

The logo for NBCOT (National Board for Certification in Occupational Therapy) features the letters 'NBCOT' in a bold, sans-serif font. The 'O's are stylized with a circular, overlapping design. The 'NBC' is white, and the 'OT' is orange. A registered trademark symbol (®) is located at the top right of the 'T'.

NBCOT®

National Board for Certification in
Occupational Therapy

2016

OTR® Curriculum Textbook
and Peer-Reviewed Journal Report

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OTR® Curriculum Textbook and Peer-Reviewed Journal Report

About NBCOT

The National Board for Certification in Occupational Therapy, Inc. (NBCOT®) is the national certification body for occupational therapy (OT) professionals in the United States.

The mission of NBCOT 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.

Currently, the 50 states, Guam, Puerto Rico, and the District of Columbia require NBCOT initial certification for occupational therapy state regulation (i.e., licensing).

NBCOT certification programs are accredited by the American National Standards Institute (ANSI) and the National Commission for Certifying Agencies (NCCA). NBCOT is a member of the Institute for Credentialing Excellence (ICE) as well as the International Association of Medical Regulatory Authorities (IAMRA).

Background

The NBCOT OCCUPATIONAL THERAPIST REGISTERED OTR® certification examinations are “high stakes” examinations administered at over 350 sites throughout North America, its territories, and internationally, and are designed to serve the public by ensuring that an individual has adequate occupational therapy knowledge for the practice of occupational therapy. In accordance with industry standards, the NBCOT OTR certification examinations are constructed based on the results of a practice analysis study. The ultimate goals of the practice analysis study are to ensure a representative link of the test content to practice, and to make certain the credentialing examination contains meaningful indicators of competence, while providing evidence that supports

the content validity of the examination. Therefore, each item developed for the certification examination must be a valid representation of current entry-level practice. In addition to linking items to the examination blueprint, NBCOT volunteer subject matter experts, who play a key role in the item development process, are asked to cross-reference their content expertise with current and frequently used occupational therapy references, which further contributes to the validity of the content under development.

The OTR certification examinations not only serve the public, they serve the candidate as well. Passing a certification examination represents a major career milestone, allowing the new certificant

to begin a professional career with appropriate credentials. Candidates who take the occupational therapy certification examinations should only fail the exam for one reason—insufficient knowledge of the practice of occupational therapy. Therefore, as noted in the CLEAR *Principles of Fairness* (2002), it is the duty of the certifying body to provide the candidate with adequate information about the testing process. This includes posting the following

information on the NBCOT website: results of the practice analysis, examination test blueprint, test characteristics (i.e., type and number of items), computer-based testing environment, and test preparation strategies (e.g., practice tests, study guides, ASPIRE® tools). One primary test preparation strategy is for the candidate to be aware of the common references item writers use to validate the content appearing in examination items.

Purpose of the Textbook and Peer-Reviewed Journal Survey

The validated domain, task, and knowledge statements outlined in the most recent practice analysis study serve as the blueprint for all NBCOT examination forms (NBCOT, 2012). NBCOT conducts periodic surveys to identify textbooks and peer-reviewed journals commonly used in occupational therapy educational programs. Results of the surveys are used when reviewing and updating the NBCOT examination item writer reference list. In fairness to examination candidates, NBCOT makes every effort to select textbooks and journal references that are familiar to the majority of candidates. Additionally, NBCOT posts the results of these surveys on its website to enable program directors and candidates to access this information.

Each year, item writers are tasked to develop examination items reflecting knowledge within specific domains of the examination blueprint. As items are written, the content of each item must be verified in a specific textbook or peer-reviewed journal reference. Item writers are encouraged to use reference textbooks

and peer-reviewed journal articles from the NBCOT reference list. The textbooks must be the most recent edition (preferably within the last five years), and the reference must validate the knowledge needed to complete the tasks within the domain of occupational therapy.

Table 1 indicates the top 10 textbook references NBCOT item writers currently use as a reference to validate item content for the OTR certification examinations. Additionally, articles from the *American Journal of Occupational Therapy* and the *Occupational Therapy Journal of Research* have been cited as peer-reviewed journals used as references for examination item validation. This list was generated from the tool NBCOT uses to author examination items.

Table 1. Alphabetical Listing of the Top 10 Textbook References Currently Used by NBCOT OTR Item Writers

Textbook Title
Brown, C., & Stoffel, V. C. (2011). <i>Occupational therapy in mental health: A vision for participation</i> . Philadelphia, PA: F.A. Davis Company.
Cara, E., & MacRae, A. (2013). <i>Psychosocial occupational therapy: An evolving practice</i> (3rd ed.). Clifton Park, NY: Delmar Cengage Learning.
Case-Smith, J., & O'Brien, J. C. (2015). <i>Occupational therapy for children and adolescents</i> (7th ed.). St. Louis, MO: Mosby Elsevier.
Cole, M. B. (2012). <i>Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention</i> (4th ed.). Thorofare, NJ: SLACK, Inc.
Cooper, C. (2014). <i>Fundamentals of hand therapy: Clinical reasoning and treatment guidelines for common diagnoses of the upper extremity</i> (2nd ed.). St. Louis, MO: Mosby Elsevier.
Gillen, G. (2016). <i>Stroke rehabilitation: A function-based approach</i> (4th ed.). St. Louis, MO: Elsevier.
Jacobs, K., & McCormack, G. L. (Eds.). (2011). <i>The occupational therapy manager</i> (5th ed.). Bethesda, MD: AOTA Press.
Pendleton, H. M., & Schultz-Krohn, W. (Eds.). (2013). <i>Pedretti's occupational therapy: Practice skills for physical dysfunction</i> (7th ed.). St. Louis, MO: Mosby Elsevier.
Radomski, M. V., & Trombly Latham, C. A. (Eds.). (2014). <i>Occupational therapy for physical dysfunction</i> (7th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
Schell, B. A. B., Gillen, G., & Scaffa, M. E. (Eds.). (2014). <i>Willard & Spackman's occupational therapy</i> (12th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Summary of the 2016 Textbook and Peer-Reviewed Journal Survey

The following information summarizes the results of the Textbook and Peer-Reviewed Journal Survey conducted by NBCOT in the first quarter of 2016. The scope of this study was to survey program directors of occupational therapy programs.

Method

In January 2016, 151 OT program directors of entry-level master's programs (133 program directors from accredited programs and 18 program directors from developing programs) and 26 OT program directors of entry-level doctoral programs (six program directors from accredited programs and 20 program directors from developing programs) were invited via e-mail to complete an internet-based survey. The names of the program directors and schools were obtained from a published list provided by the Accreditation Council for Occupational Therapy Education (ACOTE®). The survey asked respondents to provide information about the textbooks and journals that are required, recommended, or not used in their academic programs.

The textbooks and peer-reviewed journals included in the survey were based on:

- Responses to a similar survey conducted in 2013.
- Feedback from OT educators.
- Recommendations from OTR volunteers appointed to NBCOT item development and validation committees and taskforce projects.
- Internet-based review of major occupational therapy publishing sites.
- The most recent publication of a textbook at the time of the survey.

textbook and peer-reviewed journal titles were formatted in APA style and divided into the following categories: Administration, Management, and/or Healthcare Systems; Assistive Technology; Clinically-Based Science; Community-Based Practice and Health & Wellness; Comprehensive Occupational Therapy; Documentation; Gerontology-Related; Group Dynamics/ Communications/Clinical Problem-Solving; Mental Health/Psychosocial; Occupational Performance/Activities-Based; Pediatric-Related; Physical Dysfunction/Physical Rehabilitation; Practice Standards/Ethics; and Research.

An e-mail was sent to OT program directors providing information about the purpose of the study, contact information for questions, the response deadline, and a link for accessing the survey. Program directors were given three weeks to complete the survey and two reminder e-mails were sent to encourage participation. The survey respondents were asked to select the textbooks and/or journals from each category that are: 1) *Required* for a course; 2) *Recommended* as part of the curriculum; or 3) *Not Used* in the entry-level curriculum at their educational program. An open response entry was also available for respondents to enter any other textbook or peer-reviewed journal that is used as a part of their curriculum but was not listed in the survey.

For ease of completing the survey, the

Survey Results

Seventy of the 133 program directors of accredited entry-level master’s OT programs responded to the survey for a response rate of 53%. Two of the 18 program directors of entry-level master’s developing OT programs responded for a response rate of 11%. For the accredited entry-level doctoral programs, four out of six program directors responded for a response rate of 67%. The response rate was 10% (two out of 20) for the developing entry-level doctoral programs. Results reported were from responses of program directors of the entry-level master’s accredited and developing programs combined with those of the entry-level doctoral accredited and developing programs.

Consistent with previous surveys, NBCOT defined frequently used textbooks or peer-reviewed journals as those required and/or recommended by at least 20% of the respondents. Textbooks and peer-reviewed journals not indicated as required and/or recommended by 20% of the respondents were not included in the results. In addition, textbooks and journals identified in the open-ended portion of the survey were included if 20% of the respondents indicated the textbook or journal was required and/or recommended. Frequently used textbooks and peer-reviewed journals for OT Programs are presented in Tables 2 through 16, with results rounded to the nearest percentage.

Table 2: Administration, Management, and/or Healthcare Systems Textbooks

Textbook Title	Course Requirement	Recommended
Jacobs, K., & McCormack, G. L. (Eds.). (2011). <i>The occupational therapy manager</i> (5th ed.). Bethesda, MD: AOTA Press.	62%	5%
Braveman, B. (2006). <i>Leading and managing occupational therapy services: An evidence-based approach</i> . Philadelphia, PA: F.A. Davis Company.	14%	13%

Table 3: Assistive Technology Textbook

Textbook Title	Course Requirement	Recommended
Cook, A. M., & Polgar, J. M. (2015). <i>Assistive technologies: Principles & practice</i> (4th ed.). St. Louis, MO: Mosby Elsevier.	29%	18%

Table 4: Clinically-Based Science Textbooks

Textbook Title	Course Requirement	Recommended
Lundy-Ekman, L. (2013). <i>Neuroscience: Fundamentals for rehabilitation</i> (4th ed.). St. Louis, MO: Saunders Elsevier.	33%	1%
Gutman, S. A. (2008). <i>Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice</i> (2nd ed.). Thorofare, NJ: SLACK, Inc.	18%	17%

Table 5: Community-Based Practice and Health & Wellness Textbooks

Textbook Title	Course Requirement	Recommended
Scaffa, M. E., & Reitz, S. M. (2013). <i>Occupational therapy in community-based practice settings</i> (2nd ed.). Philadelphia, PA: F.A. Davis Company.	31%	12%
Scaffa, M. E., Reitz, S. M., & Pizzi, M. A. (2010). <i>Occupational therapy in the promotion of health and wellness</i> . Philadelphia, PA: F.A. Davis Company.	18%	18%
Fazio, L. S. (2008). <i>Developing occupation-centered programs for the community</i> (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.	15%	17%
Christiansen, C. H., Baum, C. M., & Bass, J. D. (2014). <i>Occupational therapy: Performance, participation, and well-being</i> (4th ed.). Thorofare, NJ: SLACK, Inc.	13%	13%

Table 6: Comprehensive Occupational Therapy Textbooks

Textbook Title	Course Requirement	Recommended
Schell, B. A. B., Gillen, G., & Scaffa, M. E. (Eds.). (2014). <i>Willard & Spackman's occupational therapy</i> (12th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.	76%	5%
Atchison, B. J., & Dirette, D. K. (2012). <i>Conditions in occupational therapy: Effect on occupational performance</i> (4th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.	32%	9%
Hinojosa, J., & Kramer, P. (Eds.). (2014). <i>Evaluation in occupational therapy: Obtaining and interpreting data</i> (4th ed.). Bethesda, MD: AOTA Press.	23%	12%
Kielhofner, G. (2009). <i>Conceptual foundations of occupational therapy practice</i> (4th ed.). Philadelphia, PA: F.A. Davis Company.	18%	14%
Asher, I. E. (Ed.). (2014). <i>Asher's occupational therapy assessment tools: An annotated index</i> (4th ed.). Bethesda, MD: AOTA Press.	15%	32%
Christiansen, C., & Townsend, E. (2009). <i>Introduction to occupation: The art and science of living</i> (2nd ed.). Upper Saddle River, NJ: Pearson Education.	14%	10%
Jacobs, K., MacRae, N., & Sladyk, K. (Eds.). (2014). <i>Occupational therapy essentials for clinical competence</i> (2nd ed.). Thorofare, NJ: SLACK, Inc.	9%	13%
Kielhofner, G. (2008). <i>Model of human occupation: Theory and application</i> (4th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.	8%	14%
Jacobs, K., & Simon, L. (Eds.). (2014). <i>Quick reference dictionary for occupational therapy</i> (6th ed.). Thorofare, NJ: SLACK, Inc.	5%	22%

Table 7: Documentation Textbooks

Textbook Title	Course Requirement	Recommended
Sames, K. M. (2015). <i>Documenting occupational therapy practice</i> (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.	40%	10%
Gateley, C. A., & Borcharding, S. (2012). <i>Documentation manual for occupational therapy: Writing SOAP notes</i> (3rd ed.). Thorofare, NJ: SLACK, Inc.	38%	10%

Table 8: Gerontology-Related Textbook

Textbook Title	Course Requirement	Recommended
Bonder, B. R., & Dal Bello-Haas, V. (2009). <i>Functional performance in older adults</i> (3rd ed.). Philadelphia, PA: F.A. Davis Company.	24%	18%

Table 9: Group Dynamics/Communications/ Clinical Problem-Solving Textbooks

Textbook Title	Course Requirement	Recommended
Cole, M. B. (2012). <i>Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention</i> (4th ed.). Thorofare, NJ: SLACK, Inc.	58%	12%
Taylor, R. R. (2008). <i>The intentional relationship: Occupational therapy and use of self</i> . Philadelphia, PA: F.A. Davis Company.	33%	13%
Schwartzberg, S. L., Howe, M. C., & Barnes, M. A. (2008). <i>Groups: Applying the functional group model</i> . Philadelphia, PA: F.A. Davis Company.	10%	10%

Table 10: Mental Health/Psychosocial Textbooks

Textbook Title	Course Requirement	Recommended
Brown, C., & Stoffel, V. C. (2011). <i>Occupational therapy in mental health: A vision for participation</i> . Philadelphia, PA: F.A. Davis Company.	51%	12%
Cara, E., & MacRae, A. (2013). <i>Psychosocial occupational therapy: An evolving practice</i> (3rd ed.). Clifton Park, NY: Delmar Cengage Learning.	28%	8%

Table 11: Occupational Performance/Activities-Based Textbooks

Textbook Title	Course Requirement	Recommended
Hersch, G. I., Lamport, N. K., & Coffey, M. S. (2005). <i>Activity analysis: Application to occupation</i> (5th ed.). Thorofare, NJ: SLACK, Inc.	9%	13%
Hinojosa, J., & Blount, M.-L. (Eds.). (2014). <i>The texture of life: Occupations and related activities</i> (4th ed.). Bethesda, MD: AOTA Press.	9%	12%
Wilson, S. A., & Landry, G. (2014). <i>Task analysis: An individual, group, and population approach</i> (3rd ed.). Bethesda, MD: AOTA Press.	9%	12%

Table 12: Pediatric-Related Textbooks

Textbook Title	Course Requirement	Recommended
Case-Smith, J., & O'Brien, J. C. (2015). <i>Occupational therapy for children and adolescents</i> (7th ed.). St. Louis, MO: Mosby Elsevier.	87%	5%
Mulligan, S. (2014). <i>Occupational therapy evaluation for children: A pocket guide</i> (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.	22%	9%
Lane, S. J., & Bundy, A. C. (2012). <i>Kids can be kids: A childhood occupations approach</i> . Philadelphia, PA: F.A. Davis Company.	18%	18%
Kramer, P., & Hinojosa, J. (2010). <i>Frames of reference for pediatric occupational therapy</i> (3rd ed.). Baltimore, MD: Lippincott Williams & Wilkins.	15%	13%
Kranowitz, C. S. (2005). <i>The out-of-sync child: Recognizing and coping with sensory processing disorder</i> (Rev. ed.). New York, NY: The Berkley Publishing Group.	10%	18%
Ayres, A. J. (2005). <i>Sensory integration and the child: Understanding hidden sensory challenges</i> (25th Anniversary Ed.). Los Angeles, CA: Western Psychological Services.	8%	23%

Table 13: Physical Dysfunction/ Physical Rehabilitation Textbooks

Textbook Title	Course Requirement	Recommended
Radomski, M. V., & Trombly Latham, C. A. (Eds.). (2014). <i>Occupational therapy for physical dysfunction</i> (7th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.	62%	14%
Pendleton, H. M., & Schultz-Krohn, W. (Eds.). (2013). <i>Pedretti's occupational therapy: Practice skills for physical dysfunction</i> (7th ed.). St. Louis, MO: Mosby Elsevier.	55%	9%
Cooper, C. (2014). <i>Fundamentals of hand therapy: Clinical reasoning and treatment guidelines for common diagnoses of the upper extremity</i> (2nd ed.). St. Louis, MO: Mosby Elsevier.	33%	10%
Coppard, B. M., & Lohman, H. (2015). <i>Introduction to orthotics: A clinical reasoning & problem-solving approach</i> (4th ed.). St. Louis, MO: Mosby Elsevier.	32%	10%
Zoltan, B. (2007). <i>Vision, perception, and cognition: A manual for the evaluation and treatment of the adult with acquired brain injury</i> (4th ed.). Thorofare, NJ: SLACK, Inc.	22%	17%
Gillen, G. (2009). <i>Cognitive and perceptual rehabilitation: Optimizing function</i> . St. Louis, MO: Mosby Elsevier.	19%	14%
Gillen, G. (2016). <i>Stroke rehabilitation: A function-based approach</i> (4th ed.). St. Louis, MO: Elsevier.	18%	22%
Bracciano, A. G. (2008). <i>Physical agent modalities: Theory and application for the occupational therapist</i> (2nd ed.). Thorofare, NJ: SLACK, Inc.	15%	15%
Gutman, S. A., & Schonfeld, A. B. (2009). <i>Screening adult neurologic populations: A step-by-step instruction manual</i> (2nd ed.). Bethesda, MD: AOTA Press.	15%	9%

Table 14: Practice Standards/Ethics Textbooks

Textbook Title	Course Requirement	Recommended
American Occupational Therapy Association. (2014). <i>Occupational therapy practice framework: Domain and process</i> (3rd ed.). Bethesda, MD: AOTA Press.	83%	5%
American Occupational Therapy Association. (2015). <i>The reference manual of the official documents of the American Occupational Therapy Association, Inc.</i> (20th ed.). Bethesda, MD: AOTA Press.	19%	23%
Purtilo, R. B., & Doherty, R. F. (2011). <i>Ethical dimensions in the health professions</i> (5th ed.). St. Louis, MO: Saunders Elsevier.	10%	10%

Table 15: Research Textbooks

Textbook Title	Course Requirement	Recommended
DePoy, E., & Gitlin, L. N. (2016). <i>Introduction to research: Understanding and applying multiple strategies</i> (5th ed.). St. Louis, MO: Mosby Elsevier.	23%	8%
Kielhofner, G. (2006). <i>Research in occupational therapy: Methods of inquiry for enhancing practice</i> . Philadelphia, PA: F.A. Davis Company.	22%	12%
Law, M., & MacDermid, J. (Eds.). (2014). <i>Evidence-based rehabilitation: A guide to practice</i> (3rd ed.). Thorofare, NJ: SLACK, Inc.	19%	21%
Portney, L. G., & Watkins, M. P. (2015). <i>Foundations of clinical research: Applications to practice</i> (3rd ed.). Philadelphia, PA: F.A. Davis Company.	18%	22%

Table 16: Peer-Reviewed Journals

Journal Title	Course Requirement	Recommended
American Journal of Occupational Therapy	73%	19%
Canadian Journal of Occupational Therapy	24%	53%
Occupational Therapy in Mental Health	23%	44%
British Journal of Occupational Therapy	22%	49%
Occupational Therapy Journal of Research: Occupation, Participation and Health	22%	45%
Journal of Occupational Science	15%	44%
Journal of Hand Therapy	14%	49%
Scandinavian Journal of Occupational Therapy	12%	49%
Journal of Allied Health	12%	44%
Gerontology	6%	42%
New Zealand Journal of Occupational Therapy	6%	41%
Journal of Occupational Rehabilitation	6%	40%
American Journal of Psychiatry	4%	36%
Clinical Rehabilitation	3%	37%
Journal of Psychology	3%	28%
The Lancet	3%	24%
Age and Ageing	1%	35%
International Journal of Telerehabilitation	0%	29%

Summary of Frequently Used Textbooks

Fifty-one textbooks were cited as either required and/or recommended by at least 20% of the post-baccalaureate entry-level OT program directors. Textbooks indicated as required most often, with a response rate of 60% or higher, are as follows:

- *The Occupational Therapy Manager* (5th edition)
- *Willard & Spackman's Occupational Therapy* (12th edition)
- *Occupational Therapy for Children and Adolescents* (7th edition)
- *Occupational Therapy for Physical Dysfunction* (7th edition)
- *Occupational Therapy Practice Framework: Domain and Process* (3rd edition)

No single textbook was indicated as required by 100% of the respondents for post-baccalaureate entry-level programs. However, all six respondents for the entry-level doctoral programs (accredited

and developing programs) indicated *Occupational Therapy for Children and Adolescents* (7th edition) and *Occupational Therapy Practice Framework: Domain and Process* (3rd edition) were required textbooks. No textbooks were indicated by at least 20% of all respondents for post-baccalaureate entry-level programs in the open-ended section of the survey. However, two out of the six program directors from accredited entry-level doctoral programs indicated in the open-ended section of the survey that *Health Professional as Educator: Principles of Teaching and Learning* was a required textbook. Thirteen program directors from accredited entry-level master's programs identified *Occupation-Based Activity Analysis* (2nd edition) and *Publication Manual of the American Psychological Association* (6th edition) as required textbooks in the open-ended section of the survey.

Summary of Frequently Used Peer-Reviewed Journals

All 18 peer-reviewed journals included in the survey were indicated as required and/or recommended by at least 20% of the entry-level post-baccalaureate OT program directors. The *American Journal of Occupational Therapy* (AJOT) was the only journal required by more than 70% of OT program directors, and all six program directors from accredited entry-level

doctoral programs who responded to the survey indicated this journal is required. The *Canadian Journal of Occupational Therapy* was recommended by 53% of the post-baccalaureate OT program directors and the *British Journal of Occupational Therapy*, *Journal of Hand Therapy*, and *Scandinavian Journal of Occupational Therapy* were all recommended by 49% of the respondents.



Conclusion

The results of this survey provide textbooks and peer-reviewed journals frequently required and/or recommended as part of entry-level post-baccalaureate occupational therapy curricula. Respondents for the majority of the entry-level master's programs and the entry-level doctoral programs indicated similar textbooks and peer-reviewed journals are used in their curricula. A limitation of the study includes the response rate of program directors of accredited occupational therapy programs. Only 53% of the OT program directors from accredited entry-level master's programs responded, and only 67% of the OT program directors from accredited entry-level doctoral programs responded. However, these response rates are indicated as within the acceptable range for web-based surveys (Shih & Fan, 2008). OT program directors from developing programs had significantly lower response rates. The entry-level master's developing

program response rate was 11% and the entry-level doctoral developing program response rate was 10%. These low response rates may be due to the timing of the survey. Program directors of developing programs may be in various stages of curriculum preparation, and textbooks and peer-reviewed journals may not have been selected for all required courses.

The textbooks and peer-reviewed journals identified in this survey will be used in part by NBCOT when indicating references to support content development of items selected for the OTR certification examinations and associated study tools. It is important to note, as examination items are selected to appear on an examination, subject matter experts update references, as needed, to the most recent edition of a textbook, or to alternate or additional textbooks or peer-reviewed journals published within the last five years, in order to verify the content.

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- Shih, T. H., & Fan, X. (2008). Comparing response rates from web and mail surveys: A meta-analysis. *Field Methods*, 20(3), 249-271.





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