.1.3, B.1.4, B.1.5, B.1.6, B.1.8, B.2.2, B.2.10, B.2.11, B.5.2, B.5.5
020112	Types, functions, and use of seating options, positioning devices, and mobility systems based on pediatric condition(s), developmental level, and environmental demands	B.1.1, B.1.2, B.1.4, B.1.5, B.1.8, B.2.10, B.5.3, B.5.6, B.5.10, B.5.12, B.5.13
020113	Environmental modifications for maximizing accessibility and mobility in a variety of settings based on pediatric condition(s), developmental level, and task demands	B.1.2, B.1.3, B.1.4, B.1.5, B.1.6, B.2.2, B.2.10, B.5.2, B.5.5, B.5.9, B.5.12, B.5.13

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020114	Methods for adapting and/or grading tasks and activities based on pediatric condition(s), developmental needs and task demands	B.1.2, B.1.3, B.1.4, B.1.5, B.1.8, B.2.2, B.2.7, B.2.10, B.2.11, B.5.2, B.5.3, B.5.4, B.5.6, B.5.23, B.5.28
020115	Methods and techniques for promoting carry-over of the intervention within context based on current pediatric condition(s), developmental level, and expected outcomes (e.g., home program, caregiver instructions, teacher consultation)	B.1.2, B.1.3, B.1.4, B.1.5, B.1.6, B.1.8, B.2.2, B.2.11, B.5.5, B.5.11, B.5.17, B.5.18, B.5.19, B.5.29
<b>Task 0202</b>	<b>Implement interventions for the young, middle-aged, or older adult client, using clinical reasoning, the intervention plan, and best practice standards consistent with general medical, neurological, and musculoskeletal condition(s) order to achieve functional outcomes within areas of occupation.</b>	
<b>Knowledge</b> 020201	Influence of general medical, neurological, and musculoskeletal condition(s) on activity selection and areas of occupation	B.1.1, B.1.2, B.1.3, B.1.4, B.1.5, B.1.6, B.1.8, B.2.2, B.2.6, B.2.7, B.2.10, B.4.4, B.5.1, B.5.3
020202	Rehabilitative strategies and procedures specific to medical, neurological, and musculoskeletal condition(s) (e.g., activities of daily living, joint protection, work simplification, energy conservation)	B.1.1, B.1.2, B.1.5, B.2.10, B.2.11, B.5.2, B.5.5, B.5.6, B.5.17
020203	Strategies and procedures for improving range of motion, strength, and activity tolerance based on general medical, neurological, and musculoskeletal condition(s) in order to promote occupational performance	B.1.1, B.1.2, B.2.2, B.2.11, B.5.3, B.5.6, B.5.15

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020204	Strategies and procedures for facilitating or inhibiting sensory, motor and perceptual processing based on general medical, neurological and musculoskeletal condition(s)	B.1.1, B.1.2, B.2.2, B.3.1, B.3.2, B.5.3, B.5.6
020205	Indications, contraindications and technical skills for effective application of superficial and deep thermal, mechanical, and electrotherapeutic physical agent modalities as an adjunct to participation in an activity	B.1.1, B.5.3, B.5.15
020206	Splint fabrication and types, functions, and use of orthotic and prosthetic devices based on client needs; general medical, neurological, and musculoskeletal condition(s); and task demands	B.1.1, B.1.2, B.1.3, B.1.4, B.2.10, B.5.3, B.5.11
020207	Types, functions, and use of assistive technology (i.e., high and low tech), adaptive devices, and durable medical equipment based on client needs and general medical, neurological, and musculoskeletal condition(s)	B.1.1, B.1.2, B.1.3, B.1.4, B.1.5, B.1.8, B.2.2, B.2.10, B.5.2, B.5.10, B.5.12, B.5.24
020208	Indications, contraindications, and technical skills for enabling feeding and eating based on client needs and general medical, neurological, and musculoskeletal condition(s)	B.1.1, B.1.2, B.5.3, B.5.6, B.5.14
020209	Transfer methods and positioning techniques based on client needs; general medical, neurological, and musculoskeletal condition(s); task; and environmental demands	B.1.1, B.1.2, B.1.4, B.2.2, B.5.3, B.5.6, B.5.12

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020210	Types, functions, and use of seating options, positioning devices, and mobility systems based on client needs; general medical, neurological, and musculoskeletal condition(s); task; and environmental demands	B.1.1, B.1.2, B.1.4, B.1.5, B.1.8, B.2.2, B.2.10, B.5.3, B.5.6, B.5.10, B.5.12, B.5.13
020211	Environmental modifications for maximizing accessibility and mobility in a variety of settings based on client needs; general medical, neurological, and musculoskeletal condition(s); and task demands	B.1.1, B.1.2, B.1.4, B.1.5, B.1.6, B.1.8, B.2.2, B.2.10, B.5.2, B.5.5, B.5.9, B.5.12, B.5.13
020212	Ergonomic principles and universal design for health promotion and injury prevention	B.1.1, B.1.2, B.1.4, B.1.5, B.1.6, B.2.2, B.2.5, B.5.2, B.5.5, B.5.6, B.5.17
020213	Methods for adapting and grading tasks and activities based on client needs and medical, neurological, and musculoskeletal condition(s)	B.1.2, B.1.4, B.1.5, B.1.8, B.2.2, B.2.7, B.2.10, B.2.11, B.5.2, B.5.3, B.5.4, B.5.6, B.5.23, B.5.24, B.5.28
020214	Methods and techniques for promoting carry-over of the intervention within context based on current medical condition(s) and expected outcomes (e.g., home program, caregiver instructions)	B.1.3, B.1.4, B.1.5, B.1.8, B.2.2, B.2.11, B.5.5, B.5.11, B.5.17, B.5.18, B.5.19, B.5.29

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<b>Task 0203</b>	<b>Implement interventions for the young, middle-aged, and older adult client, using clinical reasoning, the intervention plan, and best practice standards consistent with psychosocial, cognitive, and developmental abilities in order to achieve functional outcomes within areas of occupation.</b>	
<b>Knowledge</b> 020301	Influence of psychosocial, cognitive, and developmental abilities on activity selection and areas of occupation	B.1.2, B.1.3, B.1.4, B.1.5, B.1.6, B.1.8, B.2.6, B.2.7, B.2.10, B.5.1, B.5.3, B.5.4, B.5.8
020302	Methods and techniques for facilitating group interventions appropriate to participants' psychosocial, cognitive, and developmental abilities	B.1.3, B.1.4, B.4.4, B.5.4
020303	Approaches (e.g., remediation, compensation, prevention) and interventions (e.g., problem solving, medication management, memory strategies) appropriate for psychosocial and cognitive models of practice (e.g., cognitive behavioral, behavioral, acquisitional, developmental)	B.1.2, B.1.3, B.1.4, B.1.5, B.1.6, B.2.2, B.2.10, B.2.11, B.5.2, B.5.5, B.5.6, B.5.8
020304	Environmental modifications to enhance community safety and well-being consistent with occupational roles and client needs	B.1.2, B.1.3, B.1.4, B.1.5, B.1.6, B.2.10, B.5.2, B.5.5, B.5.9, B.5.13, B.5.17
020305	Types, functions, and use of assistive technology and adaptive devices based on psychosocial, cognitive, and developmental abilities	B.1.2, B.1.3, B.1.4, B.1.5, B.1.8, B.2.10, B.5.2, B.5.6, B.5.10, B.5.24

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020306	Methods and techniques for adapting and grading intervention activities based on psychosocial, cognitive, and developmental abilities	B.1.2, B.1.3, B.1.4, B.1.8, B.2.2, B.2.7, B.2.10, B.2.11, B.5.2, B.5.3, B.5.4, B.5.6, B.5.8, B.5.23, B.5.24, B.5.28
020307	Methods and techniques for promoting carry-over of the intervention within context based on psychosocial, cognitive, and developmental abilities (e.g., home program, caregiver instructions, job coach)	B.1.2, B.1.3, B.1.4, B.1.5, B.1.6, B.1.8, B.2.11, B.5.5, B.5.8, B.5.17, B.5.18, B.5.19, B.5.29
<b>Domain 03</b>	<b>Uphold professional standards and responsibilities to promote quality in practice.</b>	
<b>Task 0301</b>	<b>Maintain and enhance competence by participating in professional development activities and applying learned content as relevant to job role, practice setting, and regulatory body in order to provide effective services guided by evidence.</b>	
<b>Knowledge</b> 030101	Methods for engaging in professional development and service competency activities (e.g., peer review, supervisory meeting, self-assessment)	B.4.2, B.7.3, B.7.6, B.7.7, B.7.8, B.8.7, B.9.1, B.9.2, B.9.4, B.9.6, B.9.7, B.9.8, B.9.9, B.9.13
030102	Methods for accessing, reviewing, and applying professional literature to practice	B.2.1, B.2.3, B.8.1, B.8.2, B.8.3, B.8.7, B.8.8, B.9.2, B.9.4, B.9.6, B.9.10, B.9.11, B.9.13

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<b>Task 0302</b>	<b>Provide ethical and safe occupational therapy services in collaboration with the OTR and in accordance with applicable regulations, laws, facility policies and procedures, and accreditation guidelines governing practice in order to protect consumers.</b>	
<b>Knowledge</b> 030201	Policies, procedures, and guidelines related to service delivery	B.2.3, B.2.8, B.4.5, B.4.10, B.5.21, B.5.29, B.5.31, B.5.32, B.6.1, B.6.2, B.6.4, B.7.1, B.7.5, B.7.6, B.7.7, B.7.8, B.9.3, B.9.5, B.9.9, B.9.10, B.9.11, B.9.12
030202	Licensure laws, federally mandated requirements, reimbursement policies, and accreditation guidelines related to occupational therapy service delivery (e.g., client confidentiality, levels of supervision, plan of care certification/recertification, referral policy)	B.3.3, B.4.2, B.4.5, B.4.10, B.5.25, B.5.26, B.5.27, B.5.32, B.6.2, B.7.1, B.7.2, B.7.3, B.7.4, B.7.8, B.9.1, B.9.3, B.9.4, B.9.5, B.9.8, B.9.9, B.9.10, B.9.11, B.9.12
030203	Safety concerns and risk management	B.1.3, B.1.4, B.2.8, B.5.29, B.7.6, B.7.7, B.7.8, B.9.5, B.9.9
030204	Continuous quality improvement processes and procedures	B.1.5, B.1.6, B.1.7, B.2.8, B.4.1, B.5.30, B.6.2, B.6.4, B.7.5, B.7.6, B.7.7, B.8.1, B.8.7, B.9.4, B.9.5, B.9.6, B.9.10, B.9.11
030205	Scope of practice and practice standards for occupational therapy (e.g., supervision of aides and volunteers, role delineation)	B.4.4, B.4.5, B.4.9, B.4.10, B.5.1, B.5.19, B.5.21, B.5.22, B.5.25, B.5.26, B.5.27, B.5.28, B.5.32, B.7.3, B.7.7, B.7.8, B.8.2, B.8.3, B.8.7, B.9.1, B.9.3, B.9.6, B.9.7, B.9.8, B.9.9, B.9.10, B.9.11



<b>NBCOT COTA Classification Code</b>	<b>NBCOT COTA Classification Code Description (Effective on examinations beginning January 2014)</b>	<b>Associate-Level- Degree ACOTE Standard (Effective July 31st, 2013)</b>
030206	Accountability processes and procedures (e.g., documentation guidelines, components of an intervention plan, coding systems, electronic medical records, written documentation)	B.1.8, B.2.3, B.2.8, B.4.1, B.4.2, B.4.4, B.4.5, B.4.9, B.4.10, B.5.1, B.5.20, B.5.21, B.5.22, B.5.25, B.5.27, B.5.30 B.5.31, B.5.32, B.7.4, B.7.6, B.7.7, B.7.8, B.9.4, B.9.5, B.9.9, B.9.10, B.9.11, B.9.12

The cross-tabulation process demonstrated there is a strong linkage between the two documents. Indeed, all knowledge statements in the NBCOT anchor document are reflected in the ACOTE standards. However, given the purposes of the two documents, 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 Anchor Document**

<b>ACOTE Standard</b>	<b>Associate-Degree-Level ACOTE Standard Description (Effective July 31st, 2013)</b>
B.3.3	Discuss how occupational therapy history and occupational therapy theory, and the sociopolitical climate influence practice
B.8.1	Articulate the importance of how scholarly activities and literature contribute to the development of the profession
B.9.2	Explain and give examples of how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations
B.9.13	Demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations)

## References

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NBCOT® (2013). *2012 Practice Analysis of the Certified Occupational Therapy Assistant Executive Summary*. Gaithersburg, MD: NBCOT.

2011 ACOTE Accreditation Standards for an Associate-Degree-Level Educational Program for the Occupational Therapy Assistant. Retrieved April 8, 2013 from <http://www.aota.org/Educate/Accredit/Draft-Standards/50146.aspx>

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**NBCOT**

12 S. Summit Avenue, Suite 100  
Gaithersburg, MD 20877

[www.nbcot.org](http://www.nbcot.org)