



# THE NBCOT NAVIGATOR®

OTR®

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

**Tool Descriptions  
and Assessment  
Objectives**

## **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.

ID 100 Rev 062519

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National Board for Certification in Occupational Therapy, Inc.

One Bank St Suite 300

Gaithersburg, MD 20878

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

Printed in the United States of America.

## Table of Contents

Introduction	Page 2
General Tool Descriptions and Assessment Objectives	Page 3
PICO	Page 3
Case Simulations – General Overview	Page 4
Case Simulations – Specific Tools	Pages 4-10
Mini Games	Page 10-12
Mini Practice Quizzes	Page 12-13
OT Knowledge Library	Page 13-15

## 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, case simulations, and mini games.

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 more tool-specific information, please go to [www.nbcot.org/Certificants/Navigator](http://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 OTR 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 OTR certificants can earn.

PICO
<b>Tool Description</b> 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.
<b>Competency Assessment Objectives</b> By completing a PICO game, certificants will assess their skills to:  <ol style="list-style-type: none"><li>1. Formulate an effective search question.</li><li>2. Complete an evidence-based literature search.</li><li>3. Identify best evidence to answer a practice-related question.</li></ol>
<b>Criteria for Earning CAU Credit</b>  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.
<b>PICO Cases</b>
<b>PICO Client 1: Cetian</b> Through this game, the certificant is introduced to the fundamentals of completing an evidence-based literature search.
<b>PICO Client 2: Altarian</b> 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.
<b>PICO Client 3: Anakim</b> Through this game, the certificant begins to demonstrate application of evidence-based knowledge to answer a practice-related query.
<b>PICO Client 4: Hydean</b> 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 chart reviews; selection of appropriate screening and assessment tools; completion of evaluations; interpretation of assessment results; interprofessional team discussions; intervention planning; provision of intervention services; and 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 1

This case simulation assesses the certificant's skill to process information from multiple sources (e.g., record review and interviews) and interpret assessment results in order to select evidence-based recommendations for the student within the home and school environment.

1. Analyze and interpret information from multiple sources
2. Select evidence-based assessment and interpret results
3. Identify specific evidence-based recommendations to support the student's functioning in the home and school environment

### Adolescent Concussion 2

In this case simulation, a student sustains a new head injury and is referred to an outpatient setting with a decline in cognitive and emotional functioning. This case assesses the certificant's cognitive rehabilitation skills to formulate an intervention plan that supports the student's functioning at school and in the community.

1. Analyze and interpret subjective and objective information to identify barriers to function
2. Identify contextual factors that affect role performance
3. Assess compensatory and remedial interventions appropriate throughout recovery
4. Formulate discharge recommendations based on client outcomes

### **Young Adult Cerebral Palsy**

This case simulation assesses the certificant's skill to process information from multiple sources (record review, interviews, IEP review, and environmental assessment) in order to provide evidence-based recommendations for the client transitioning from high school to college, and for promoting optimal functioning on campus.

1. Demonstrate knowledge of national mandates: IDEA, FERPA, and ADA
2. Identify modification recommendations related to accessibility on campus
3. Apply clinical reasoning to the process of recommending assistive technology
4. Apply clinical knowledge of CP when providing recommendations to client and college personnel

### **Adult Developmental Delay**

This case presents a young adult with a developmental delay who is currently living in a group home with 24/7 supervision. The client's goals are to obtain employment and to transition to independent living in an apartment. The certificant will assess the client's functional level to develop an intervention plan with goals to support the client's successful goal attainment.

1. Identify the client's overall functional level and specific skill needs to live independently in the community
2. Provide the client with task-specific interventions for IADL, public transportation, and employment
3. Work with other professionals and agencies to provide the client with supportive employment

### **Adult Dysphagia**

This case simulation is a continuation of the CVA case part 1. In part 2, the focus of the tool is assessment of the certificant's skills to evaluate the client's swallowing disorder. Through this case, the certificant will analyze client factors in order to formulate an evidence-based intervention plan that includes positioning, adaptive devices, and swallowing techniques to promote the client's successful self-feeding.

1. Interpret evaluation results of client swallowing (MBS)
2. Analyze client factors (age, health, oral motor, sensorimotor functioning, and diagnosis) to determine the underlying cause of self-feeding difficulties
3. Formulate an individualized, evidence-based intervention plan to improve client swallowing and interventions for self-feeding
4. Construct discharge recommendations specific to self-feeding for the client and caregiver

### **Caregiver Education and Dementia**

The focus of this case simulation is two-fold. It tests the certificant's ability to:

- accurately assess the functional abilities of a client with dementia
- provide appropriate education to the client's primary caregiver.

Caregiver education is emphasized throughout the case to promote aging-in-place for the client with dementia, as well as reduction of stress on the caregiver.

1. Assess the functional abilities of a client with dementia based on standardized test results
2. Design tailored strategies for the client's caregiver in order to decrease burden of care
3. Apply clinical reasoning to modify the home environment by optimizing safety and participation for the client with dementia
4. Provide the client's caregiver with strategies to facilitate the client's successful aging-in-place

### **Child with Visual Impairment**

In this case simulation, the OTR is working with a child who has visual impairments that impact function on a daily basis. The certificant must accurately assess the child's impairments and work with the child's family to formulate an intervention plan that promotes successful carry over to support the child's ability to function in the home environment.

1. Use clinical observation to evaluate the child's visual skills and deficits
2. Recommend individualized home modifications to support the child's successful engagement within the home environment
3. Choose appropriate activity modifications to support the child's success

### **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. Analyze and interpret information provided during the client interview
2. Apply clinical reasoning when documenting observations
3. Select assessments
4. Interpret assessment results in order to make appropriate recommendations for this client

### **Community Mental Health**

This case simulation assesses the certificant's skill in providing services to a client in a supported living program. The certificant will complete a client interview and observation in order to select assessments, establish goals, and recommend interventions to support the client's success.

1. Analyze and interpret information provided during the client interview
2. Select assessments and interpret results
3. Apply clinical reasoning to design interventions to optimize functioning

### **Critical Care**

This case simulation assesses the certificant's skills to provide OT interventions to a patient in the ICU. Through this case, the certificant will use clinical decision making and respond appropriately to unexpected changes in the patient's condition.

1. Demonstrate knowledge of common vital signs and lab values, contraindications for early mobilization, and intervention planning in the ICU
2. Identify purpose and precautions of common ICU medical equipment
3. Apply objective clinical findings and client factors to determine safety in providing interventions in this setting

### **De Quervain's**

This case simulation assesses the certificant's skill in providing services to a client with De Quervain's in an outpatient clinic. The certificant will gather relevant information



during the client interview, select assessments, recommend interventions for the current stage of recovery, and establish a home program that addresses ongoing recovery.

1. Analyze and interpret information provided during the client interview
2. Select assessments and interpret results
3. Apply clinical reasoning to design appropriate interventions
4. Formulate 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, the certificant will make evidence-based recommendations to promote client success.

1. Analyze and interpret information provided during the parent interview
2. Analyze and interpret observation of the client in a natural setting
3. Select assessments supported by evidence and interpret results
4. Identify goals and specific evidence-based interventions to support nutritional intake and development

### **Fall Prevention\***

An older adult client is referred to home health OT services after being discharged from a hospital where therapy was provided to address deconditioning and cognitive decline noted after a recent fall. The certificant will select evidence-based approaches to support the client's goal to age in place.

1. Use clinical reasoning during the initial interview to prioritize client-centered goals
2. Select fall risk assessments to include as part of a comprehensive evaluation
3. Assess the transactional relationship between client factors, the environment, and activity demands for fall risks while the client performs a functional task
4. Formulate an intervention plan and provide education to support the client's goal to age in place

### **Fine Motor Skills Delay**

This case simulation assesses the certificant's skill to process information from multiple sources, select assessments, and interpret a 3D observation of the student. The certificant will develop a service plan appropriate for a student in an elementary school environment.

1. Analyze and interpret information from multiple sources
2. Analyze and interpret observation of the client in a natural setting
3. Select and interpret assessment results
4. Recommend specific evidence-based interventions to support functioning in an elementary school environment

### **Health Literacy**

This case simulation assesses the certificant's skills to effectively evaluate the health literacy needs of a client in a rural area who has a long history of COPD. Through this case, the certificant will make informed decisions about the best methods for providing OT interventions to ensure effective carryover of services and potentially reduce the frequency of acute care readmission in the future.

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

### **Medication Management\***

A young adult client who has bipolar disorder is receiving OT services through a supported employment program at a psychosocial rehabilitation program (PRP). The client's medication nonadherence has led to an exacerbation of symptoms that impact the client's current occupational functioning. An evidence-based and client-centered approach is utilized to promote the client's successful goal attainment.

1. Analyze and interpret information gathered from a chart review and client interview
2. Identify the risks of medication nonadherence and appraise the role of occupational therapy in medication management
3. Formulate an intervention plan that addresses health literacy needs for medication management
4. Develop and deliver a wellness plan that's holistic and client centered

### **Older Adult Home Safety**

This case simulation assesses the certificant's skills to recommend environmental modifications for an older adult who has sustained a lower limb amputation. The certificant will make client-centered recommendations within multiple rooms and spaces in readiness for the client's successful discharge home.

1. Demonstrate knowledge of common occupational therapy home modification assessments
2. Apply clinical information to the process of developing client-centered home modification recommendations
3. Develop custom home modification recommendations for multiple spaces within the home

### **Outpatient Shoulder Rehabilitation**

This case simulation assesses the certificant's skill in providing services in an outpatient setting to a client with a shoulder injury. The certificant will select and complete evidence-based assessments and design client-centered interventions specific to the stage of recovery.

1. Analyze and interpret information provided during the client interview
2. Select assessments and interpret results
3. Apply clinical reasoning when selecting interventions for the client's current stage of recovery

### **Pediatric ADHD**

This case simulation assesses the certificant's skills to evaluate a third-grade student with ADHD. After identifying the underlying performance issues, the certificant will formulate an evidence-based intervention plan to support the student's educational goals.

1. Interpret clinical observations to understand underlying performance issues
2. Differentiate ADHD symptoms from co-morbidities
3. Employ evidence-based interventions to improve student's performance in the academic setting

**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 process information from the parent interview and client observation. After summarizing the assessment results in a report, the certificant will select goals and make specific recommendations to support the child's transition to preschool.

1. Analyze and interpret information provided during the parent interview
2. Analyze and interpret the observation of the client in a natural setting
3. Select and interpret results of assessments supported by evidence
4. Identify goals and specific evidence-based interventions to support transition from home to preschool

**Stroke Inpatient Rehabilitation**

This case simulation assesses the certificant's skill in providing services in a rehabilitation facility to a patient with a CVA. The certificant will complete assessments, formulate goals, and provide evidence-based interventions to promote optimal recovery.

1. Analyze and interpret information provided during the patient interview
2. Develop a plan of care based on assessments results
3. Select evidence-based interventions
4. Interpret signs and symptoms of change in patient status

**TBI Inpatient Rehabilitation**

This case simulation assesses the certificant's skills in providing services to a young survivor of TBI in an inpatient rehabilitation program. 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 provide discharge recommendations.

1. Analyze and interpret information provided during the patient interview
2. Analyze and interpret the observation of the patient in a natural setting
3. Apply clinical reasoning when selecting the type and amount of cues
4. Prepare the patient for transition home

**TBI Outpatient Rehabilitation**

This case simulation is a continuation of TBI 1 but can be played as a standalone case. It assesses the certificant's skills in providing services to a young survivor of TBI in an outpatient rehabilitation program. The certificant will select assessments, conduct client-centered interviews, provide just-right level of support during a 3D meal preparation, and prepare for discharge, including driving recommendations.

1. Analyze and interpret information provided during the client interview
2. Select and interpret assessments
3. Analyze and interpret the observation of the client in a natural setting
4. Apply clinical reasoning when selecting type and amount of cues

**Telehealth**

This case simulation presents a two-year-old child with bilateral palmar burns who is being discharged home from an acute inpatient facility to an underserved rural region. The hospital-based OTR with expertise in burn rehabilitation will provide tele-consultative services to the child's parents and the early intervention OTR in the child's community.

1. Identify optimal conditions to set up services delivered via a telehealth platform
2. Understand the equipment required to set up and provide telehealth services
3. Utilize effective communication strategies to optimize services delivered via telehealth

**Telehealth Caregiver Group Program\***

A regional medical center has established a telehealth caregiver group to support its readmission reduction program. During the planning phase, caregiver needs, educational content, and outcome measures are identified. Caregivers participate in a live telehealth session where they share the challenges of their role while group leaders apply clinical reasoning to provide recommendations.

1. Identify caregivers who will benefit from the group
2. Determine educational content for the caregivers and the group leaders
3. Interpret caregiver concerns and provide evidence-based recommendations during a live telehealth session
4. Select outcome measures to determine the program's effectiveness

**Workplace Ergonomics\***

The manager of a regional recycling facility contacts an OTR to request an ergonomic assessment to reduce musculoskeletal disorders in the workplace. During the preliminary on-site assessment, the certificant will identify a range of potential work-related risk factors for employees. Next, the certificant will complete an in-depth task analysis to prepare recommendations to improve work place safety.

1. Select screenings and assessments specific to this practice area
2. Conduct a preliminary onsite analysis to identify potential problem areas
3. Perform an in-depth task analysis to objectively identify specific injury triggers
4. Prepare ergonomic recommendations to improve worker safety

\*To be released in 2019

**MINI GAMES**

**Tool Description**

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

Mini games include:

- Management Challenge
- Orthotic Builder
- Physical Agent Modalities (PAM)

**Competency Assessment Objectives and Competency Assessment Units**

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

**Management Challenge**

Through this tool, certifiants can assess their skills to manage the day-to-day operations of a busy outpatient rehabilitation facility, reflecting typical challenges facing the OT manager today.

1. Manage staff scheduling to maximize therapy services

2. Respond to unexpected occurrences and events
3. Keep up-to-date with facility policies and procedures
4. Maintain a motivated and successful work environment

**Criteria for Earning CAU Credit**

For the Management Challenge mini game, certificants can earn a maximum of 1 NBCOT Competency Assessment Unit (CAU) within one renewal period. A maximum of 3 plays are allowed to earn the maximum CAU.

**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**

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

**Physical Agent Modalities**

Set in a rehabilitation clinic, this tool presents the certificant with a number of clients who are receiving OT services for a variety of conditions. The certificant must make informed decisions about the correct selection and administration of PAM relative to the client's condition, history, and overall OT intervention goals.

1. Identify the target issue response for the condition
2. Select the optimal modality to promote recovery
3. Identify precautions and contraindications for the modality
4. Specify parameter settings and service frequency to promote recovery

### Criteria for Earning CAU Credit

For the PAM mini game, certificants can earn 0.25 NBCOT Competency Assessment Unit (CAU) for each game successfully completed. A maximum of 2.5 CAU can be earned within one renewal period.

### PAM Modules

- Lateral Epicondylitis
- Osteoarthritis – Hands
- Rotator Cuff Tear
- Shoulder Subluxation
- Wrist 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, school system, administration/management, acute care, rehabilitation, education/research, work/industry, wellness, and home health.

### 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

- Administration and/or Management
- Apply Quality Improvement/Utilize Informatics
- Employ Evidence-Based Practice
- Health and Wellness
- Home Health I
- Home Health II
- Mental Health/Community/Inpatient I
- Mental Health/Community/Inpatient II

Mental Health/Community/Inpatient III
Orthopedics I
Orthopedics II
Patient-Centered Care
Pediatric Early Intervention
Pediatrics/Acute/Outpatient
Pediatrics/Schools
Professional Responsibility
Rehabilitation/Inpatient
Rehabilitation/Outpatient I
Rehabilitation/Outpatient II
Rehabilitation/Outpatient III
Research and/or Education I
Research and/or Education II
Skilled Nursing
Work/Industry
Work in Interprofessional Teams

## 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.

<b>Dementia</b>	A stylized game where certificants select knowledge of initial signs and symptoms of dementia to the appropriate stage of the condition.
<b>Imitation/Praxis/Play</b>	A stylized game where certificants select knowledge of childhood skills among imitation, praxis, and play, impacted by autism spectrum disorder.
<b>Mental Health Assessments</b>	A stylized game where certificants select knowledge of psychosocial assessment tools appropriate for use with child-adolescent, adult, and older adult populations.
<b>Metabolic Equivalent Units</b>	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.
<b>Pediatric ADL Skills</b>	A stylized game where certificants select knowledge of emerging skills to typically developing children ages 1 to 3 years.
<b>Pediatric Assessment Tools</b>	A stylized game where certificants select knowledge of pediatric assessments to the appropriate evaluation of sensory, visual perception, and developmental skills.
<b>Peripheral Nerve Entrapment</b>	A stylized game where certificants select knowledge of peripheral compressive neuropathies among pronator syndrome, anterior interosseous syndrome, and posterior interosseous syndrome.
<b>Peripheral Nerve Syndromes</b>	A stylized game where certificants select knowledge of peripheral compressive neuropathies among cubital tunnel syndrome, carpal tunnel syndrome, and radial nerve syndrome.
<b>Physical Agent Modalities</b>	A stylized game where certificants select knowledge of physical agent modalities among ultrasound, cryotherapy, and dry whirlpool.
<b>Play Skills - Birth to 24 Months</b>	A stylized game where certificants select knowledge of emerging skills to typically developing infants from birth to 24 months.
<b>Play Skills - 3 to 5 Years</b>	A stylized game where certificants select knowledge of emerging skills to typically developing children ages 3 to 5 years.
<b>Sensory Processing</b>	A stylized game where certificants select knowledge of sensory processing among children presenting with over-responsiveness, under-responsiveness, and optimal responsiveness.
<b>Spinal Cord Injury</b>	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.
<b>Stages of Change I</b>	A stylized game where certificants select knowledge of stages of change among precontemplation, contemplation, and preparation.



**Stages of Change II**

A stylized game where certificant select knowledge of stages of change among preparation, action, and maintenance.

**Tendon Injuries**

A stylized game where certificant 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 certificant select knowledge of upper extremity nerve functions to the median, ulnar, and radial nerves.

**Visual Fields/Neglect**

A stylized game where certificant select knowledge of visual deficits among oculomotor, visual field deficit, and hemi-inattention.