# THE NBCOT NAVIGATOR®

## COTA®

**This document outlines general descriptions and assessment objectives for the competency assessment tools contained in the NBCOT Navigator for the COTA.**

**NBCOT Mission**

Serving 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.

**NBCOT Vision**

Certified occupational therapy professionals providing effective evidence-based services across all areas of practice worldwide.

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## INTRODUCTION

The National Board for Certification in Occupational Therapy, Inc. (NBCOT®), the national certification body for occupational therapy professionals in the United States, has created a virtual platform for its certificants to engage in continuing competency assessment. NBCOT, like other healthcare professions, recognizes certificants face ongoing pressures of accountability and advances in practice, which in turn necessitates the ongoing need for skill development and demonstrated continuing competence throughout a certificant's career.

During 2012, in response to the Institute of Medicine (IOM) reports, *Health Professions Education: A Bridge to Quality, 2003* and *Redesigning Continuing Education in the Health Professions, 2010,* NBCOT completed a practice analysis study. The study identified six key areas for focus: providing client-centered care, working in interprofessional teams, employing evidence-based practice, applying quality improvement, utilizing informatics, and promoting professional responsibility. The findings supported the creation of a competency assessment platform, the goals of which were to create an innovative and dynamic delivery platform designed to: offer accessible, engaging, and dynamic assessment tools; support a certificant's practice throughout his or her professional career; provide feedback on current practice skills; and introduce certificants to evidence-based resources.

With neither an existing platform nor content to meet its needs, NBCOT embarked on a groundbreaking journey to design, develop, and deliver the virtual platform and all of its supporting content from initial concept through deployment. The system initially beta-tested during the last quarter of 2014, went live in June 2015, and includes a web-based assessment delivery engine, certificant dashboard, and interfaces that support a variety of tools, including self-reflective assessments, mini practice quizzes, mini games and case simulations.

The tools are available, at no charge, to individuals currently certified as an Occupational Therapist Registered OTR® or Certified Occupational Therapy Assistant COTA®, and can be accessed through the MyNBCOT portal. Competency Assessment Units (CAU) are awarded for successful completion of tools. A certificant has the option to accrue up to a maximum of 14 Competency Assessment Units (CAU) per renewal period by completing tools in the NBCOT Navigator® to use toward their NBCOT certification renewal requirements.

The purpose of this document is to provide an outline of general descriptions and assessment objectives for the competency assessment tools contained in the NBCOT Navigator for the COTA. For more tool-specific information, please go to www.nbcot.org/Certificants/Navigator.

# GENERAL TOOL DESCRIPTIONS AND ASSESSMENT OBJECTIVES

This booklet describes the range of competency assessment tools available on the NBCOT Navigator for the COTA including: PICO, Case Simulations, Mini Games, Mini Practice Quizzes, and the OT Knowledge Library.

Each section will provide specific descriptions of all tools within a category, their competency assessment objectives, and the Competency Assessment Unit values that COTA certificants can earn.

| PICO |
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| **Tool Description** |
| This tool contains a series of simulated games introducing the certificant to the process of evaluating appropriate, evidence-based research in order to make informed decisions about OT practice. |
| **Competency Assessment Objectives** <br> By completing a PICO game, certificants will assess their skills to: <br><br> 1. Formulate an effective search question. <br> 2. Complete an evidence-based literature search. <br> 3. Identify best evidence to answer a practice-related question. |
| **Criteria for Earning CAU Credit** <br><br> Certificants can earn 0.5 NBCOT Competency Assessment Unit (CAU) by successfully completing one PICO game. A maximum of 2 CAU can be earned by successfully completing all four PICO games within one renewal cycle. There is no limit to the number of times a certificant can play a PICO game. |
| **PICO Cases** |
| **PICO Client 1: Cetian** <br> Through this game, the certificant is introduced to the fundamentals of completing an evidence-based literature search. |
| **PICO Client 2: Altarian** <br> Through this game, the certificant is guided step-by-step through the process of completing an evidence-based literature search to answer a practice-related query. |
| **PICO Client 3: Anakim** <br> Through this game, the certificant begins to demonstrate application of evidence-based knowledge to answer a practice-related query. |
| **PICO Client 4: Hydean** <br> Through this game, the certificant independently performs an evidence-based literature search and interprets best practice evidence to solve a practice-related problem. |

## Case Simulations – General Overview

**Tool Description**

Case simulations bring OT practice to life with a focus on clinical reasoning. Each case simulation starts with an opening scene providing background information about the scenario. This is followed by a series of modules that engage the certificant in providing OT services with a virtual client. Modules may include: client interviews and observations; provision of intervention services; documentation; and assistance with discharge planning.

**Global Competency Assessment Objectives**

By completing a CASE SIMULATION, certificants will assess their skills to:

1. Demonstrate the use of clinical reasoning to provide evidence-based OT services.
2. Identify practice areas for continued professional development.
3. Access evidence-based resources for ongoing continuing competence.

**Criteria for Earning CAU Credit**

Certificants can earn 0.5 NBCOT Competency Assessment Unit (CAU) by successfully completing one case simulation. A maximum of 9 CAU can be earned within one renewal cycle.


## Case Simulations – Specific Tools

**Adolescent Concussion**

This case simulation assesses the certificant's skills to provide services to a high school student in an outpatient clinic. The certificant will gather information from multiple sources (record review and interviews), and in collaboration with the OTR, select evidence-based recommendations for the home and school environment.

1. Conduct a client-centered interview
2. Identify evidence-based environmental accommodations
3. Select evidence-based recommendations to support functioning in the home

**Clinical Reasoning**

This case simulation assesses the certificant's skill in applying clinical reasoning to identify underlying factors influencing the client's current level of function.

1. Conduct a series of client-centered interviews
2. Apply clinical reasoning when documenting observations
3. Select recommendations for this client

**De Quervain's**

This case simulation assesses the certificant's skill in providing services to a client with De Quervain's tenosynovitis in an outpatient clinic. The certificant will gather relevant information during the client interview, and in collaboration with the OTR, recommend interventions for the current stage of recovery and establish a home program that addresses ongoing recovery.

1. Conduct a client-centered interview
2. Apply clinical reasoning to design appropriate interventions
3. Assist in formulating a home program to support return to function

**Early Intervention**
This case simulation assesses the certificant's skill to employ family-centered practice when providing services to an infant with failure to thrive. After completing a parent interview and client observation within the home setting, in collaboration with the OTR, the certificant will make evidence-based recommendations to promote client success.

1. Conduct a client-centered interview
2. Complete an observation of the client in a natural setting
3. Select evidence-based interventions to support nutritional intake and development

**Health Literacy**
This case simulation assesses the certificant's ability to effectively address the health literacy needs of a client living in a rural area who has a long history of COPD. The certificant, under the supervision of an OTR, will be required to make informed decisions about the best methods for providing OT interventions to ensure effective carryover of services and to potentially reduce the frequency of acute care readmission in the future.

1. Demonstrate use of strategies to learn the client's learning style
2. Design and delivery recommendations in a format that meets the client's needs
3. Verify client comprehension to promote successful carryover

**Pediatric Autism**
This case simulation assesses the certificant's skills to provide services to a child with autism in an outpatient clinic. The certificant will gather information from the parent interview and client observation. In collaboration with the OTR, the certifcant will select intervention priorities and recommend specific interventions in order to support the child's transition to preschool.

1. Conduct a client-centered interview
2. Complete an observation of the client in a natural setting
3. Select intervention priorities
4. Recommend evidence-based interventions to support transition from home to preschool

**TBI Inpatient Rehabilitation**
This case simulation assesses the certificant's skills in providing services to a young adult with a TBI in an inpatient rehabilitation program. In collaboration with the OTR, the certificant will use strategies to support the patient's current stage of recovery, including during a meal prep session, in preparation for transition home and discharge recommendations.

1. Conduct a client-centered interview
2. Complete an observation of the patient in a natural setting
3. Apply clinical reasoning when selecting type and amount of cues
4. Assist with preparing the patient for transition to home

## MINI GAMES

**Tool Description**

Mini games involve assessment of specific practice knowledge. Each game is uniquely designed for its specific topic.

Mini games include:
- Orthotic Builder

**Competency Assessment Objectives and Competency Assessment Units**

(Note - Each mini game will have distinct objectives and CAU values.)

## Orthotic Builder

Set in a mock village, this tool presents a number of village workers who could benefit from having an upper extremity orthosis as part of their OT intervention plans. The certificant must make informed decisions about fabricating a custom orthosis for each of the workers.

1. Identify the purpose, location, and intent of the orthosis
2. Select the correct orthotic pattern and placement
3. Specify actions for optimal fit and fabrication

**Criteria for Earning CAU Credit**

For the Orthotic Builder, certificants can earn 0.5 NBCOT Competency Assessment Unit (CAU) for each game successfully completed. A maximum of 3 CAU can be earned within one renewal period.

### Orthotic Builder Cases

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|---|
| Burn Injury of the Hand |
| Carpal Tunnel Syndrome |
| De Quervain's Tenosynovitis |
| Low Ulnar Nerve Palsy |
| Low Ulnar Nerve Repair |
| Mallet Finger |
| Median Nerve Injury (Developing Contracture) |
| Median Nerve (Low Lesion) |
| Rheumatoid Arthritis of the Hand |
| Swan Neck Deformity |
| Thumb CMC Joint Arthritis |
| Thumb UCL Sprain |

## MINI PRACTICE QUIZZES

**Tool Description**

These short multiple-choice quizzes are designed to assess knowledge of contemporary OT practice grounded by evidence-based literature. Topic quizzes cover the major practice areas identified in the NBCOT Certification Renewal

Practice Analysis Study and include: pediatrics, rehabilitation, home health, and skilled nursing.

**Competency Assessment Objectives**

By completing a MINI PRACTICE QUIZ, certificants will assess their skills to:

1. Answer questions on contemporary OT practice.
2. Identify practice areas for continued professional development.
3. Access evidence-based resources for ongoing continuing competence.

**Criteria for Earning CAU Credit**

Certificants can earn 0.5 NBCOT Competency Assessment Unit (CAU) by successfully completing one mini practice quiz. A maximum of 6 CAU can be earned within one renewal cycle, with one attempt allowed per each mini practice quiz.

**Mini Practice Quizzes**

Geriatric Home Health

Orthopedics

Pediatrics / Outpatient

Pediatrics/Schools

Rehabilitation/Inpatient

Skilled Nursing

## OT Knowledge Library

**Tool Description**

The OT Knowledge Library is a stylized matching tool covering a broad range of occupational therapy knowledge.

**Competency Assessment Objectives**

By completing an OT KNOWLEDGE LIBRARY game, certificants will assess their skills to:

1. Select appropriate practice-based OT knowledge.
2. Identify practice-based knowledge topic areas for further learning.
3. Access evidence-based resources for ongoing continuing competence.

**Criteria for Earning CAU Credit**

For the OT Knowledge Library, certificants can earn 0.25 NBCOT Competency Assessment Unit (CAU) for each game successfully completed. A maximum of 2 CAU can be earned within one renewal period.

**OT Knowledge Library Topics**

**Allen Cognitive Levels**

A stylized game where certificants select knowledge of cognitive levels for various manual, goal-directed, and exploratory actions.

**Burns**

A stylized game where certificants select knowledge of burn classification among superficial, deep partial thickness, and full thickness burns.

**Cognitive Impairments**
A stylized game where certificants select knowledge of cognition related to attention, executive functioning, and memory skills.

**Dementia**
A stylized game where certificants select knowledge of initial signs and symptoms of dementia to the appropriate stage of the condition.

**Imitation/Praxis/Play**
A stylized game where certificants select knowledge of childhood skills among imitation, praxis, and play, impacted by autism spectrum disorder.

**Mental Health Assessments**
A stylized game where certificants select knowledge of psychosocial assessment tools appropriate for use with child-adolescent, adult, and older adult populations.

**Metabolic Equivalent Units**
A stylized game where certificants select knowledge of functional activity demands to MET levels 1.0-2.5, 2.6-4.0, and 4.1-6.0.

**Pediatric ADL Skills**
A stylized game where certificants select knowledge of emerging skills to typically developing children ages 1 to 3 years.

**Pediatric Assessment Tools**
A stylized game where certificants select knowledge of pediatric assessments to the appropriate evaluation of sensory, visual perception, and developmental skills.

**Peripheral Nerve Entrapment**
A stylized game where certificants select knowledge of peripheral compressive neuropathies among pronator syndrome, anterior interosseous syndrome, and posterior interosseous syndrome.

**Peripheral Nerve Syndromes**
A stylized game where certificants select knowledge of peripheral compressive neuropathies among cubital tunnel syndrome, carpal tunnel syndrome, and radial nerve syndrome.

**Physical Agent Modalities**
A stylized game where certificants select knowledge of physical agent modalities among ultrasound, cryotherapy, and dry whirlpool.

**Play Skills - Birth to 24 Months**
A stylized game where certificants select knowledge of emerging skills to typically developing infants from birth to 24 months.

**Play Skills - 3 to 5 Years**
A stylized game where certificants select knowledge of emerging skills to typically developing children ages 3 to 5 years.

**Sensory Processing**
A stylized game where certificants select knowledge of sensory processing among children presenting with over-responsiveness, under-responsiveness, and optimal responsiveness.

**Spinal Cord Injury**
A stylized game where certificants select knowledge of expected functional outcomes at the lowest level of spinal cord impairment among cervical C1-C3, thoracic, and lumbar/sacral.

**Stages of Change I**
A stylized game where certificants select knowledge of stages of change among precontemplation, contemplation, and preparation.

**Stages of Change II**
A stylized game where certificants select knowledge of stages of change among preparation, action, and maintenance.

**Tendon Injuries**
A stylized game where certificants select knowledge of tendon injuries among flexor tendon injury/repair, extensor tendon injury/repair, and tendon transfers.

**Upper Extremity Nerve Injury**
A stylized game where certificants select knowledge of upper extremity nerve functions to the median, ulnar, and radial nerves.

**Visual Fields/Neglect**
A stylized game where certificants select knowledge of visual deficits among oculomotor, visual field deficit, and hemi-inattention.