

# 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.

# PICO

## 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

1. Formulate an effective search question.
2. Complete an evidence-based literature search.
3. Identify best evidence to answer a practice-related question.

## Criteria for Earning CAU Credit

CAUs / Game

Max CAUs / Cycle

Play Limit



Ongoing professional practice domains and practice areas are provided for all tools except PICO.

PICO Cases	
<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

### 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



Max CAUs / Cycle



Play Limit



\*The Ethics case simulation is worth 1.25 CAU.

### Specific Tools

Adolescent Concussion 1	
<p>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.</p> <ol style="list-style-type: none"> <li>1. Analyze and interpret information from multiple sources.</li> <li>2. Select evidence-based assessments and interpret results.</li> <li>3. Identify specific evidence-based recommendations to support the student’s functioning in the home and school environment.</li> <li>4. Select interventions to support the student’s recovery and return to prior life roles and routines.</li> </ol>	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <p>Pediatrics (clinic-based, early intervention, school system)</p>

## 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 that are appropriate throughout recovery.
4. Formulate discharge recommendations based on client outcomes.

### Domains

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

### Practice Areas

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

## 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 functioning, 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 self-feeding.
4. Construct discharge recommendations specific to self-feeding for the client and caregiver.

### Domains

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

### Practice Areas

Rehabilitation (inpatient)  
Skilled Nursing

## 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.

<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Health and Wellness</li> <li>Rehabilitation (outpatient)</li> </ul>
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## 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.

<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Geriatrics/Productive Aging</li> <li>Skilled Nursing</li> </ul>
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## 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

## 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.

### Domains

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

### Practice Areas

Mental Health

## 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 the 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.

### Domains

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

### Practice Areas

Acute Care  
Administration and/or Management

## 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, interpret observations of functional tasks, 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. Interpret observations of the client engaging in functional tasks.
3. Select assessments and interpret results.
4. Apply clinical reasoning to design appropriate interventions.
5. Formulate a home program to support return to function.

### Domains

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

### Practice Areas

Orthopedics  
Rehabilitation (outpatient)

## 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)

## 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 to 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.

### Domains

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

### Practice Areas

- Acute Care
- Administration and/or Management
- Health and Wellness

## 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

## 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 adherence.
4. Develop and deliver a wellness plan that is holistic and client centered.

### Domains

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

### Practice Areas

- Health and Wellness
- Home Health
- Mental Health

## 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)

## 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.

### Domains

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

### Practice Areas

- Geriatrics/Productive Aging
- Rehabilitation (inpatient)
- Skilled Nursing

## 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

## 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.

### Domains

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

### Practice Areas

- Orthopedics
- Rehabilitation (outpatient)

## 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 the student’s performance in the academic setting.

<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <p>Pediatrics (school system)</p>
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## Pediatric Autism

This case simulation assesses the certificant’s skills to provide services in an outpatient clinic to a child with autism spectrum disorder. The certificant will process information from the parent interview and observation of the child. Specific recommendations will be selected to support the child’s transition to preschool.

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

<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <p>Pediatrics (clinic-based, early intervention, school system)</p>
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## 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)

## 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)

## 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. Strategies will be applied to support the patient's IADL performance at the current stage of recovery during meal preparation. Recommendations will be selected to prepare for discharge home.

1. Analyze and interpret information provided during the patient interview.
2. Identify key concerns during observation of the patient during meal preparation.
3. Apply clinical reasoning when selecting the type and amount of cues.
4. Provide evidence-based recommendations to prepare the patient for discharge.

### Domains

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

### Practice Areas

- Rehabilitation (inpatient)

## TBI Outpatient Rehabilitation

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

1. Analyze and interpret information provided during the client interview.
2. Identify key concerns during observation of the client during meal preparation.
3. Apply clinical reasoning when recommending cognitive assistive technology.
4. Develop a discharge plan with evidence-based recommendations for the client and family to support resuming prior life roles.

### Domains

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

### Practice Areas

Rehabilitation (outpatient)

## 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.
4. Adhere to licensure, HIPAA, and reimbursement procedures and guidelines when providing telehealth services.

### Domains

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

### Practice Areas

Acute Care  
Pediatrics (clinic-based, early intervention)

## 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.

### Domains

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

### Practice Areas

- Health and Wellness
- Mental Health

## Workplace Ergonomics

The manager of a regional cycling 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 workplace safety.

1. Select screenings and assessments specific to this practice area.
2. Conduct a preliminary on-site 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.

### Domains

- 03** Evidence-Based Practice
- 04** Quality Improvement

### Practice Areas

- Health and Wellness
- Work and Industry

## Young Adult Cerebral Palsy

This case simulation assesses the certificant's skill to process information from multiple sources and to provide evidence-based recommendations to support the client's transition from high school to college.

1. Analyze and interpret information provided during the client interview.
2. Demonstrate knowledge of Universal Design for Learning, IDEA, and ADA.
3. Recommend accommodations and assistive technology.
4. Apply clinical knowledge of CP when selecting OT interventions.

### Domains

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

### Practice Areas

- Health and Wellness
- Pediatrics (school system)

## Young 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.

### Domains

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

### Practice Areas

- Developmental Disability
- Health and Wellness

## 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).

## MANAGEMENT CHALLENGE

### Tool Description

Through this tool, certificants 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.



### Competency Assessment Objectives

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

CAUs / Game



Max CAUs / Cycle



Play Limit



#### Domains

**04** Quality Improvement

#### Practice Areas

Administration and/or Management  
OT Education and/or Research

# 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**



**Max CAUs / Cycle**



**Play Limit**



<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Orthopedics</li> <li>Rehabilitation (outpatient)</li> <li>Work and Industry</li> </ul>
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## 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



Max CAUs / Cycle



Play Limit



<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Orthopedics</li> <li>Rehabilitation (outpatient)</li> <li>Work and Industry</li> </ul>
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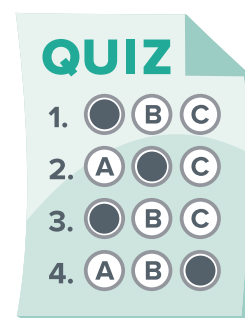
## PAM Modules

- 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



Max CAUs / Cycle



Play Limit



### Mini Practice Quizzes

Administration / Management	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>04</b> Quality Improvement</li> <li><b>05</b> Informatics</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <p>Administration / Management</p>
Apply Quality Improvement / Utilize Informatics	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>04</b> Quality Improvement</li> <li><b>05</b> Informatics</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <p>All</p>



Chronic Disease Management	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Health and Wellness</li> <li>Home Health</li> <li>Skilled Nursing</li> </ul>
Coronavirus Disease	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Acute Care</li> <li>Rehabilitation (inpatient)</li> <li>Skilled Nursing</li> </ul>
Dementia and Mild Cognitive Disorders	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Home Health</li> <li>Skilled Nursing</li> </ul>
Driving & Community Mobility	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Home Health</li> <li>Rehabilitation (outpatient)</li> </ul>
Employ Evidence-Based Practice	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>04</b> Quality Improvement</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>All</li> </ul>
Health, Wellness, and Prevention	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Health and Wellness</li> <li>Home Health</li> </ul>

Home Health	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Geriatrics/Productive Aging</li> <li>Health and Wellness</li> <li>Home Health</li> </ul>
Hospital & Community Mental Health I	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Mental Health</li> </ul>
Hospital & Community Mental Health II	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Mental Health</li> </ul>
Inpatient Rehabilitation	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>04</b> Quality Improvement</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Acute Care</li> <li>Rehabilitation (inpatient)</li> </ul>
Orthopedics I	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Orthopedics</li> <li>Rehabilitation (outpatient)</li> </ul>
Orthopedics II	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Orthopedics</li> <li>Rehabilitation (outpatient)</li> </ul>
Ortho-Arthritis	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Orthopedics</li> <li>Rehabilitation (outpatient)</li> </ul>

Outpatient Neurocognition	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <p>Rehabilitation (outpatient)</p>
Outpatient Neurorehabilitation	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <p>Rehabilitation (outpatient)</p>
Outpatient Rehabilitation General	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <p>Rehabilitation (outpatient)</p>
Patient-Centered Care	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>05</b> Informatics</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <p>All</p>
Pediatrics/Acute/Outpatient	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>04</b> Quality Improvement</li> </ul>	<p><b>Practice Areas</b></p> <p>Developmental Disability Pediatrics (clinic-based, early intervention)</p>
Pediatrics/Early Intervention	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <p>Developmental Disability Pediatrics (clinic-based, early intervention)</p>

Pediatrics/Schools	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>04</b> Quality Improvement</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Developmental Disability</li> <li>Pediatrics (school system)</li> </ul>
Professional Responsibility	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>05</b> Informatics</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>All</li> </ul>
Research/Education I	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>04</b> Quality Improvement</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>OT Education and/or Research</li> </ul>
Research/Education II	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>04</b> Quality Improvement</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Developmental Disability</li> <li>OT Education and/or Research</li> </ul>
Skilled Nursing	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>04</b> Quality Improvement</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Skilled Nursing</li> </ul>
Work/Industry	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>05</b> Informatics</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Rehabilitation (outpatient)</li> <li>Work and Industry</li> </ul>

## 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**



**Max CAUs / Cycle**



**Play Limit**



### 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.	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Home Health</li> <li>Skilled Nursing</li> </ul>
Burns	
A stylized game where certificants select knowledge of burn classification among superficial, deep partial thickness, and full thickness burns.	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>03</b> Evidence-Based Practice</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Acute Care</li> <li>Rehabilitation (inpatient, outpatient)</li> </ul>

Cognitive Impairments	
<p>A stylized game where certificants select knowledge of cognition related to attention, executive functioning, and memory skills.</p>	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Geriatrics/Productive Aging</p> <p>Pediatrics (school system)</p> <p>Rehabilitation (inpatient)</p>
Dementia	
<p>A stylized game where certificants select knowledge of initial signs and symptoms of dementia to the appropriate stage of the condition.</p>	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Geriatrics/Productive Aging</p> <p>Skilled Nursing</p>
Imitation/Praxis/Play	
<p>A stylized game where certificants select knowledge of childhood skills among imitation, praxis, and play, which are impacted by autism spectrum disorder.</p>	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Developmental Disability</p> <p>Pediatrics (clinic-based, early intervention, school system)</p>
Mental Health Assessments	
<p>A stylized game where certificants select knowledge of psychosocial assessment tools appropriate for use with child-adolescent, adult, and older adult populations.</p>	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Mental Health</p>
Metabolic Equivalent Units	
<p>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.</p>	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Acute Care</p> <p>Home Health</p> <p>Skilled Nursing</p>

Pediatric ADL Skills	
A stylized game where certificants select knowledge of emerging skills of typically developing children ages 1 to 3 years.	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Pediatrics (clinic-based, early intervention)</p>
Pediatric Assessment Tools	
A stylized game where certificants select knowledge of pediatric assessments to the appropriate evaluation of sensory, visual perception, and developmental skills.	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Pediatrics (clinic-based, early intervention, school system)</p>
Peripheral Nerve Entrapment	
A stylized game where certificants select knowledge of peripheral compressive neuropathies among pronator syndrome, anterior interosseous syndrome, and posterior interosseous syndrome.	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Orthopedics</p> <p>Rehabilitation (outpatient)</p> <p>Work and Industry</p>
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.	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Orthopedics</p> <p>Rehabilitation (outpatient)</p> <p>Work and Industry</p>
Physical Agent Modalities	
A stylized game where certificants select knowledge of physical agent modalities among ultrasound, cryotherapy, and dry whirlpool.	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Rehabilitation (inpatient, outpatient)</p> <p>Skilled Nursing</p>

## 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.	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Mental Health</p>
Tendon Injuries	
A stylized game where certificants select knowledge of tendon injuries among flexor tendon injury/repair, extensor tendon injury/repair, and tendon transfers.	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Orthopedics</p> <p>Rehabilitation (outpatient)</p> <p>Work and Industry</p>
Upper Extremity Nerve Injury	
A stylized game where certificants select knowledge of upper extremity nerve functions to the median, ulnar, and radial nerves.	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Orthopedics</p> <p>Rehabilitation (outpatient)</p> <p>Work and Industry</p>
Visual Fields/Neglect	
A stylized game where certificants select knowledge of visual deficits among oculomotor, visual field deficit, and hemi-inattention.	
<p><b>Domains</b></p> <p><b>01</b> Client-Centered Care</p> <p><b>03</b> Evidence-Based Practice</p>	<p><b>Practice Areas</b></p> <p>Rehabilitation (inpatient, outpatient)</p> <p>Skilled Nursing</p>

## PRACTICE ASSESSMENTS

### Tool Description

Practice assessments contain 50 or 75 three-option multiple-choice and scenario items. Certificants have 60-90 minutes to complete an assessment without the use of any external resources. At the end of the assessment, 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**



**Max CAUs / Cycle**



**Play Limit**



### Practice Assessments

Critical Care	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>04</b> Quality Improvement</li> <li><b>05</b> Informatics</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Acute Care</li> </ul>
Pain Management	
<p><b>Domains</b></p> <ul style="list-style-type: none"> <li><b>01</b> Client-Centered Care</li> <li><b>02</b> Interprofessional Teams</li> <li><b>03</b> Evidence-Based Practice</li> <li><b>05</b> Informatics</li> <li><b>06</b> Professional Responsibility</li> </ul>	<p><b>Practice Areas</b></p> <ul style="list-style-type: none"> <li>Health and Wellness</li> <li>Rehabilitation (outpatient)</li> <li>Work and Industry</li> </ul>

## Pediatric Post-Concussion Care

### Domains

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

### Practice Area

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