

Examination Content Outline

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1	Neurodevelopmental Conditions	
2	Neurological Conditions	
3	Genetic Conditions	
4	Psychiatric Conditions	
5	Medically Related Conditions	
6	Acquired Injury/Trauma	
7	Orthopedic Conditions	
8	Mental Health	
9	Motor Delays	
10	Sensory Processing Conditions	
11	Feeding and Swallowing Disorders	
B	Assessments/Evaluations and Client Considerations	26
1	Standardized/Norm-Referenced/Criterion-Referenced Assessments and Interviews	
2	Non-Standardized/Alternative Assessments including Clinical Observations and Interviews	
3	Cognitive Development/Function	
4	Physical Development/Function	
5	Functional Communication	
6	Social/Emotional Development/Function	
7	Self-Care Development/Function	
8	Areas of Occupation (e.g., play)	
9	Performance Skills (e.g., Emotional Regulation, Motor/Praxis, Sensory, Perceptual, Visual Processing, Cognitive, Communication and Social Skills)	
10	Performance Patterns (e.g., Habits, Routines, Rituals, Roles)	
11	Barriers and Facilitators to Participation and Performance	
12	Environmental Settings (e.g., Home, Community, School, Clinic, Virtual)	
13	Context Considerations (e.g., Cultural, Spiritual, Values)	
14	Client Factors and Input (e.g., Child, Caregivers)	
15	Social Determinants of Health (SDH) (e.g., Socio-Economic Status, Resources)	
2	Interventions	40
A	Therapeutic Focus of Interventions and Service Delivery	28
1	Social-Emotional Development Interventions	
2	Feeding, Eating and Swallowing Interventions	
3	Cognitive Development Interventions	
4	Motor Development Interventions	
5	Sensory Interventions	
6	ADL and IADL Interventions	
7	Behavioral Interventions and Strategies	
8	Group and Population-level Interventions	

9	Areas of Occupation (i.e. Work, Play, Eat, Sleep)	
10	Approaches (i.e., Create or Promote, Establish and Restore, Maintain, Modify, Prevent)	
11	Frame of Reference and Theory, including Conceptual Practice Models	
12	Modalities/Modifications/Accommodations	
13	Performance Skills	
14	Performance Patterns	
15	Environmental Considerations (Natural vs Therapy Settings)	
16	Group and Family Dynamics	
17	Care Coordination	
18	Educate and Support Involved Parties (e.g., Parents, Teachers, Social Workers)	
B	Goals, Implementation, Reviews and Transitions	12
1	Client-centered Goals	
2	Plan of Care, including Frequency, Duration and Location	
3	Reassessment/Progress Notes	
4	Monitor Goals and Progress, Data Collection and Reporting	
5	Discharge Planning and Discontinuation	
6	Transitions to Different Services or Settings	
3	Professional Responsibilities	17
A	Communication and Collaboration	10
1	Communicate Approaches Based on Audience	
2	Interprofessional Approaches	
3	Third-Party Considerations (e.g., Schools, Insurance Companies, Child/Adult Protective Services)	
4	Referrals and Requests for Service	
5	Mentee/Mentorship and Supervisor Roles and Relationships	
6	Advocacy (e.g., Clients and Profession) including Recommendations/Letters of Justification/Medical Necessity/Appeals	
7	Reports (e.g., Evaluation, Progress, Discharge)	
B	Legal Considerations and Ethics	7
1	Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), and/or Section 504 plans	
2	Practice Laws and Regulations	
3	Professional Ethics and Responsibilities	
4	Best Practices	