

# NBCOT NAVIGATOR<sup>®</sup>

## Tool Descriptions & Assessment Objectives

# OTR<sup>®</sup>

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## **NBCOT Mission**

NBCOT strives to serve the public interest in its diversity by advancing just, equitable, and inclusive client care and professional practice through evidence-based certification practices and the validation of knowledge essential for effective and safe practice in occupational therapy.

## **NBCOT Vision**

Certified occupational therapy professionals providing just, equitable, inclusive, and effective evidence-based services across all areas of practice worldwide.

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# Introduction

The NBCOT Navigator® is a suite of online tools designed to help certificants assess their competency across all areas of occupational therapy. Certificants can complete these tools, which are based on current practice and evidence-based literature, to earn competency assessment units (CAUs) toward their NBCOT certification renewal.

The Navigator tools are available at no charge to individuals currently certified as an Occupational Therapist Registered (OTR®) or a Certified Occupational Therapy Assistant (COTA®) and can be accessed through a certificant's MyNBCOT account. Certificants are awarded CAUs for successfully completing the tools and may accrue up to 36 CAUs per renewal period to use toward their NBCOT certification renewal requirements. In addition, many state boards accept the completion of Navigator tools for licensure renewal units (contingent on additional state-specific requirements).

This document provides an outline of general descriptions and assessment objectives for the competency assessment tools the Navigator contains. For more tool-specific information, please visit [www.nbcot.org/Certificants/Navigator](http://www.nbcot.org/Certificants/Navigator).

## BACKGROUND

In 2012, NBCOT completed a certification renewal practice analysis in response to two reports by the Institute of Medicine's (IOM): *Health Professions Education: A Bridge to Quality* (2003) and *Redesigning Continuing Education in the Health Professions* (2010). The practice analysis identified practice competencies or domains relevant to contemporary occupational therapy practice that align with IOM's recommendations and supported the creation of a competency assessment platform. From this and additional research with stakeholder groups, NBCOT embarked on a groundbreaking journey to design, develop, and deliver a virtual continuing competency platform — the NBCOT Navigator. The Navigator went live in June 2015.

In 2019, the Ongoing Professional Practice Analysis (OPPA) was completed as part of NBCOT's ongoing review of its certification renewal program. The OPPA updates the 2012 practice analysis and provides evidence that links current occupational therapy practice to NBCOT's certification renewal program requirements in a manner consistent with best practice and accreditation standards. In the first phase of the OPPA, a panel of OTR and COTA certificants convened to review and update the content outline from the 2012 practice analysis. All OTR and COTA certificants who have been certified for three or more years were then invited to participate in a survey about their current occupational therapy practice, which was used to validate the panel's work in the second phase of the OPPA.

The OPPA's work resulted in the [2019 Ongoing Professional Practice Content Outline](#), which contains six major domains of ongoing professional practice along with the key tasks performed by certificants in each domain area. This content outline partly serves as the basis for the Navigator's ongoing review and provides updates to the Navigator competency assessment tools; it also drives content development for new Navigator tools.

## CONTENT OVERVIEW

This booklet describes the range of competency assessment tools available on the NBCOT Navigator. Each competency tool section will provide

- tool descriptions,
- competency assessment objectives,
- CAU values,
- ongoing professional practice domains, and
- relevant practice areas.

**A certificant can earn up to 36 CAU by completing any combination of tools in the NBCOT Navigator®.**

# Case Simulations



## 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.

## COMPETENCY ASSESSMENT OBJECTIVES

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

CAUs / Game



Play Limit



**\*The Ethics case simulation is worth 1.25 CAU.**

## SPECIFIC TOOLS

### Adolescent Concussion 1

This case simulation assesses the certificant's skill to process information from multiple sources (record review and interviews), interpret assessment results, and 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 assessments and interpret results.
3. Identify specific evidence-based recommendations to support the student's functioning in the home and school environment.
4. Select interventions to support the student's recovery and return to prior life roles and routines.

## Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice
- 06** Professional Responsibility

## Practice Areas

Pediatrics (clinic-based, early intervention, school system)

## Burns

This case simulation presents a young adult client who has multiple upper extremity burns and is receiving OT services in an outpatient setting. The OTR must assess skin and wound healing, provide wound care recommendations, and develop an intervention plan for the client's current stage of recovery. As the certificant progresses through the case simulation, the certificant must consider the client's pain tolerance, use of opioid medications, and goal to resume prior life roles.

1. Develop a client-centered intervention plan that reflects the client's current stage of recovery.
2. Use clinical knowledge to identify the depth of the burn wounds by analyzing their characteristics.
3. Assess skin and wound healing in a clinical therapy session.
4. Analyze the impact of opioid use on the client's recovery and recommend strategies for pain management.
5. Formulate a plan to support the client's goal to resume prior life roles.

## Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice
- 06** Professional Responsibility

## Practice Areas

Health and Wellness  
Rehabilitation (outpatient)

## Cardiac Rehabilitation

In this case simulation, an adult patient receives occupational therapy services after a myocardial infarction and emergent coronary artery bypass surgery. The patient participates in cardiac rehabilitation across the continuum of care including acute care and outpatient settings. The OTR works with the patient and his spouse to provide interventions that focus on sternal precaution education, caregiver training, ADL participation, and return to work.

1. Reflect on evaluation considerations and needs for the patient and family.
2. Apply knowledge related to phase 1 cardiac rehabilitation to deliver OT services safely and effectively after coronary artery bypass surgery.
3. Observe and use clinical reasoning skills to safely conduct an intervention session with a post-operative cardiac patient in an acute care setting.
4. Determine safe discharge recommendations for the patient and family.
5. Explore the role of an OTR in a working conditioning program to support the patient's goal to return to work.

## Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

## Practice Areas

Acute Care  
Work and Industry

## 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, and
- 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 to reduce 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.

## Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

## Practice Areas

Geriatrics/Productive Aging  
Skilled Nursing



## 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 carryover 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.
4. Provide the child's caregivers with strategies to support the child's participation in occupation.

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

### Practice Areas

Pediatrics (clinic-based, early intervention)

## 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. Formulate a plan based on discussion with the supervisor.
4. Select evidence-based recommendations.
5. Apply knowledge of trauma-informed care.

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 06** Professional Responsibility

### Practice Areas

Mental Health  
Orthopedics

## Duchenne MD — School System

In this case simulation, an adolescent with Duchenne muscular dystrophy (DMD) is referred to school-based OT services in high school. The adolescent is experiencing functional changes after a spinal surgery and is coping with the emotional distress resulting from a decrease in function. The OTR works with the adolescent to determine appropriate accommodations, supports, and strategies to support the adolescent's success at school.

1. Apply knowledge of early diagnostic features of DMD.
2. Determine appropriate school-based recommendations based on knowledge of early DMD features.
3. Consider the progression of DMD on body structures and its impact on ADL performance.
4. Observe and use clinical reasoning skills to inform the 504 plan recommendations to improve the adolescent's school functioning.
5. Consider the psychosocial impact of the DMD disease process on the adolescent's functioning in various roles and occupations.
6. Formulate recommendations based on the OTR's observations of the adolescent in various school settings.

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

### Practice Areas

Pediatrics (school system)

## Diabetes Mellitus

The focus of this case is a college student who presents at the hospital with concerns related to a skin and soft tissue abscess. During this hospital visit, the student is diagnosed with diabetes mellitus type 2. The student is referred to outpatient occupational therapy to learn how to manage the disease and make lifestyle modifications. This case simulation will assess the certificant's knowledge related to the etiology, symptoms, and potential long-term consequences of the disease, social determinants of health, and evidence-based interventions to best support the student.

1. Consider clinical knowledge of the types of diabetes to support the student's health literacy.
2. Facilitate a conversation with the student and relevant family members regarding the challenges of living with a chronic disease.
3. Design a comprehensive intervention plan that supports the student's holistic well-being.
4. Identify the potential long-term consequences of this disease using clinical knowledge to educate the student.
5. Analyze the impact of social determinants of health on diabetes care.

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

### Practice Area

Health and Wellness

## Early Intervention

This case simulation assesses the certificant's skill to employ family-centered practice when providing services to a premature infant. 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. Identify key concerns during observation of the client in a natural setting.
3. Select specific evidence-based interventions to support nutritional intake and development.

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

### Practice Areas

Pediatrics (clinic-based, early intervention)

## Ethics (worth 1.25 CAU)

In this case simulation, an OTR shares resources to assist the OT staff to navigate ethical dilemmas in the workplace. Real-world examples of ethical violations are presented: falsifying documentation, working without a license, billing fraud, and substance use. It is suggested that you have a copy of the NBCOT Code of Conduct available to review as you work through this case simulation.

1. Recognize some state laws/regulations include an ethics code.
2. Identify questionable ethical behavior in the workplace.
3. Analyze documentation, billing, and substance use situations based on state regulatory board disciplinary actions.
4. Identify workplace factors that can potentially result in staff's moral distress.
5. Select strategies to manage workplace ethical stressors.

### Domains

- 06** Professional Responsibility

### Practice Areas

All

## 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.

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

### Practice Areas

Geriatrics/Productive Aging  
Health and Wellness  
Home Health

## 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. Identify key concerns during observation of the client in the school environment.
3. Select assessments and interpret results.
4. Recommend specific evidence-based interventions to support functioning in an elementary school environment.

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

### Practice Areas

Pediatrics (school system)

## Low Vision

In this case simulation, an OTR has started working at a new community senior independent living facility. Many of the residents have low vision issues. The OTR must complete evaluations, design intervention plans, and make environmental modification recommendations for both individual residences and common areas in the facility.

1. Reflect on common low vision diagnostic categories that impact older adults.
2. Use clinical reasoning to identify how low vision influences an older adult's functional capacity.
3. Select evaluation tools to support development of a client's occupational profile based on presenting problems.
4. Analyze the environment to assist with formulating an intervention plan that supports each client's goals.
5. Explore the role of low vision rehabilitation and use of a population-based health model to address the needs of community dwelling older adults with low vision.

### Domains

**01** Client-Centered Care

**03** Evidence-Based Practice

### Practice Areas

Geriatrics/Productive Aging

Home Health

Health and Wellness

## Middle School Autism

In this case simulation a middle school student with an autism spectrum disorder and her family have recently moved to a new region. The student has enrolled in the school system and was evaluated by the IEP team during the summer session. The school system OTR, in collaboration with the IEP team, identifies supports and interventions to help the student acclimate to the school environment. Transition planning is initiated to prepare the student for future success in high school.

1. Identify the family's need for support and how it impacts the student's academic success.
2. Analyze and interpret observations of the student in the school environment.
3. Assess environmental factors influencing the student's functioning.
4. Recommend evidence-based IEP modifications and accommodations.
5. Identify critical components of the IEP transition plan.

### Domains

**01** Client-Centered Care

**02** Interprofessional Teams

**03** Evidence-Based Practice

### Practice Areas

Pediatric (school system)

## Multiple Sclerosis

In this case simulation, a young adult client receives occupational therapy services after receiving a diagnosis of relapsing-remitting multiple sclerosis. The client participates in inpatient and outpatient rehabilitation. The OTR works with the client to provide interventions that focus on ADL participation, fatigue management, cognitive rehabilitation, and bladder management.

1. Reflect on etiology, symptoms, and types of multiple sclerosis (MS).
2. Apply knowledge of MS to deliver OT services safely and effectively in inpatient and outpatient rehab settings.
3. Determine work modification and tasks simplification recommendations for the client to return to work.
4. Examine the impact of MS on cognition.
5. Explore the role of OT with bladder management to support the client's daily functioning.

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

### Practice Areas

Rehabilitation (inpatient)  
Rehabilitation (outpatient)

## Oncology

In this case simulation, an adult female patient is readmitted to a community hospital with an advanced stage breast cancer. The hospital-based OTR evaluates the patient and provides intervention as part of the interdisciplinary end-of-life care team. Throughout the case simulation, the certificant must balance ethical decision-making with the patient's values and needs to support the patient through the dying process.

1. Use clinical reasoning during the initial interview to prioritize patient-centered goals.
2. Select evidence-based strategies to provide support as the patient transitions through the dying process.
3. Explore the role of occupational therapy in end-of-life care.
4. Determine nonpharmacological pain management interventions for the patient.
5. Formulate an intervention plan and provide education to the patient to support their goals.

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 06** Professional Responsibility

### Practice Areas

Acute Care  
Home Health

## Pediatric Mental Health

In this case simulation a child who is in foster care is referred to outpatient OT services. The child is experiencing emotional and behavioral dysregulation secondary to ODD and ADHD diagnoses. The OTR works with the child and parent to provide interventions that focus on behavioral and emotional regulation and strategies to increase the child's success at home, school, and in community settings.

1. Analyze the role of OT in mental health.
2. Apply knowledge related to diagnostic features, to support the functioning of a child presenting with emotional and behavioral health issues.
3. Observe and use clinical reasoning skills to address the child's needs in order to support the child's goal attainment.
4. Consider the impact of behavioral and emotional dysregulation on the child's functioning in various roles and occupations.
5. Reflect on ways that OT can support the child's sensory processing deficits.
6. Formulate an intervention plan to support the child's occupational performance at home, school, and community settings.

### Domains

**01** Client-Centered Care

**03** Evidence-Based Practice

### Practice Areas

Mental Health

Pediatrics (clinic-based, early intervention)

## Pediatric TBI

In this case simulation, a Navajo adolescent is referred to OT services in an outpatient rehabilitation clinic after experiencing a traumatic brain injury (TBI) 5 weeks ago. The client is experiencing cognitive and motor deficits secondary to the TBI diagnosis. The OTR works with the client and parent to provide interventions that focus on occupational engagement to increase the client's success at home, school, and in community settings.

1. Reflect on cultural considerations that impact OT service delivery.
2. Apply knowledge of intervention approaches, to support the functioning of an adolescent with a TBI.
3. Engage in a conversation with the client and use clinical reasoning skills throughout based on the client's responses.
4. Promote functional recovery of motor deficits to support the client with resuming meaningful occupations.
5. Select interventions that will support the client with community re-entry.

### Domains

**01** Client-Centered Care

**03** Evidence-Based Practice

### Practice Areas

Rehabilitation (outpatient)

## Public Health Crisis

In this case simulation a SARS pandemic is sweeping the nation. Health care systems are overwhelmed by the surge. Patients are isolated from their families. Health care professionals struggle to reconcile their commitment to client-centered care, compliance with public health policies, and protecting self and their own families.

1. Identify and anticipate workplace stressors associated with the unique challenges of a pandemic.
2. Review and understand the public health perspective as it relates to a pandemic.
3. Implement guidelines for personal protective equipment and precautions.
4. Provide evidence-based recommendations for prone positioning.
5. Identify and manage patient symptoms associated with delirium.
6. Organize self-care strategies for self and co-workers.

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Care
- 06** Professional Responsibility

### Practice Areas

Acute Care  
Administration and/or Management  
Health & Wellness

## Spinal Cord Injury

This case simulation presents a young adult client who sustained a C6 AIS A spinal cord injury 5 years ago and is referred to OT to be assessed for a new wheelchair. The client has enrolled in an undergraduate degree program and wants to live on campus when the semester starts. The case simulation will address relationships, community living, and seating and positioning assessments.

1. Synthesize evidence-based literature on spinal cord injuries and its impact on relationships.
2. Apply evidence-based recommendations to support successful community integration.
3. Analyze the client's seating and positioning needs.
4. Evaluate assessment outcomes to recommend a new wheelchair for the client.

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

### Practice Areas

Health and Wellness  
Rehabilitation (outpatient)



## 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 analyze an ADL session, interpret assessments, and provide evidence-based interventions to promote optimal recovery.

1. Analyze and interpret information provided during the patient interview.
2. Interpret the underlying conditions influencing function and identify additional assessments based on observation of an ADL session.
3. Develop a plan of care based on assessment results.
4. Select evidence-based interventions.

### Domains

**01** Client-Centered Care

**03** Evidence-Based Practice

### Practice Areas

Rehabilitation (inpatient)

## Veteran Experiencing Homelessness

The focus of this case is a veteran who has serious mental illness, substance use, and is experiencing homelessness. The OTR must balance the needs of the individual, while taking into consideration the culture of being unhoused. The Certificant will be encouraged to view the complexity of the case when viewing it through the lens of the person, occupation, and environment.

1. Apply knowledge of occupational therapy theory and models of practice related to individual's experiencing homelessness.
2. Consider occupations that an individual experiencing homelessness may engage in including those that are health promoting and those that may be harmful.
3. Reflect on the needs of veterans who are unhoused.
4. Facilitate communication with estranged family to promote the individual's recovery.
5. Select OT services for individuals who are homeless through an integrated primary care model.
6. Reflect on concepts of social determinants of health and occupation justice.

### Domains

**01** Client-Centered Care

**02** Interprofessional Teams

**03** Evidence-Based Practice

### Practice Areas

Health and Wellness

Mental Health

# 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, and
- Physical Agent Modalities (PAM).

## Orthotic Builder

### TOOL DESCRIPTION

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.



### COMPETENCY ASSESSMENT OBJECTIVES

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

#### CAUs / Game

0.5  
CAU

#### Play Limit

No

#### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

#### Practice Areas

Orthopedics  
Rehabilitation (outpatient)  
Work and Industry

## 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 (Developing Contracture)
- Median Nerve (Low Lesion)
- Rheumatoid Arthritis of the Hand
- Swan Neck Deformity
- Thumb CMC Joint Arthritis
- Thumb UCL Sprain

# Physical Agent Modalities

## TOOL DESCRIPTION

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.



## COMPETENCY ASSESSMENT OBJECTIVES

1. Identify the target tissue 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 support occupational performance.

## CRITERIA FOR EARNING CAU CREDIT

CAUs / Game

0.25  
CAU

Play Limit

No

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Orthopedics  
Rehabilitation (outpatient)  
Work and Industry

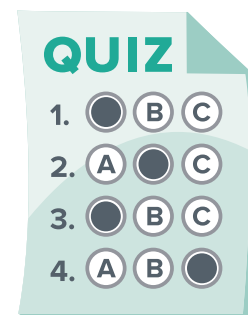
## PAM Modules

- 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 in evidence-based literature. Quiz topics cover the major practice areas identified in the Ongoing Professional Practice Analysis Study (OPPA) and include pediatrics, school system, administration/management, skilled nursing, acute care, mental health, rehabilitation, orthopedics, education/research, work/industry, wellness, and home health.



## COMPETENCY ASSESSMENT OBJECTIVES

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

CAUs / Game

Play Limit



### Administration/Management

#### Domains

- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 04** Quality Improvement
- 05** Informatics
- 06** Professional Responsibility

#### Practice Areas

Administration/Management

### Apply Quality Improvement/Utilize Informatics

#### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 04** Quality Improvement
- 05** Informatics
- 06** Professional Responsibility

#### Practice Areas

All

## Chronic Disease Management

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

### Practice Areas

Health and Wellness  
Home Health  
Skilled Nursing

## Coronavirus Disease

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 06** Professional Responsibility

### Practice Areas

Acute Care  
Rehabilitation (inpatient)  
Skilled Nursing

## Dementia and Mild Cognitive Disorders

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

### Practice Areas

Home Health  
Skilled Nursing

## Driving & Community Mobility

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice
- 06** Professional Responsibility

### Practice Areas

Home Health  
Rehabilitation (outpatient)

## Employ Evidence-Based Practice

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 04** Quality Improvement
- 06** Professional Responsibility

### Practice Areas

All

## Health, Wellness, and Prevention

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice

### Practice Areas

Health and Wellness  
Home Health

## Home Health

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice
- 06** Professional Responsibility

### Practice Areas

Geriatrics/Productive Aging  
Health and Wellness  
Home Health

## Hospital & Community Mental Health I

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice
- 06** Professional Responsibility

### Practice Areas

Mental Health

## Hospital & Community Mental Health II

### Domains

- 01 Client-Centered Care
- 03 Evidence-Based Practice

### Practice Areas

Mental Health

## Inpatient Rehabilitation

### Domains

- 01 Client-Centered Care
- 02 Interprofessional Teams
- 03 Evidence-Based Practice
- 04 Quality Improvement
- 06 Professional Responsibility

### Practice Areas

Acute Care  
Rehabilitation (inpatient)

## Orthopedics I

### Domains

- 01 Client-Centered Care
- 03 Evidence-Based Practice

### Practice Areas

Orthopedics  
Rehabilitation (outpatient)

## Orthopedics II

### Domains

- 01 Client-Centered Care
- 03 Evidence-Based Practice

### Practice Areas

Orthopedics  
Rehabilitation (outpatient)

## Ortho-Arthritis

### Domains

- 01 Client-Centered Care
- 03 Evidence-Based Practice

### Practice Areas

Orthopedics  
Rehabilitation (outpatient)

## Outpatient Neurocognition

### Domains

- 01 Client-Centered Care
- 03 Evidence-Based Practice

### Practice Areas

Rehabilitation (outpatient)

## Outpatient Neurorehabilitation

### Domains

- 01 Client-Centered Care
- 03 Evidence-Based Practice

### Practice Areas

Rehabilitation (outpatient)

## Outpatient Rehabilitation General

### Domains

- 01 Client-Centered Care
- 03 Evidence-Based Practice
- 06 Professional Responsibility

### Practice Areas

Rehabilitation (outpatient)

## Patient-Centered Care

### Domains

- 01 Client-Centered Care
- 03 Evidence-Based Practice
- 05 Informatics
- 06 Professional Responsibility

### Practice Areas

All

## Pediatrics/Acute/Outpatient

### Domains

- 01 Client-Centered Care
- 02 Interprofessional Teams
- 03 Evidence-Based Practice
- 04 Quality Improvement

### Practice Areas

Developmental Disability

## Pediatrics (clinic-based, early intervention)

### Domains

- 01 Client-Centered Care
- 02 Interprofessional Teams
- 03 Evidence-Based Practice
- 06 Professional Responsibility

### Practice Areas

Developmental Disability  
Pediatrics (clinic-based, early intervention)

## Practice Areas

Developmental Disability  
OT Education and/or Research

## Skilled Nursing

### Domains

- 01 Client-Centered Care
- 02 Interprofessional Teams
- 03 Evidence-Based Practice
- 04 Quality Improvement

### Practice Areas

Skilled Nursing

## Pediatrics/Schools

### Domains

- 01 Client-Centered Care
- 02 Interprofessional Teams
- 03 Evidence-Based Practice
- 04 Quality Improvement
- 06 Professional Responsibility

### Practice Areas

Developmental Disability  
Pediatrics (school system)

## Work/Industry

### Domains

- 01 Client-Centered Care
- 02 Interprofessional Teams
- 03 Evidence-Based Practice
- 05 Informatics

### Practice Areas

Rehabilitation (outpatient)  
Work and Industry

## Professional Responsibility

### Domains

- 01 Client-Centered Care
- 03 Evidence-Based Practice
- 05 Informatics
- 06 Professional Responsibility

### Practice Areas

All

## Research/Education I

### Domains

- 01 Client-Centered Care
- 03 Evidence-Based Practice
- 04 Quality Improvement

### Practice Areas

OT Education and/or Research

## Research/Education II

### Domains

- 01 Client-Centered Care
- 03 Evidence-Based Practice
- 04 Quality Improvement

# 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

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

CAUs / Game

0.25  
CAU

Play Limit

No

## 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.

#### Domains

**01** Client-Centered Care

**03** Evidence-Based Practice

#### Practice Areas

Home Health

Skilled Nursing



## Burns

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

### Domains

**01** Client-Centered Care

**03** Evidence-Based Practice

### Practice Areas

Acute Care

Rehabilitation (inpatient, outpatient)

## Cognitive Impairments

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

### Domains

**01** Client-Centered Care

**03** Evidence-Based Practice

### Practice Areas

Geriatrics/Productive Aging

Pediatrics (school system)

Rehabilitation (inpatient)

## Dementia

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

### Domains

**01** Client-Centered Care

**03** Evidence-Based Practice

### Practice Areas

Geriatrics/Productive Aging

Skilled Nursing

## Imitation/Praxis/Play

A stylized game where certificants select knowledge of childhood skills among imitation, praxis, and play, which are impacted by autism spectrum disorder.

### Domains

**01** Client-Centered Care

**03** Evidence-Based Practice

### Practice Areas

Developmental Disability

Pediatrics (clinic-based, early intervention, school system)

## 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.

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Mental Health

## 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.

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Acute Care  
Home Health  
Skilled Nursing

## Pediatric ADL Skills

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

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Pediatrics (clinic-based, early intervention)

## Pediatric Assessment Tools

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

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Pediatrics (clinic-based, early intervention, school system)

## Peripheral Nerve Entrapment

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

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Orthopedics  
Rehabilitation (outpatient)  
Work and Industry

## 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.

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Orthopedics  
Rehabilitation (outpatient)  
Work and Industry

## Physical Agent Modalities

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

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Rehabilitation (inpatient, outpatient)  
Skilled Nursing

## Play Skills – Birth to 24 Months

A stylized game where certificants select knowledge of emerging skills of typically developing infants from birth to 24 months.

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Pediatrics (clinic-based, early intervention)

## Play Skills – 3 to 5 Years

A stylized game where certificants select knowledge of emerging skills of typically developing children ages 3 to 5 years.

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Pediatrics (clinic-based, early intervention)

## Sensory Processing

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

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Pediatrics (clinic-based, early intervention, school system)

## 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.

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Acute Care  
Rehabilitation (inpatient, outpatient)

## Stages of Change I

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

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Mental Health

## Stages of Change II

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

### Domain

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Mental Health

## Tendon Injuries

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

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Orthopedics  
Rehabilitation (outpatient)  
Work and Industry

## Upper Extremity Nerve Injury

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

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Orthopedics  
Rehabilitation (outpatient)  
Work and Industry

## Visual Fields/Neglect

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

### Domains

- 01** Client-Centered Care
- 03** Evidence-Based Practice

### Practice Areas

Rehabilitation (inpatient, outpatient)  
Skilled Nursing

# Microcredentials

## TOOL DESCRIPTION

Microcredentials contain 50 or 75 three-option multiple-choice and scenario items. Certificants have 60-90 minutes to complete a microcredential tool without the use of any external resources. At the end of the tool, a feedback report is provided and Certificants who pass will earn a digital badge representing their achievement.



## COMPETENCY ASSESSMENT OBJECTIVES

1. Answer questions on a focused area of OT practice.
2. Identify new areas for learning and continued professional development.
3. Access evidence-based resources for ongoing continuing competence.

## CRITERIA FOR EARNING CAU CREDIT

### CAUs / Game



### Play Limit



## MICROCREDENTIALS

### Autism

#### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 04** Quality Improvement
- 05** Informatics
- 06** Professional Responsibility

#### Practice Areas

Developmental Delay  
 Pediatrics (pediatrics, early intervention)  
 Pediatrics (school systems)

### Critical Care

#### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 04** Quality Improvement
- 05** Informatics
- 06** Professional Responsibility

#### Practice Areas

Acute Care

## Orthotics and Prosthetics

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 04** Quality Improvement
- 05** Informatics
- 06** Professional Responsibility

### Practice Areas

Orthopedics  
Rehabilitation (outpatient)  
Work and Industry

## Stroke

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 04** Quality Improvement
- 05** Informatics
- 06** Professional Responsibility

### Practice Areas

Acute Care  
Rehabilitation (inpatient)  
Rehabilitation (outpatient)

## Pain Management

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 05** Informatics
- 06** Professional Responsibility

### Practice Areas

Health and Wellness  
Rehabilitation (outpatient)  
Work and Industry

## Pediatric Post-Concussion Care

### Domains

- 01** Client-Centered Care
- 02** Interprofessional Teams
- 03** Evidence-Based Practice
- 05** Informatics
- 06** Professional Responsibility

### Practice Areas

Pediatrics (clinic-based, early intervention)  
Pediatrics (school system)