DEVELOPING A SUCCESSFUL STUDY PLAN
SHERRY WHITE, MHA, FACMPE, COTA

Preparing to take the NBCOT
OBJECTIVES

- Educate and share the current resources available for students in preparation to pass the NBCOT which are available in the marketplace
- Identify a step by step process of preparing a study plan
- Share samples of successful students who have prepared plans and passed on first attempts.
- Open the floor for questions
Before you can begin to establish a study plan, you need to be truthful about what you know and don’t know, how you study, and what is going to get in your way.

If you cannot analyze and be critical about your daily life, you will not be able to set a schedule and keep it!

What do you need to know?
What are your strengths and weaknesses?

- It is essential to narrow down topic areas that you need to focus on.

- The scope of OT is very expansive, which makes it difficult to study all topic areas in depth.

- You may not need to spend as much time on areas that you are more familiar with.
WHAT ARE YOUR STRENGTHS AND WEAKNESSES?

- NBCOT has an **Entry-Level Self-Assessment Tool** that can help determine strengths and weaknesses.

  **Self-Assessment Tool**

- The OTR® or COTA® Entry-Level Self-Assessment tool is a resource which identifies a self-perceived indication of your knowledge, skills, and experience in relation to the validated domains and tasks of OT practice.
The Self Assessment Tool

This tool is designed for OTA students to guide overall test preparation strategies relative to general occupational therapy practice.

- **0 = No knowledge or skills** - Unfamiliar with concept or practice of the skill
- **1 = General knowledge through observation and academic learning** - Familiar with general knowledge related to the skill through academic learning and observation but did not have an opportunity to apply this during fieldwork
- **2 = General clinical skills under supervision** - Familiar with general clinical application of the skill and occasionally applied this under direct supervision during Level II fieldwork
- **3 = Entry-level competence** – Implemented the skill across routine situations within guidelines of Level II fieldwork practice setting
WHAT HELPS YOU LEARN?

- Make flashcards and create outlines
- Put material in your own words can be a useful tool
- Create a notebook of resources, charts, diagrams
INDIVIDUAL STUDY VS. STUDY GROUPS

- Decide whether you want to create a study group. If so you need to ask specific questions.
  - How large should it be?
  - Who should join?
  - How will you work together, and how often?
  - What are the members’ responsibilities?
  - How does this study group fit in to your study plan?
After completing the NBCOT self assessment and reviewing HOW you study, one should be able to construct a list of resources for their exam prep. Resources should include:

- Collegiate/reference/curriculum texts
- NBCOT Practice materials/flashcards
- Additional practice tests if used
- Videos/webinars/modules
Taking a practice test or multiple tests can also help determine what topic areas you need to focus on.

- AOTA’s NBCOT Exam Prep
- NBCOT ASPIRE (for students)
- NBCOT OTKE (exclusively for PDs)
- PASS THE OT
NBCOT PRACTICE TESTS

OTR Practice Tests Include:

- OTR General (offered in a 2-hour or 4-hour option)
- OTR Adult Population (offered in a 2-hour or 4-hour option)
- OTR Pediatric Population (offered in a 2-hour or 4-hour option)
- OTR Clinical Simulation

COTA Practice Tests Include:

- COTA General with 3-option and multi-select items (offered in a 2-hour or 4-hour option)
- COTA General with 3- and 4-option items (offered in a 2-hour or 4-hour option)
- COTA Adult Population with 3-option and multi-select items (offered in a 2-hour or 4-hour option)
- COTA Pediatric Population with 3-option and multi-select items (offered in a 2-hour or 4-hour option)

- Items reflect current content from the OTR and COTA exams
- Ability to take an online test anywhere, at any time, as long as internet access is available
- Choose from tests that cover general OT content or focus on specific populations
- Receive a feedback report with a scaled score at the end of a test
PASS THE OT

I’m becoming an OTR®

I’m becoming a COTA®

The Most Effective Study Prep For The NBCOT® Exam
PASS THE OT

Introduction: OTA Program Director

Module 1: OT Process, Professional Standards & Ethics

Module 2: Pediatrics

Module 3: Musculoskeletal Conditions & Interventions

Module 4: Injuries & Diseases

Module 5: Neurological Conditions & Interventions

Module 6: Mental Health

Module 7: Review

Module 8: Final Exam

8 Study modules with

- Over 1500 questions with rationale
- 30 easy to understand charts
- 18 hrs. of streamable audio
- 40 videos
- Assessment tests (200 & 100 qns.)
- Strength and Weakness Analysis
- Mini Quizzes on 25 Key Topics
- Clinical Simulations
- Comprehensive final 4 hr. exam
- Accommodation quizzes
- Score Tracking
AOTA NBCOT EXAM PREPARATION

Test With Confidence
Prepare for the NBCOT® OTR® and COTA® Examinations with AOTA’s study guides and practice tests.

Log In Now Subscribe

<table>
<thead>
<tr>
<th>OTR® Candidates</th>
<th>COTA® Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create practice multiple-choice and clinical simulation tests that focus on your specific study needs.</td>
<td>Create practice multiple-choice tests that focus on your specific study needs.</td>
</tr>
<tr>
<td><strong>Try a sample OTR® exam:</strong></td>
<td><strong>Try a sample COTA® exam:</strong></td>
</tr>
<tr>
<td>OTR® Practice Mode</td>
<td>COTA® Practice Mode</td>
</tr>
<tr>
<td>OTR® Exam Mode</td>
<td>COTA® Exam Mode</td>
</tr>
</tbody>
</table>

We'll give you detailed feedback on your progress:
View a sample performance page
Practice Mode
Completed 10/4/18

Summary

Your score

| Correct answers | 5 |
|                |
| Incorrect answers | 0 |
| Unanswered | 0 |

Tip: Reviewing incorrect answers can improve your performance.

- Question 1 Correct
- Question 2 Correct
- Question 3 Correct
- Question 4 Correct
- Question 5 Correct
AOTA NBCOT: EXAM MODE

Your Performance

Exam Summary

Your average scores tracked over time

Exams completed 10
Questions answered 100
Percentage correct 75%

See your rank compared to other users

Clear your exam history
Clear your exam history, and gain a stronger understanding of your current preparation by excluding past scores.
This cannot be undone.

Results By Topic

View All Topics >

Your strongest topics

- Hand Rehabilitation 97%
- Pediatric Assessment and Intervention 92%
- Wheelchair Seating and Mobility 87%

Your weakest topics
Strengthen your performance by taking additional exams on these topics:

- Low Vision 10%
The NBCOT Occupational Therapy Knowledge Exam (OTKE) is an online, cohort-based 100-item test designed for OT PD’s to assist with analyzing students’ performance related to the validated domain and task statements for entry-level practice.

The OTKE assesses a student’s occupational therapy knowledge and skills in advance of setting specific fieldwork goals. (The OTKE is $25 per test.)
Some students are able to study and take the exam in 1 month, and others need up to 6 months of studying to feel fully prepared.

**FACT:** Many students begin to study in their last semester before graduation/course completion

**FACT:** The longer you wait to take the exam, the less likely you are to remember the material you covered when you first started studying.

**FACT:** Ideal time frame to take the exam; within 30 days of completing course work, but no later than 90 days; however, it varies by student.

**FACT:** 2 to 3 months of steady, consistent effort is key.

**FACT:** Most students who score in the 70th percentile on practice tests consistently means are ready.
MAKING THE STUDY PLAN

- Decide when you want to take the exam, and map out a study plan, working back from that date.

- The date is the target so be realistic when you pick the date and be true to yourself.

- Create a study routine, and stick to it.
When choosing an exam date, think realistically about the following:

- How much time you will have to study each day
- How you best absorb information (i.e., studying for short periods every day or long periods, group study sessions or in-depth study sessions on your own)
- How much material you need to review
- When is the scoring date by NBCOT?
  - Pending the scoring date you can schedule your exam so your wait time is minimal.
If students want your exam result on a specific scoring date, you MUST take the exam a minimum of **three business days** prior to the desired score release date. (The orange dates do not count – do not count weekends)
Everyone’s study plan will differ based on their learning style preferences, personal schedule, and anticipated date to take the exam. Write down a plan for how you intend to spend each day.

- Pick your date and work backwards from there with your plan.
- Start with 6-8 weeks minimally, add time according to your needs.

**Stick to the plan!**

- If you miss any time, make it up.
- Get rid of distractions!
- The study plan has to be your priority to pass!
Include:

- **Study Strategies:** Describe the strategies that work best for you, such as flash cards, outline, peer group studying, etc. As discussed earlier you need to know HOW you will study and what topics you need to study in what way. Additionally how much study time is individual time vs. group time per week etc.

- **Time management strategies:** Start by breaking it out by domain according to NBCOT study guide, then list additional areas needing more or less time according to the self assessment.
  - List topic areas of comfort and areas needing more study time, etc. List a detailed study *time line* (including topics to cover and resources available/needed).
**The Study Plan Continued**

**Settings:** What place is most conducive for you to study effectively? Note that certain areas may require you to break out your study patterns differently.

- Setting variables could change study techniques, including details of how you will study (independent reading, group study, review of notes, white board, computer techniques, etc). This is the time to do what works for you not what works for others.

**Resources utilized:** List which books and practice materials you will use, as well as any practice exams (at school and independently). Are there any resources you need to order early?? If so what is your time line for ordering these books and deadline for getting them? Map out your practice tests will practice review time.
**SAMPLE STUDY PLAN: 1**

- **Monday:** Take a timed practice exam to mimic the testing situation.
- **Tuesday:** Review the practice exam questions for 2 hours in the am/2 hours in the pm
  - 170 multiple choice questions and 3 clinical simulation test problems. Read the rationales for correct and incorrect answers. Keep a notebook and take notes while reviewing the material to keep track of what you do not know or would not likely remember. If there are terms you needed to look up, write them down.
**CONTINUED STUDY PLAN: 1**

- **Wednesday, Thursday, Saturday, and Sunday:** For two hours in the morning and two hours in the evening, study the material that you take notes of during the practice exams as well as other topics that you are unfamiliar with.

- **Friday:** Study a domain area of weakness

- **Saturday/Sunday:** Day off! (always give yourself one day off a week to relax)

- (This is only one sample of a plan that worked for a student who passed) Other students have more detailed plans with built in breaks, etc.
# Sample Study Plan

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am</td>
<td>6:00am - 6:45am</td>
<td>6:00am - 6:45am</td>
<td>6:00am - 6:45am</td>
<td>6:00am - 6:45am</td>
<td>6:00am - 6:45am</td>
<td>7:00am - 7:30am</td>
</tr>
<tr>
<td>Wake up to get</td>
<td>Wake up and get</td>
<td>Wake up and get</td>
<td>Wake up and get</td>
<td>Wake up and get</td>
<td>Wake up and get</td>
<td>Wake up and get</td>
</tr>
<tr>
<td>ready for church</td>
<td>ready for FW2</td>
<td>ready for FW2</td>
<td>ready for FW2</td>
<td>ready for FW2</td>
<td>ready for FW2</td>
<td>ready for work</td>
</tr>
<tr>
<td>11:00a-12:30pm</td>
<td>6:45am - 7:15am</td>
<td>6:45am - 7:15am</td>
<td>6:45am - 7:15am</td>
<td>6:45am - 7:15am</td>
<td>6:45am - 7:15am</td>
<td>7:30am - 8:00am</td>
</tr>
<tr>
<td>12:30p - 1:00pm Lunch</td>
<td>7:15am - 7:50am</td>
<td>7:15am - 7:50am</td>
<td>7:15am - 7:50am</td>
<td>7:15am - 7:50am</td>
<td>7:15am - 7:50am</td>
<td>8:30am - 4:00pm</td>
</tr>
<tr>
<td>1:00p – 5:30p Downtime</td>
<td>Commute to FW Site</td>
<td>Commute to FW Site</td>
<td>Commute to FW Site</td>
<td>Commute to FW Site</td>
<td>Commute to FW Site</td>
<td>Work</td>
</tr>
<tr>
<td>5:30p – 8:00p Dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00p - 9:00pm</td>
<td>8:00a - 5:00pm Fieldwork</td>
<td>8:00a - 5:00pm Fieldwork</td>
<td>8:00a - 5:00pm Fieldwork</td>
<td>8:00a - 5:00pm Fieldwork</td>
<td>8:00a - 5:00pm Fieldwork</td>
<td>4:00p – 8:00p Down time</td>
</tr>
<tr>
<td>9:00p – 9:30p</td>
<td>5:00p – 5:30p Drive home</td>
<td>5:00p – 5:30p Drive home</td>
<td>5:00p – 5:30p Drive home</td>
<td>5:00p – 5:30p Drive home</td>
<td>5:00p – 5:30p Drive home</td>
<td>6:00p – 6:30p Dinner</td>
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</table>
# Sample Study Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30p – 6:00a</td>
<td>Sleep</td>
<td>5:30p – 6:00p</td>
<td>Cook/eat dinner</td>
<td>5:30p – 6:00p</td>
<td>Cook/eat dinner</td>
</tr>
<tr>
<td>6:00p – 9:00p</td>
<td>Study module 2: Pediatrics</td>
<td>6:00p – 9:00p</td>
<td>Study module 3: Musculoskeletal Conditions &amp; Interventions</td>
<td>6:00p – 9:00p</td>
<td>Study module 3: Musculoskeletal Conditions &amp; Interventions</td>
</tr>
<tr>
<td>9:00p – 10:00p</td>
<td>Take module test</td>
<td>9:00p – 10:00p</td>
<td>Study The CERG (purple book)</td>
<td>9:00p – 10:00p</td>
<td>Take module test</td>
</tr>
<tr>
<td>10:00p – 10:30p</td>
<td>Get ready for bed</td>
<td>10:00p – 10:30p</td>
<td>Get ready for bed</td>
<td>10:00p – 10:30p</td>
<td>Get ready for bed</td>
</tr>
<tr>
<td>10:30p – 6:00a</td>
<td>Sleep</td>
<td>10:30p – 6:00a</td>
<td>Sleep</td>
<td>10:30p – 6:00a</td>
<td>Sleep</td>
</tr>
</tbody>
</table>
## Sample Study Plan: 3

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>Walk the dogs</td>
<td>Walk the dogs</td>
<td>Walk the dogs</td>
<td>Walk the dogs</td>
<td>Walk the dogs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7:30</td>
<td>Feed the dogs</td>
<td>Feed the dogs</td>
<td>Feed the dogs</td>
<td>Feed the dogs</td>
<td>Feed the dogs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8:00</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Walk the dogs</td>
<td>Walk the dogs</td>
</tr>
<tr>
<td>9:00</td>
<td>Review quizzes</td>
<td>Review notes</td>
<td>Review quizzes</td>
<td>Purple book</td>
<td>Hygiene</td>
<td>Feed the dogs</td>
<td>Breakfast</td>
</tr>
<tr>
<td>10:00</td>
<td>Review quizzes</td>
<td>Review week areas</td>
<td>Review quizzes</td>
<td>Purple book</td>
<td>Review notes</td>
<td>Spouse time</td>
<td>Beauty routine</td>
</tr>
<tr>
<td>11:00</td>
<td>Review quizzes</td>
<td>Dx</td>
<td>Review quizzes</td>
<td>Take a break</td>
<td>Review notes</td>
<td>Spouse time</td>
<td>Church</td>
</tr>
<tr>
<td>12:00</td>
<td>Review quizzes</td>
<td>Dx</td>
<td>Review quizzes</td>
<td>Pedrotti dysfunction</td>
<td>Group study</td>
<td>Intervention s</td>
<td>Church</td>
</tr>
<tr>
<td>1:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Pedrotti dysfunction</td>
<td>Group study</td>
<td>Intervention s</td>
<td>Family time</td>
</tr>
<tr>
<td>2:00</td>
<td>Chores/errands</td>
<td>Chores/errands</td>
<td>Chores/errands</td>
<td>Chores/errands</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Doggie play time</td>
</tr>
<tr>
<td>3:00</td>
<td>Chores/errands</td>
<td>Chores/errands</td>
<td>Chores/errands</td>
<td>Chores/errands</td>
<td>Grocery store</td>
<td>Chores</td>
<td>Chores</td>
</tr>
<tr>
<td>4:00</td>
<td>Read notes</td>
<td>Take a practice quiz</td>
<td>Documentation</td>
<td>Doggy play time</td>
<td>Chores/errands</td>
<td>Frames of reference</td>
<td>Chores</td>
</tr>
<tr>
<td>5:00</td>
<td>Read notes</td>
<td>Take practice quiz</td>
<td>Documentation</td>
<td>Dinner</td>
<td>Doggie play time</td>
<td>Models</td>
<td>Chores</td>
</tr>
<tr>
<td>6:00</td>
<td>Read notes</td>
<td>Take practice quiz</td>
<td>Documentation</td>
<td>Volleyball</td>
<td>Review quizzes</td>
<td>Ethics</td>
<td>Dinner prep</td>
</tr>
<tr>
<td>7:00</td>
<td>Doggy play time</td>
<td>Doggy play time</td>
<td>Doggy play time</td>
<td>Volleyball</td>
<td>Friends and dinner</td>
<td>Dinner prep</td>
<td>Dinner with spouse</td>
</tr>
<tr>
<td>8:00</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Volleyball</td>
<td>Friend time/ dinner</td>
<td>Dinner with spouse</td>
<td>Review Mondays list</td>
</tr>
<tr>
<td>9:00</td>
<td>relax</td>
<td>relax</td>
<td>relax</td>
<td>relax</td>
<td>Relax</td>
<td>Relax</td>
<td>relax</td>
</tr>
<tr>
<td>10:00</td>
<td>Ready for bed</td>
<td>Ready for bed</td>
<td>Ready for bed</td>
<td>rest</td>
<td>rest</td>
<td>Get ready for bed</td>
<td>Ready for bed</td>
</tr>
</tbody>
</table>
SAMPLE STUDY PLAN: 4

Monday – WEEK 4
- **Morning session**: NBCOT ASPIRE Practice Test.
- **Afternoon session**: Review answers and areas of weakness.

Tuesday:
- Module # 4: Injuries and Diseases
- Spinal Cord Injury (SCI)
- Traumatic Brain Injury (TBI)
- Rancho Levels
- Prosthetic/Amputations
- Hip and Knee Replacements
- Burns
- Aging in place

Wednesday:
- Study and review questions from purple book for morning and afternoon session.
- **Night session**: Spinal Cord Injury (SCI)
- **Domain**: Performance Patterns.
SAMPLE STUDY PLAN: 4

**Thursday**
- Study and Review material from Module #4 for morning and afternoon session.
- **Night session:** Traumatic Brain Injury (TBI)

**Friday**
- **Morning session:** Module # 4 OTA Quiz timed.
- **Afternoon session:** Review answers and study areas of weakness.
- **Night session:** Rancho Levels, Prosthetics/Amputations, and Burns.

**Saturday**
- **Morning session:** Retake NBCOT ASPIRE Practice Test.
- **Afternoon session:** Review and assess answers from test.
- **Night session:** Aging in place.

**Sunday**
- Reward Day!
- Family day, relax, rest, refresh!
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>MAY 1st</strong></td>
<td><strong>Break</strong></td>
<td><strong>Break</strong></td>
<td><strong>Break</strong></td>
<td><strong>Break</strong></td>
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<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td><strong>Have all NBCEOT Study Material by this date.</strong></td>
<td><strong>First day of FW 2A</strong></td>
<td><strong>Frames of Reference</strong></td>
<td><strong>Code of ethics &amp; OT process</strong></td>
<td><strong>4 levels of interventions &amp; CEU</strong></td>
<td><strong>Take QS Test &amp; Mod 1 quiz</strong></td>
<td></td>
</tr>
<tr>
<td><strong>OFF</strong></td>
<td><strong>Evening: Begin mod 1.</strong></td>
<td><strong>Pediatric diagnosis, Down Syndrome, Spina Bifida, Cerebral Palsy &amp; hearing loss</strong></td>
<td><strong>IEP &amp; sensory integration</strong></td>
<td><strong>Handwriting &amp; IDEA part 1 and part 2</strong></td>
<td><strong>Section 504</strong></td>
<td><strong>Take QS Test &amp; Mod 2 quiz</strong></td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td><strong>OFF</strong></td>
<td><strong>Evening: Begin mod 2. Child development chart and milestones &amp; reflex chart</strong></td>
<td><strong>ROM, MMT, &amp; PAMs</strong></td>
<td><strong>Grasp patterns, Met levels, &amp; cardiac rehab</strong></td>
<td><strong>COPD, Semmes Weinstein Mono Test</strong></td>
<td><strong>Intro to hands &amp; muscle UE chart</strong></td>
<td><strong>Take QS Test &amp; Mod 3 quiz</strong></td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td><strong>OFF</strong></td>
<td><strong>Evening: Begin mod 3. UE, casts and splints</strong></td>
<td><strong>UE amputations &amp; prostheses, hip, knee, back &amp; pressure ulcer</strong></td>
<td><strong>Rancho Los Amigos Scale, neuro treatment, adaptive eating</strong></td>
<td><strong>Bottom to top vision, OT and sex</strong></td>
<td><strong>Aging in place</strong></td>
<td><strong>Take QS Test &amp; Mod 4 quiz</strong></td>
</tr>
<tr>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
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</tbody>
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IN CONCLUSION

- There is not a one-size-fits-all model for how to best prepare for the NBCOT exam
- Create a study plan that utilizes your time and addresses your needs to best prepare for the NBCOT Exam
- Finally, stick to your plan!
- Be confident in yourself!
- Enjoy signing COTA/OTR behind your name!
HOW TO APPROACH THE EXAM QUESTIONS

- The Exam is based on the process and practice of OT, which NBCOT divides into multiple domains. Understanding the domain to which a question is oriented can help you figure out how to answer it.

- The exam is about the ability to gather information about a client’s occupational performance, formulate conclusions into a treatment plan, and select occupational therapy interventions.

- It also is about understanding standards of practice and ethics. It is not about regurgitating facts; it is about applying clinical reasoning.
Exam is constructed from the blue print
Free download from [www.nbcot.org](http://www.nbcot.org)

## OTR Domain Descriptions (effective through December 2018)

<table>
<thead>
<tr>
<th>Domain Description</th>
<th>Percent of Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>17%</td>
</tr>
<tr>
<td>02</td>
<td>28%</td>
</tr>
<tr>
<td>03</td>
<td>45%</td>
</tr>
<tr>
<td>04</td>
<td>10%</td>
</tr>
</tbody>
</table>

### OTR Domain Descriptions
- **01**: Acquire information regarding factors that influence occupational performance throughout the occupational therapy process.
- **02**: Formulate conclusions regarding client needs and priorities to develop and monitor an intervention plan throughout the occupational therapy process.
- **03**: Select interventions for managing a client-centered plan throughout the occupational therapy process.
- **04**: Manage and direct occupational therapy services to promote quality in practice.

## COTA Domain Descriptions (effective through December 2018)

<table>
<thead>
<tr>
<th>Domain Description</th>
<th>Percent of Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>32%</td>
</tr>
<tr>
<td>02</td>
<td>60%</td>
</tr>
<tr>
<td>03</td>
<td>8%</td>
</tr>
</tbody>
</table>

### COTA Domain Descriptions
- **01**: Assist the OTR to acquire information regarding factors that influence occupational performance throughout the occupational therapy process.
- **02**: Implement interventions in accordance with the intervention plan and under the supervision of the OTR to support client participation in areas of occupation throughout the occupational therapy process.
- **03**: Uphold professional standards and responsibilities to promote quality in practice.
The computer-based examinations contain:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTR</td>
<td>3 clinical simulation test (CST) items and 170 four- and three-option single response multiple choice items</td>
</tr>
<tr>
<td>COTA</td>
<td>200 items comprising four- and three-option single response multiple choice items, and six-option multi-select items</td>
</tr>
</tbody>
</table>

Four- and Three-Option Single Response Multiple Choice Items

Each single response multiple choice item starts with a stem or premise. This is usually in the form of a written statement or question. Either three or four possible response options are listed beneath the stem. From the options listed, there is only **ONE** correct response; the other options are incorrect responses.

**Six-Option Multi-Select Items** (COTA Exam Only)

Each six-option multi-select item includes a question stem followed by six response options. Of the six response options provided, **there are THREE correct responses; the other three options are incorrect responses. Highlight and strike out features are available on the computer to assist the candidate during their decision-making process.**

The candidate **must select THREE response options in order to proceed to the next question on the examination.**

**Clinical Simulation Test (CST) Items** (OTR Exam Only)

OTR exams include CST items. Each CST consists of an opening scene, a series of four sections each with section headers, and a list of decision or action statements. The CST items will function as illustrated below:

Example: CST section header, partial list of options, and feedback boxes
(Note: This image is provided for illustrative purposes only.)
WHAT STRATEGY CAN BE USED?

R2D2

Read  Remember  Deconstruct  Decide
### A Systematic Approach to Answering Multiple Choice Questions

<table>
<thead>
<tr>
<th>Read</th>
<th>Remember</th>
<th>Deconstruct</th>
<th>Decide</th>
</tr>
</thead>
</table>
| Focus study on one practice item at a time. | Remember what the question is asking. | Identify critical information:  
• Age of client? | Using the key information presented in the stem, read the first option. |
| Read the item stem without proceeding to the response options. | Begin to formulate an answer in your head without looking at any of the response options. | • Dx/Condition?  
• Stage of dx/condition? | Write a rationale for why the first option is correct or incorrect. |
| | It may be helpful to write the answer down before proceeding to the next step. | • Practice setting?  
• Other flags? | If needed, go back to a source reference and look up the information. |
| | Ask yourself if this info leads you to the original answer you formulated. | • Which words are bolded? | Select your response & check the answer key. |
WHAT TO EXPECT ON EXAM DAY?

- Computer delivered
- Request accommodations in advance if needed
- Optional tutorial prior to start of exam if needed
QUESTIONS?


www.nbcot.org
REFERENCES


