Minutes

The Occupational Therapy Advisory Committee of the Board of Medical Licensure and Supervision met on July 11, 2019, in accordance with the Oklahoma Open Meeting Act. The meeting was held at the office of the Board, 101 NE 51st Street, Oklahoma City, Oklahoma. Advance notice of this regular meeting was transmitted to the Oklahoma Secretary of State on October 10, 2018. The notice and agenda were posted on the Board's website on July 9, 2019 at 9:39 a.m. pursuant to 25 O.S. § 311.9.

Members Present:
  Kari Garza, OT, Vice-Chair  
  Julie Arias, OT  
  April Tate, Public Member

Member(s) Absent: 
  Mary White, OT, Chair  
  Jennifer Stewart, OTA

Others Present: 
  Reji Varghese, Deputy Director  
  Barbara Smith, Executive Secretary  
  Lisa Cullen, Director of Licensing  
  Valeska Barr, Application Analyst  
  Rachel Herbert, CEU Processor  
  Marc Pate, AAG, sitting in for Thomas Schneider, AAG, Committee Advisor

Having noted a quorum, Ms. Garza called the meeting to order at 9:00 a.m. Ms. Garza chaired the meeting in the absence of Mary White, OT, Chair. Marc Pate, AAG, was introduced to the Committee.

Following Committee review, Ms. Arias moved to accept the minutes of April 18, 2019 as written. Ms. Tate seconded the motion and the vote was unanimous in the affirmative.

Following Committee discussion, Ms. Arias nominated Kari Garza, OT, to serve as Committee Chair for the upcoming term. Ms. Garza accepted the nomination. Ms. Tate seconded the motion and the vote was unanimous in the affirmative.

Ms. Garza nominated Julie Arias, OT, to serve as Committee Vice-Chair for the upcoming term. Ms. Arias accepted the nomination. Ms. Tate seconded the motion and the vote was unanimous in the affirmative.

KATRINA GRESHAM appeared in support of her application for re-entry of Occupational Therapy Assistant licensure. Ms. Cullen provided a brief history to the Committee. The applicant last practiced in February of 2016 and her Oklahoma license expired in 2016. She is not licensed in any other state and her National Board of Certification in Occupational Therapy (“NBCOT”) certification expired in 2005. Ms. Gresham stated she was off work due to
her husband’s health issues. She plans to recertify with NBCOT. Following Committee discussion, Ms. Arias moved to recommend approval of the application of KATRINA GRESHAM for re-entry of Occupational Therapy Assistant licensure pending completion of the file to include obtaining sixty-six (66) continuing education units, half of which are to be obtained onsite and half of which may be obtained online, and sixty-six (66) days of direct onsite supervision with a supervisory report to be provided for Committee review. Ms. Tate seconded the motion and the vote was unanimous in the affirmative.

BRETT ANDRADA did not appear in support of his application for Occupational Therapy Assistant licensure. Ms. Arias moved to table the application of BRETT ANDRADA for Occupational Therapy Assistant licensure pending a personal appearance before the Committee. Ms. Tate seconded the motion and the vote was unanimous in the affirmative.

KATHY SHEPARD did not appear in support of her application for Occupational Therapist licensure. Ms. Cullen reported that she has a Tennessee license and her certification through the National Board of Certification in Occupational Therapy ("NBCOT") is current and, therefore, an appearance is not necessary. Ms. Arias moved to approve the application of KATHY SHEPARD for Occupational Therapist licensure pending completion of the file. Ms. Tate seconded the motion and the vote was unanimous in the affirmative.

EMILY WILSON appeared in support of her application for Occupational Therapy Assistant licensure, and to answer questions regarding her practice history (practicing without a license.) Ms. Wilson stated that in May of 2018 until September of 2018 she was seeking employment. On October 1st she began working at E-Speech. She sat for her first National Board of Certification in Occupational Therapy ("NBCOT") exam in April of 2019 and subsequently failed. Ms. Cullen stated a temporary letter was not issued because neither an Authorization to Test from NBCOT nor a transcript was ever received. Board notification was sent to the applicant regarding her file/application deficiencies.

Ms. Wilson said she dropped the information off at the Board’s front desk, however Ms. Cullen stated she still has not received the information. The applicant stated the last time she provided OT services was in May of 2019 and she billed for OT services from September of 2018 until May of 2019. The applicant has since retaken the NBCOT and passed it.

Ms. Arias moved to recommend taking no action on the application/licensure status of EMILY WILSON for Occupational Therapy Assistant licensure at this time and to refer this matter to the Oklahoma Medical Board for disciplinary action with notification to the District Attorney for the billing of medical services. Ms. Tate seconded the motion and the vote was unanimous in the affirmative.

JEFFREY AMBROSE appeared via web video in support of his application for Occupational Therapist licensure, and review of supervision report. Mr. Ambrose's application was previously approved pending completion of his file. Following Committee review, Ms. Tate moved to recommend accepting the documentation presented as completion of his file. Ms. Tate seconded the motion and the vote was unanimous in the affirmative.

HEATHER WILLIAMS, OT, appeared in support of her request to supervise more than four (4) Occupational Therapy Assistants. Ms. Williams advised the Committee that she is working at a skilled nursing unit that also provides long-term care. Joplin Woodworth, OTA, will be her fifth OTA and Ms. Woodworth would fill in when only when one of the other OTAs
is out on vacation. Following Committee discussion, Ms. Tate moved to recommend granting permission to **HEATHER WILLIAMS, OT**, to supervise Joplin Woodworth as her fifth OTA, with a supervisory log provided to staff for review once a quarter and an appearance before the Committee in one year. Permission will terminate automatically without a personal appearance before the Committee or receipt of the supervisory log. Ms. Arias seconded the motion and the vote was unanimous in the affirmative.

**BETH ANN MANIPELLA, OT**, appeared in response to questions regarding her possible supervision of more Occupational Therapy Assistants than allowed by law. In 2013, she was approved to supervise an additional three OTAs as long as she did not exceed 160 hours of supervision per week. Ms. Manipella provided a chart showing her current hours of supervision and the Committee accepted the chart as the supervision log. Ms. Manipella is a school therapist and covers some rural schools as well. She broke down the time spent with each OTA for the Committee. She currently only has six OTAs, but may be adding another one in the future. Ms. Tate moved to recommend granting permission for **BETH ANN MANIPELLA, OT**, to supervise Alicia Towers, OTA, Angelina Velasquez, OTA, and Sheridan Hollifield, OTA, as her fifth, sixth and seventh OTAs, with a supervision log provided to staff for review once every six months and no personal appearance is required. Ms. Arias seconded the motion and the vote was unanimous in the affirmative.

Next, the Committee reviewed applications for licensure. Ms. Tate moved to recommend approval of the following incomplete applications for Occupational Therapist licensure pending completion of the files. Ms. Arias seconded the motion and the vote was unanimous in the affirmative.

<table>
<thead>
<tr>
<th>DINSMORE, MALLORY LEEANN</th>
<th>SMIT, HANNELIE</th>
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Ms. Arias moved to recommend approval of the following incomplete applications for Occupational Therapist licensure pending completion of the files. Ms. Tate seconded the motion and the vote was unanimous in the affirmative.

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<tr>
<th>MURPHY, KRISTI LYNN</th>
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<td>TERRELL, REBECCA DIANA</td>
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<td>KRANICHFIELD, EMILY</td>
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Ms. Tate moved to recommend approval of the following incomplete applications for Occupational Therapist licensure pending completion of the files. Ms. Arias seconded the motion and the vote was unanimous in the affirmative.

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<th>DORSEY, MAUREEN</th>
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<td>BERTUS-STEWART, KATELYN</td>
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Ms. Tate moved to recommend approval of the complete application of **AMY DIANE DONALDSON** for reinstatement of Occupational Therapist licensure. Ms. Arias seconded the motion and the vote was unanimous in the affirmative.

Ms. Tate moved to recommend approval of the following complete applications for Occupational Therapist licensure. Ms. Arias seconded the motion and the vote was unanimous in the affirmative.

**PATEL, KRISHNA BHARAT**
**ANNEAR, AMELIA M**
**SIPF, TAMARA LYNN**

**BROWN, SHELLY ELAINE**
**HENDERSON, CAROLINE C**
**MYERS, JANAE LYNN**

Ms. Tate moved to recommend approval of the following incomplete applications for Occupational Therapy Assistant licensure pending completion of the files. Ms. Arias seconded the motion and the vote was unanimous in the affirmative.

**MACHUCA, JAMIE LYNN**
**FIGLER, DESTINEE WRAY**
**JONES, PETAL DEBBIE**
**DAVIS, AMANDA NICOLE**
**JONES, RICHARD**
**JOHNSON, NAOMI A**

**GOLEMBOSKI, ASPEN B**
**BRYCE, LAURANN ELIZABETH**
**SHAFER, NICOLE KAY**
**MARTIN, KAREN KAY**
**HIGNITE, BRANDI DANIELLE**
**SCHURLE, ALYSSA**

Ms. Tate moved to recommend approval of the following complete applications for reinstatement of Occupational Therapy Assistant licensure. Ms. Arias seconded the motion and the vote was unanimous in the affirmative.

**MORGAN, LEYNA MICHELLE**
**MENTIS, AUBREY CORLETTE JR**

**WEBER, COLLEEN ELIZABETH**

Ms. Arias moved to recommend approval of the following complete applications for Occupational Therapy Assistant licensure. Ms. Tate seconded the motion and the vote was unanimous in the affirmative.

**SPEED, BETHANY ANN**
**PATTERSON, EMILY NICOLE**
**MCINTYRE, ALIZA LE'ANN**
**DEMARREE, MEREDITH GRACE**
**COLOONG, KRISTINA NICOLE**

**TAYLOR, JENNIFER LEA**
**HALL, KLARISSA**
**CHANNEY, ASHTAN FAITH**
**YOUNG, BREAUNA LACHEL**

Ms. Tate moved to recommend approval of the following complete applications for Occupational Therapy Assistant licensure. Ms. Arias seconded the motion and the vote was unanimous in the affirmative.

**WALTERS, SHERICE ANN**
**BREWSTER, PAYTON LEA**

**JACKSON, JEANNINE**

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Next, Ms. Rachel Herbert provided pre-reviewed continuing education units for the Committee's consideration. Ms. Tate moved to approve the pre-reviewed continuing education units as presented. Ms. Arias seconded the motion and the vote was unanimous in the affirmative. (See Attachment #1)

Ms. Herbert provided Course No. 202000291, Anatomy and Physiology 1 with Lab for the Committee's consideration. Following review, Ms. Arias moved to table the request for approval pending receipt of the transcript or other supporting documentation showing successful completion of the course by the licensee requesting CEU credit. Ms. Tate seconded the motion and the vote was unanimous in the affirmative.

Ms. Kari Garza gave a brief update on the work of the Telehealth Subcommittee. The OT Telehealth law passed and will go into effect on November 1, 2019. The subcommittee has plans to meet sometime in August. Ms. Garza will provide another update at the October 10, 2019 OT Committee Advisory meeting.

The Committee took a five-minute recess.

Upon reconvening, the Committee heard from Barbara Williams, OTR, Associate Director, External and Regulatory Affairs, National Board for Certification in Occupational Therapy, Inc. (“NBCOT”). NBCOT is accredited by the National Commission for Certifying Agencies (“NCAA”) and American National Standards Institute (“ANSI”). Ms. Williams provided information including, but not limited to, NBCOT's certifying standards and the Navigator. In closing, she stated the current "hot topics" are compact/licensure portability and telehealth. She thanked Oklahoma for using the NBCOT disciplinary reporting database as well as being on the forefront of telehealth in OT. The Committee was very appreciative of the information received from NBCOT. (See Attachment #2)

The Occupational Therapy Assistant students, Murray State College, Tishomingo, Oklahoma were not present for the meeting.

There being no further business, Ms. Arias moved to adjourn the meeting. Ms. Tate seconded the motion and the vote was unanimous in the affirmative. The time was 11:46 a.m.
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<td>IF YOU CAN'T BREATHE YOU CAN'T DO ANYTHING</td>
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<td>INTEGRIS JIM THORPE</td>
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DEVELOPING
The NBCOT Certification Exams

**THIS ARTICLE** outlines the rigorous steps NBCOT® completes to develop and maintain its national certification examinations. Adhering to standards from two distinct accreditation agencies, empirical evidence is used to support the integrity of the certification decisions NBCOT takes to award the OTR® or COTA® credential. In this way, NBCOT exemplifies its mission to serve the public interest.
CERTIFICATION is the process by which a qualified individual is assessed against predetermined standards of knowledge or competencies. The primary purpose of the National Board for Certification in Occupational Therapy (NBCOT®) is to certify only those individuals who have demonstrated the knowledge required for competent and safe occupational therapy practice at the Occupational Therapist Registered OTR® or Certified Occupational Therapy Assistant COTA® level. To date NBCOT has awarded its certification to more than 230,000 occupational therapy practitioners. NBCOT's mission is to serve the public interest by advancing client care and professional practice through evidence-based certification standards and the validation of knowledge essential for effective practice in occupational therapy (NBCOT, 2017). Through certification, the individual is awarded a title—the OTR or COTA designation. This designation informs the public that the individual has demonstrated accomplishment of a specific body of knowledge. State regulators require initial OTR or COTA certification as part of the eligibility criteria for state licensure. Occupational therapy licensing boards across the U.S. began relying on the NBCOT certification examinations 44 years ago to determine entry-level practice competence. Currently, all 50 states, Guam, Puerto Rico, and the District of Columbia require NBCOT initial certification for occupational therapy state regulation, e.g., licensing.
Accreditation and Industry Standards

NBCOT’s OTR and COTA certifications are accredited by two distinct agencies—the National Commission for Certifying Agencies (NCCA) and the American National Standards Institute (ANSI). NCCA accreditation and the ISO/IEC 17024 accreditation awarded by ANSI are the gold standard accreditations for the certification industry. Accreditation by NCCA and ANSI assures the public that NBCOT is meeting the rigorous standards of both agencies while conducting its certification business.

Adhering to these accreditation standards, as well as to industry standards such as the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014), NBCOT collects empirical evidence to establish the knowledge used for its certification exams. In this way, NBCOT assures the accuracy, quality, and integrity of the processes used to determine certification decisions. The validity and reliability of the certification decisions made on the basis of the exam scores serve as the cornerstone for the certification program.

This article outlines the key steps in creating a credible and defensible certification exam. As a point of reference, pertinent standards related to the certification exams are presented in Figure 1.

Figure 1: Certification exam standards

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<td>✔</td>
<td>✔</td>
<td></td>
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<tr>
<td>Exam administration</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Scoring and score reporting</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Reliability and decision consistency</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Exam score equating</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
Role of Subject Matter Experts

Before outlining the steps in the exam process, it is important to highlight the critical role of subject matter experts (SMEs). NBCOT relies on volunteer OTR and COTA certificants to assist with key exam program activities. Commonly referred to as SMEs, these volunteers are an essential component of the exam validation process. The importance of their role is underscored by the inclusion of SMEs in the accreditation standards. The standards emphasize that the development and review of the certification exams should include insight and guidance from a panel of qualified SMEs. To demonstrate compliance with these standards, documentation is required on the criteria for selecting SMEs, terms of service, role of the panel, training, and outcomes of the meetings. Figure 2 shows the major exam program activities for which NBCOT recruits qualified SMEs.

Figure 2: Exam program activities for which NBCOT recruits qualified SMEs
Practice Analysis

A practice analysis (PA) study is the first step in developing the NBCOT certification examinations and is an essential tool for establishing and documenting content-oriented validity evidence. The goal of the PA study is to define the scope of practice for newly certified OTR and COTA certificants entering the field. The PA study identifies the major performance domains (i.e., overarching areas of professional responsibility), along with the essential tasks or duties the occupational therapy practitioner performs and the knowledge required to perform the tasks competently. The PA is conducted in two phases. First, a panel of SMEs reviews the existing exam content outline for practice currency, recommends revisions based on updates in practice, and completes a preliminary validation of the revised outline.

A large-scale survey is then administered to a sample of OTR and COTA certificants representative of the general entry-level OTR and COTA populations. Survey participants review and rate the job tasks on the revised content outline according to importance (how important the task is for competent entry-level job performance) and frequency (how often entry-level OTR or COTA certificants perform the task). The results of the survey are used to determine what tasks and knowledge are needed for entry-level occupational therapy practice, and this information is used to develop the outlines for the certification exams. This direct linkage of validated knowledge to exam content assures that the certification exams are a valid indicator of competent entry-level practice.

Definitions

1. Domains
Domains are the major responsibilities or duties that characterize the practice of a specialty. They represent the logical groupings of task statements. Domains are denoted as major headings in an outline format.

2. Task Statements
The task statement is considered the single most important element of the practice analysis study because it provides a standardized, concise format to describe an individual's actions. Task statements describe the action being performed, to whom, with what, and the expected output.

3. Knowledge Statements
Knowledge statements include critical information that an individual must possess to perform a task competently. Lack of this knowledge would result in the inability to perform the task, resulting in negative consequences for the recipient of the service.
Figure 3: Domain, Task, and Knowledge Statements

1. Domains
   Broadly define the major job components of the profession.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Evaluation and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Acquire information regarding factors that influence occupational performance on an ongoing basis throughout the occupational therapy process.</td>
</tr>
</tbody>
</table>

2. Tasks
   Describe activities that are performed in each domain (i.e., things that practitioners do).

3. Knowledge Statements
   Describe the information required to perform each task competently.

<table>
<thead>
<tr>
<th>Knowledge of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>010101</td>
</tr>
<tr>
<td>Impact of typical development and aging on occupational performance, health, and wellness across the life span</td>
</tr>
<tr>
<td>010102</td>
</tr>
<tr>
<td>Expected patterns, progressions, and prognoses associated with conditions that limit occupational performance</td>
</tr>
<tr>
<td>010103</td>
</tr>
<tr>
<td>Impact of body functions, body structures, and values, beliefs, and spirituality on occupational performance</td>
</tr>
</tbody>
</table>
Exam Specifications

The results from the validation survey are used to construct an exam specification document that:

a. Classifies the domains, tasks, and knowledge areas from the PA study.

b. Outlines the percentage of content to include in each of the domain areas of the exam.

c. Identifies the item types used to assess knowledge on the exams.

The specifications guide the item development and exam construction processes. In this way, only items that target knowledge identified by the PA study are included on the certification exams.

Item Development

Exam items for the OTR and COTA certification examinations are written by qualified SMEs. SMEs are recruited based on their practice experiences, writing skills, and the needs of the item banks. SMEs attend in-person workshops facilitated by NBCOT staff to receive training in the item development process.

NBCOT considers the fairness of its exams during item development. NBCOT adheres to recognized item writing, exam development, and review procedures to help ensure readability, neutral language, and the universal accuracy of terms used in its items.

During the item writer training, SMEs are trained to write items that are fair, unbiased, and accessible to all exam candidates, regardless of culture, race, ethnicity, gender, religion, or other individual difference variables. In addition, the SMEs learn about universal design principles as they relate to item development. This includes identifying any potential barriers to accessibility that may limit or hinder a candidate from performing on the exam.

All newly developed items undergo multiple levels of review to confirm alignment of content with the exam specifications document and supporting references, and to verify that items are psychometrically sound and grammatically correct. New items are then made available for field-testing.
The procedure is intense, requiring concentrated effort and multiple reviews to confirm the accuracy of the process.

4

Item Bank Reclassification

Each time a PA study is completed, the item banks containing all the items available to use on the certification exams are reviewed and reclassified according to the updated exam specifications. NBCOT recruits SMEs who are knowledgeable and experienced with entry-level practice to assist with the reclassification process. The procedure is intense, requiring concentrated effort and multiple reviews to confirm the accuracy of the process. This vital task is essential to the exam construction process and ensures the items selected for future exam forms meet the exam specifications. In addition, the reclassification process helps identify any gaps in the item banks for new areas of item development.

Exam Construction, Review, and Validation

The exam specification document is used to create new certification exams by selecting items from the bank that are classified to the distinct areas of the exam content outline.

OTR and COTA certification examinations are constructed using a combination of scored and field-test items. Although the field-test items are not considered when determining candidates’ scores, performance data is collected and analyzed for each field-test item. The statistical analysis of the field-test items is an important quality control measure NBCOT uses to preserve the psychometric properties of the exams. Once a sufficient number of responses are collected on a field-test item, the item statistics are reviewed based on pre-determined psychometric measures. Field-test items meeting these metrics are entered into the bank of items that can be used as scored items on future exams.

SMEs use detailed checklists to review and validate new exam forms in their entirety to confirm that the items meet exam specifications and continue to represent current practice. As part of the validation process, SMEs complete cultural sensitivity and accessibility reviews of the exams, using well-established rating scales.
Standard Setting and Equating

NBCOT uses criterion-referenced methods to determine the passing standard for its certification examinations. This means the passing standard is fixed—it does not change due to the characteristics of the candidate group taking the exam. Additionally, it is quota-free, and there are no fixed percentages of failing candidates. This approach results in a competency standard that is fair for everyone.

Adhering to accreditation standards, NBCOT completes a standard setting study to determine the cut score for the exam. The standard setting study requires recruiting a representative panel of SMEs who are familiar with entry-level practice. Using the Modified Angoff method, a psychometrician facilitates a series of exercises designed to reach a shared understanding of what it means to meet a minimum level of proficiency required for entry-level OTR and COTA practice. This concept of minimal competence is then linked to a specific score on the exam, which is established as the score required to pass the exam, or the cut score.

For test security purposes, and to ensure that exam content remains fresh, multiple exam forms are built to the same exam specifications across the life of a practice analysis study. A statistical technique called equating is used to determine that candidates’ scores are comparable across different exam forms. Equating allows the same performance standard to be applied to all exam forms, ensuring that the required level of proficiency remains constant over time, regardless of which form a candidate takes.

Test Administration

The OTR and COTA exams are computer-delivered at testing centers located throughout the world. It is important for all exam administration procedures to be consistent for all candidates taking the NBCOT certification examinations. During the exam process, fairness is upheld by using standardized procedures pertaining to the registration process, accessibility needs, roles of proctors, and security of exam materials and equipment.

During the exam process, fairness is upheld by using standardized procedures pertaining to the registration process, accessibility needs, roles of proctors, and security of exam materials and equipment.
Scoring

Because NBCOT certification examinations are criterion-referenced, candidates must obtain a score that is equal to or greater than the minimum passing score in order to pass the exam. Overall performance is reported on a standardized scale ranging from 300 to 600. A total scaled score of at least 450 is required to pass the OTR or COTA certification exam. It is important to note that the passing standard is based on candidate performance across the entire exam.

Reporting scaled scores is standard practice on certification exams and other standardized tests. The use of scaled scores allows for direct comparisons of scores across multiple exam forms.

Psychometric Review

The NBCOT certification exams undergo psychometric analysis as part of the quality and validity procedures for the program. These psychometric reviews provide evidence that the exams are reliable and continue to measure what they intend to measure, and that the scores are meaningful and valid for their intended use and interpretation.

For example, during the psychometric analysis of field-test items, if performance statistics indicate some items have not met the metrics established for the program, they are flagged for review by the Item Enhancement Team (IET). The IET is made up of experienced item development SMEs who complete reviews and revision of item content, review and assign classification codes, and update supporting item references. The role of the IET is important for maintaining the quality of items available for use on future OTR and COTA exams and ultimately, the continued value of the certification exams.
References


Enhance Your OT Practice with Evidence-Based Research

NBCOT certification provides OTR® and COTA® certificants complete access to ProQuest, an extensive collection of content connecting people and information.

What is it?
ProQuest provides over 1,200 publications in the fields of science, medication and technology. It allows you to identify research articles that provide evidence to support best practice.

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Using ProQuest ensures that all of your patient/client assessments and intervention services warrant timely, effective and evidence-based outcomes that promote or increase the individual’s ability to be as independent as possible.

How to use it.
One of the most efficient ways to search the literature is by using the PICC method to define a clinical question. If you’re unfamiliar with this method, consider learning more by using our Navigator tool on the subject. Our PICO games teach you how to develop a targeted question to guide your search.

The newly-hired OTR in a rural rehabilitation facility receives a referral for a child who has hemiplegic cerebral palsy (CP). Previously, the OTR has had success using constraint-induced movement therapy (CIMT) to improve upper extremity function for adults who have hemiparesis as a result of a CVA, but has not used this technique with children. In addition, the OTR has heard of hand-arm bimanual training (HABIT) but is not familiar with how to use this intervention. Aligned with best practice, the OTR decides to formulate a PICO question and search the literature in order to guide evidence-based intervention. The rehab facility is small and does not provide access to a literature database, but the OTR remembers that she can use ProQuest through her MyNBCOT account.

Using the PICO question “Does CIMT, when compared to HABIT, result in better functional use of hemiparetic upper extremities in children with CP?”, the OTR finds multiple articles on ProQuest. Targeting systematic reviews and randomized controlled trials, she learns that CIMT has been found to yield significantly better results. As a direct result of using the resources afforded by maintaining certification through NBCOT, the OTR is able to develop an evidence-based intervention plan to support best outcomes for the child.

For more information: www.nbcot.org | info@nbcot.org
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empolyer or third-party.

Your State Association, AOTA's list of approved providers or courses from a college/university,
compeetency development. Use that knowledge to find relevant courses or workshops through

Use NBCT NAVIGATOR first to help you identify activities that will contribute to your

Navigator Helps You Bridge the Gap Between Assessment and Knowledge
NBCOT Navigator is an award-winning platform containing a series of practice-related tools for you to engage in continuing competency assessment.

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- Experience Real-Life Practice in a Virtual Environment

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Learn about a case, interact with clients and determine best-practice strategies to assist the client to achieve their goals.

**PICO—Evidence-Based Research Game**
Use the PICO method (Patient/Problem, Intervention, Comparison, & Outcome) and evidence-based research to assess an out-of-this-world client population.

**Orthotic Builder**
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**plus...**

**Online Self-Assessments**

**Certification Renewal Activities Chart**

**Evidence-Based Research through ProQuest**

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Navigator is one of many optional activities that may be used for partial fulfillment of your NBCOT certification renewal and/or your state's continuing education or competency requirements for licensure renewal purposes. Using Navigator is not mandatory. Qualifying units for licensure renewal vary by state. Please check with your state regulatory board to confirm the number of units that can be applied toward licensure renewal.