

2018 OTR[®]

Curriculum Textbook and Peer-Reviewed Journal Report

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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, 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 assuring that an individual has adequate occupational therapy knowledge for the practice of occupational therapy. In accordance with industry standards, NBCOT 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 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 outline, 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.

The occupational therapy certification examinations not only serve the public, they serve the candidate as well. Passing the 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 (2015), 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 outline, test characteristics (type and number of items), computer-based testing environment, and test preparation strategies (e.g., sample items). 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.

The occupational therapy certification examinations not only serve the public, they serve the candidate as well.

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 outline for all National Board for Certification in Occupational Therapy, Inc. (NBCOT®) examination forms (NBCOT, 2018). NBCOT conducts periodic surveys to identify textbooks and peer-reviewed journals commonly used in occupational therapy educational programs. Results of this survey 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 outline. 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 5 years), and the reference must validate the knowledge needed to complete the tasks within the domain of occupational therapy practice.

NBCOT posts the results of these surveys on its website to enable program directors and candidates to access this information.

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. This list was generated from the tool NBCOT uses to author examination items.

In addition to textbooks, a small number of articles from the *American Journal of Occupational Therapy* have been used by NBCOT item writers to clarify, confirm, or update information appearing in entry level OT texts.

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). *Occupational therapy in mental health: A vision for participation*. Philadelphia, PA: F.A. Davis Company.

Cara, E., & MacRae, A. (2013). *Psychosocial occupational therapy: An evolving practice* (3rd ed.). Clifton Park, NY: Delmar Cengage Learning.

Case-Smith, J., & O'Brien, J. C. (2015). *Occupational therapy for children and adolescents* (7th ed.). St. Louis, MO: Mosby Elsevier.

Cooper, C. (2014). *Fundamentals of hand therapy: Clinical reasoning and treatment guidelines for common diagnoses of the upper extremity* (2nd ed.). St. Louis, MO: Mosby Elsevier.

Gillen, G. (2016). *Stroke rehabilitation: A function-based approach* (4th ed.). St. Louis, MO: Elsevier.

Jacobs, K., & McCormack, G. L. (Eds.). (2011). *The occupational therapy manager* (5th ed.). Bethesda, MD: AOTA Press.

Pendleton, H. M., & Schultz-Krohn, W. (Eds.). (2018). *Pedretti's occupational therapy: Practice skills for the physical dysfunction* (8th ed.). St. Louis, MO: Mosby Elsevier.

Radomski, M. V., & Trombly Latham, C. A. (Eds.). (2014). *Occupational therapy for physical dysfunction* (7th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Schell, B. A. B., Gillen, G., & Scaffa, M. E. (2014). *Willard & Spackman's occupational therapy* (12th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Smith-Gabai, H. & Holm, S. (Eds.). (2017). *Occupational therapy in acute care* (2nd ed.). Bethesda, MD: AOTA Press.

SUMMARY OF THE 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 2018. The scope of this study was to survey program directors of occupational therapy programs.

METHOD

In January 2018, 171 OT program directors of entry-level Master's programs (166 program directors from accredited programs and 5 program directors from developing programs) and 27 OT program directors of Doctoral entry-level programs (18 program directors from accredited programs and 9 program directors from developing programs) were invited via email 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 2016;
- feedback from OT educators;
- recommendations from OTR volunteers appointed to NBCOT item development and validation committees and taskforce projects;
- and an internet-based review of major occupational therapy publishing sites.

For ease of completing the survey, the textbook and peer-reviewed journal titles were formatted in American Psychological Association (APA) style and divided into the following categories: Administration, Management, and/or Healthcare Systems; Assistive Technology; 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-Based Science; Practice Standards/Ethics; Research/Program Development/Grants; and Theory.

An email 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 four weeks to complete the survey and, two reminder emails were sent to encourage participation. Additionally, for respondents who submitted incomplete surveys, emails were sent on two separate occasions requesting completion. The survey respondents were asked to select the textbooks and 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.

Survey Results

Sixty-nine of the 166 program directors of accredited Master’s entry-level OT programs responded to the survey for a response rate of 42% and, two out of five program directors of Master’s entry-level developing OT programs responded for a response rate of 40%. For the accredited Doctoral entry-level programs, eight out of 18 program directors responded for a response rate of 44%. The response rate was also 44% (four out of nine) for the developing entry-level Doctoral programs. Results reported are from responses of program directors of the Master’s entry-level accredited and developing programs combined with those of the Doctoral entry-level 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 17** with results rounded to the nearest percentage.

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

Text Title	Course Requirement	Recommended
Jacobs, K., & McCormack, G. L. (Eds.). (2011). <i>The occupational therapy manager</i> (5th ed.). Bethesda, MD: AOTA Press.	55%	12%
Braveman, B. (2016). <i>Leading and managing occupational therapy services: An evidence-based approach</i> (2nd ed.). Philadelphia, PA: F.A. Davis Company.	31%	18%

Table 3. Assistive Technology Textbook

Text Title	Course Requirement	Recommended
Cook, A. M., & Polgar, J. M. (2015). <i>Assistive technologies: Principles & practice</i> (4th ed.). St. Louis, MO: Mosby Elsevier.	43%	14%

Table 4. Community-Based Practice and Health & Wellness Textbooks

Text Title	Course Requirement	Recommended
Scaffa, M. E., & Reitz, S. M. (2014). <i>Occupational therapy in community-based practice settings</i> (2nd ed.). Philadelphia, PA: F.A. Davis Company.	39%	17%
Fazio, L. S. (2017). <i>Developing occupation-centered programs with the community</i> (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.	19%	18%
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.	19%	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%	19%
Ainsworth, E., & de Jonge, D. (2011). <i>An occupational therapist's guide to home modification practice</i> . Thorofare, NJ: SLACK, Inc.	5%	16%

Table 5. Comprehensive Occupational Therapy Textbooks

Text Title	Course Requirement	Recommended
Schell, B. A. B., Gillen, G., & Scaffa, M. E. (2014). <i>Willard & Spackman's occupational therapy</i> (12th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.	71%	8%
Atchison, B. J., & Dirette, D. K. (2016). <i>Conditions in occupational therapy: Effect on occupational performance</i> (5th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.	40%	7%
Hinojosa, J., & Kramer, P. (Eds.). (2014). <i>Evaluation in occupational therapy: Obtaining and interpreting data</i> (4th ed.). Bethesda, MD: AOTA Press.	23%	18%
Asher, I. E. (Ed.). (2014). <i>Asher's occupational therapy assessment tools: An annotated index</i> (4th ed.). Bethesda, MD: AOTA Press.	19%	34%
Clifford O'Brien, J. (2017). <i>Introduction to occupational therapy</i> (5th ed.). St. Louis, MO: Mosby Elsevier.	19%	1%
Christiansen, C. H., & Matuska, K. M. (Eds.). (2011). <i>Ways of living: Intervention strategies to enable participation</i> (4th ed.).	17%	14%
Jacobs, K., & Simon, L. (Eds.). (2014). <i>Quick reference dictionary for occupational therapy</i> (6th ed.). Thorofare, NJ: SLACK, Inc.	14%	25%

Table 6. Documentation Textbooks

Text Title	Course Requirement	Recommended
American Psychological Association. (2013). <i>Publication manual of the American Psychological Association</i> (6th ed.).	73%	16%
Gateley, C. A., & Borcharding, S. (2017). <i>Documentation manual for occupational therapy: Writing SOAP notes</i> (4th ed.). Thorofare, NJ: SLACK, Inc.	51%	13%
Sames, K. M. (2015). <i>Documenting occupational therapy practice</i> (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.	31%	16%

Table 7. Gerontology-Related Textbook

Text Title	Course Requirement	Recommended
Bonder, B. R., & Dal Bello-Haas, V. (2018). <i>Functional performance in older adults</i> (4th ed.). Philadelphia, PA: F.A. Davis Company.	22%	12%

Table 8. Group Dynamics/Communications/Clinical Problem-Solving Textbooks

Text Title	Course Requirement	Recommended
Cole, M. B. (2018). <i>Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention</i> (5th ed.). Thorofare, NJ: SLACK, Inc.	55%	12%
Taylor, R. R. (2008). <i>The intentional relationship: Occupational therapy and use of self</i> . Philadelphia, PA: F.A. Davis Company.	36%	14%
Schell, B. A. B., & Schell, J. W. (2008). <i>Clinical and professional reasoning in occupational therapy</i> .	10%	16%
Davis, C.M., & Musolino, G.M. (2016). <i>Patient practitioner interaction: An experiential manual for developing the art of health care</i> (6th ed.). Thorofare NJ: SLACK Inc.	7%	13%

Table 9. Mental Health/Psychosocial Textbooks

Text 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.	60%	7%
American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). Arlington, VA: Author	29%	29%
Cara, E., & MacRae, A. (2013). <i>Psychosocial occupational therapy: An evolving practice</i> (3rd ed.). Clifton Park, NY: Delmar Cengage Learning.	24%	4%
Bonder, B. R. (2015). <i>Psychopathology and function</i> (5th ed.). Thorofare, NJ: SLACK, Inc.	11%	13%

Table 10. Occupational Performance/Activities-Based Textbooks

Text Title	Course Requirement	Recommended
Thomas, H. (2015). <i>Occupation-based activity analysis</i> (2nd ed.).	43%	10%
Hinojosa, J., & Blount, M.-L. (Eds.). (2014). <i>The texture of life: Occupations and related activities</i> (4th ed.). Bethesda, MD: AOTA Press.	12%	12%
Law, M., Baum, C., & Dunn, W. (2017). <i>Measuring occupational performance: Supporting best practice in occupational therapy</i> (3rd ed.). Thorofare, NJ: SLACK, Inc	8%	14%

Table 11. Pediatric-Related Textbooks

Text 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.	94%	2%
Mulligan, S. (2014). <i>Occupational therapy evaluation for children: A pocket guide</i> (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.	18%	16%
Kramer, P., & Hinojosa, J. (2010). <i>Frames of reference for pediatric occupational therapy</i> (3rd ed.). Baltimore, MD: Lippincott Williams & Wilkins.	14%	17%
Lane, S. J., & Bundy, A. C. (2012). <i>Kids can be kids: A childhood occupations approach</i> . Philadelphia, PA: F.A. Davis Company.	11%	10%
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%	25%
Frolek Clark, G., & Chandler, B. (2013). <i>Best practices for occupational therapy in schools</i> . Bethesda, MD: AOTA Press.	7%	18%
Parham, L. D., & Fazio, L. S. (2008). <i>Play in occupational therapy for children</i> (2nd ed.). St. Louis, MO: Mosby Elsevier.	2%	18%

Table 12. Physical Dysfunction/Physical Rehabilitation Textbooks

Text Title	Course Requirement	Recommended
Pendleton, H. M., & Schultz-Krohn, W. (Eds.). (2018). <i>Pedretti's occupational therapy: Practice skills for the physical dysfunction</i> (8th ed.). St. Louis, MO: Mosby Elsevier.	62%	6%
Radomski, M. V., & Trombly Latham, C. A. (Eds.). (2014). <i>Occupational therapy for physical dysfunction</i> (7th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.	54%	13%
Coppard, B. M., & Lohman, H. (2015). <i>Introduction to orthotics: A clinical reasoning and problem-solving approach</i> (4th ed.). St. Louis, MO: Mosby Elsevier.	31%	11%
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.	25%	8%
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%	19%
Smith-Gabai, H. & Holm, S. (Eds.). (2017). <i>Occupational therapy in acute care</i> (2nd ed.). Bethesda, MD: AOTA Press.	17%	16%
Gillen, G. (2009). <i>Cognitive and perceptual rehabilitation: Optimizing function</i> . St. Louis, MO: Mosby Elsevier.	16%	14%
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.	16%	8%
Gillen, G. (2016). <i>Stroke rehabilitation: A function-based approach</i> (4th ed.). St. Louis, MO: Elsevier.	13%	20%
Bracciano, A. G. (2008). <i>Physical agent modalities: Theory and application for the occupational therapist</i> (2nd ed.). Thorofare, NJ: SLACK, Inc.	13%	14%

Table 13. Practice-Based Science Textbooks

Text Title	Course Requirement	Recommended
Lundy-Ekman, L. (2013). <i>Neuroscience: Fundamentals for rehabilitation</i> (4th ed.). St. Louis, MO: Saunders Elsevier.	41%	2%
Biel, A. (2014). <i>Trail guide to the body: How to locate muscles, bones and more</i> (5th ed.).	22%	16%
Greene, D. P., & Roberts, S. L. (2017). <i>Kinesiology: Movement in the context of activity</i> (3rd ed.). St. Louis, MO: Mosby Elsevier.	19%	7%
Gutman, S. A. (2016). <i>Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice</i> (3rd ed.). Thorofare, NJ: SLACK, Inc.	16%	14%
Clarkson, H. M. (2012). <i>Musculoskeletal assessment: Joint motion and muscle testing</i> (3rd ed.).	16%	5%
Netter, F. H. (2014). <i>Atlas of the human anatomy</i> (6th ed.).	13%	18%
Rybski, M. F. (2012). <i>Kinesiology for occupational therapy</i> (2nd ed.). Thorofare, NJ: SLACK, Inc.	12%	8%
Katz, N. (2011). <i>Cognition, occupation, and participation across the life span: Neuroscience, neurorehabilitation, and models of intervention in occupational therapy</i> (3rd ed.).	11%	13%

Table 14. Practice Standards/Ethics Textbooks

Text Title	Course Requirement	Recommended
American Occupational Therapy Association. (2014). <i>Occupational therapy practice framework: Domain and process</i> (3rd ed.). Bethesda, MD: AOTA Press.	90%	1%
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.	24%	39%
Slater, D. (Ed.) (2016). <i>Reference guide to the occupational therapy code of ethics</i> . Bethesda, MD: AOTA Press.	19%	18%

Table 15. Research/Program Development/Grants Textbooks

Text Title	Course Requirement	Recommended
Portney, L. G., & Watkins, M. P. (2015). <i>Foundations of clinical research: Applications to practice</i> (3rd ed.). Philadelphia, PA: F.A. Davis Company.	28%	13%
Kielhofner, G. (2006). <i>Research in occupational therapy: Methods of inquiry for enhancing practice</i> . Philadelphia, PA: F.A. Davis Company.	28%	8%
Law, M., & MacDermid, J. (Eds.). (2014). <i>Evidence-based rehabilitation: A guide to practice</i> (3rd ed.). Thorofare, NJ: SLACK, Inc.	25%	18%
DePoy, E., & Gitlin, L. N. (2016). <i>Introduction to research: Understanding and applying multiple strategies</i> (5th ed.). St. Louis, MO: Mosby Elsevier.	16%	8%

Table 16. Theory Textbooks

Text Title	Course Requirement	Recommended
Cole, M. B., & Tufano, R. (2008). <i>Applied theories in occupational therapy: A practical approach</i> .	39%	14%
Kielhofner, G. (2009). <i>Conceptual foundations of occupational therapy practice</i> (4th ed.). Philadelphia, PA: F.A. Davis Company.	23%	13%
Krupa, T., & Kirsh, B. (2016). <i>Bruce and Borg's psychosocial frames of reference: Theories, models, and approaches for occupation-based practice</i> (4th ed.). Thorofare, NJ: SLACK Inc.	14%	6%
Taylor, R. (2017). <i>Kielhofner's Model of human occupation: Theory and application</i> (5th ed.). Philadelphia, PA: Lippincott Williams & Wilson.	12%	8%

Table 17. Peer-Reviewed Journals

Journal Title	Course Requirement	Recommended
American Journal of Occupational Therapy	83%	11%
Canadian Journal of Occupational Therapy	30%	53%
British Journal of Occupational Therapy	28%	52%
Australian Journal of Occupational Therapy	20%	57%
Occupational Therapy in Mental Health	18%	54%
Occupational Therapy Journal of Research: Occupation, Participation and Health	17%	57%
Journal of Occupational Science	14%	57%
Scandinavian Journal of Occupational Therapy	13%	48%
Journal of Hand Therapy	11%	53%
Journal of Allied Health	11%	49%
Gerontology	10%	51%
American Journal of Psychiatry	7%	43%
Clinical Rehabilitation	6%	54%
Journal of Occupational Rehabilitation	6%	49%
New Zealand Journal of Occupational Therapy	5%	48%
Journal of Psychology	5%	42%
The Lancet	5%	30%
International Journal of Telerehabilitation	4%	33%
Age and Ageing	2%	42%

SUMMARY OF FREQUENTLY USED TEXTBOOKS

Sixty-six textbooks were cited as either required or recommended by at least 20% of the post-baccalaureate entry-level OT Program Directors. Required textbooks indicated most often with a response rate of 60% or higher are as follows:

- *Occupational Therapy for Children and Adolescents* (7th edition)
- *Occupational Therapy in Mental Health: A Vision for Participation*
- *Occupational Therapy Practice Framework: Domain and Process* (3rd edition)
- *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction* (8th ed.)
- *Publication Manual of the American Psychological Association* (6th edition)
- *Willard & Spackman's Occupational Therapy* (12th edition)

No single textbook was indicated as required by 100% of the respondents for post-baccalaureate entry-level programs, however, 10 out of the 12 respondents for the Doctoral entry-level 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. Seven of the respondents indicated the textbook *Case studies through the health care continuum: A workbook for the occupational therapy student* (2nd ed.) by Lowenstein and Halloran.

Six of the respondents also indicated the following textbooks: *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.); *Occupational therapy toolkit: Treatment guides and handouts for physical disabilities and geriatrics* (6th ed.); and *Brunnstrom's clinical kinesiology* (6th ed.).

SUMMARY OF FREQUENTLY USED PEER-REVIEWED JOURNALS

All 19 peer-reviewed journals included in the survey were indicated as required and/or recommended by at least 20% of the post-baccalaureate entry-level OT Program Directors. The *American Journal of Occupational Therapy* was indicated as required by more than 80% of OT program directors. Nine of the journals were identified as recommended by at least 50% of the OT program directors, and seven additional journals were indicated as recommended by at least 40% of the respondents.

10 out of the 12 respondents for the Doctoral entry-level 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.

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. From this study it appears that the majority of the Master's entry-level programs and the Doctoral entry-level programs used similar textbooks in their curricula. A limitation of the study includes the response rate of program directors of occupational therapy programs even though two reminder emails were sent to program directors to participate in the study, and two additional reminder emails were sent to program directors to finish incomplete responses. Only 42% of the OT program directors from Master's entry-level accredited programs responded and only 44% of the OT program directors from Doctoral entry-level accredited programs responded. OT program directors from developing programs had similar response rates. The Master's entry-level developing program response rate was 40% (two out of five) and the Doctoral entry-level developing program response rate was 44% (four out of nine). These low response rates may be due to the timing of the survey as it was distributed at the beginning of a new academic semester. In addition, 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 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.

From this study it appears that the majority of the Master's entry-level programs and the Doctoral entry-level programs used similar textbooks in their curricula.

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