<table>
<thead>
<tr>
<th>Application</th>
<th>Initial</th>
<th>Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Background</strong></td>
<td>Complete the application information</td>
<td>Complete the application information</td>
</tr>
<tr>
<td><strong>Employment Background</strong></td>
<td>Complete the application information</td>
<td>Complete the application information</td>
</tr>
</tbody>
</table>
| **Verification** of Occupational Therapy Employment or Volunteer Service *(scanned and included in evidence file)* | 2,000 hours as an OTA in the past 5 years  
• 600 hours of which must be direct delivery of occupational therapy services with clients | 2,000 hours *in the certification area* in the past 5 years  
This may include roles in any capacity as long as they are relevant to the certification area and occupational therapy (e.g., direct service provider, management, researcher, educator, presenter/lecturer, consultant) |
| **Certification Criteria**        | Complete 1 activity for each of the 11 criterion                        | Complete 1 activity for 6 criteria of your choosing                     |
| **Goal Status & Reflection**      | Not applicable                                                          | Review status of goals that were established in the initial certification application  
Note: See pages 2-3 for OT details and 4-5 for OTA details.  
• Review status of goals that were established in the initial certification application  
• Note if any changes were made to the original goals. What is the status of these goals? Do you feel the goal--as initially written or modified--was achieved? |
| **Self-Assessment**               | Complete self-assessment:  
• Describe your current practice in relation to this certification and how you envision your practice area changing in the future  
• Having gone through the certification process, what have you discovered that you want to learn more about in relation to the competencies required for this certification area? | Complete another self-assessment |
| **Professional Development Plan** | Complete PDP  
• Choose any 3 criteria, and establish professional development goals for them | Complete new PDP  
• Choose any 3 criteria, and establish professional development goals for them |
### Specialty Certification in DRIVING AND COMMUNITY MOBILITY

#### Certification Criteria

**OCCUPATIONAL THERAPIST**

<table>
<thead>
<tr>
<th>Criteria: OCCUPATIONAL THERAPIST</th>
<th>Options for Meeting Criteria (choose 1 activity for each criterion)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge: Diagnostic Considerations</strong></td>
<td>Demonstrates knowledge of primary and secondary conditions that impact occupational engagement related to driving and community mobility.</td>
</tr>
</tbody>
</table>
|  | • Expert Witness  
|  | • Formal Learning – Minimum 10 contact hours needed  
|  | • Independent Learning – Minimum 10 contact hours needed  
|  | • Peer-Reviewed Publication |
| **2. Knowledge: Evaluation** | Demonstrates knowledge of relevant evidence specific to *evaluation* in driving and community mobility. |
|  | • Expert Witness  
|  | • Formal Learning – Minimum 10 contact hours needed  
|  | • Independent Learning – Minimum 10 contact hours needed  
|  | • Peer-Reviewed Publication |
| **3. Knowledge: Intervention** | Demonstrates knowledge of relevant evidence specific to *intervention* in driving and community mobility. |
|  | • Expert Witness  
|  | • Formal Learning – Minimum 10 contact hours needed  
|  | • Independent Learning – Minimum 10 contact hours needed  
|  | • Peer-Reviewed Publication |
| **4. Knowledge: Regulation & Payers** | Demonstrates knowledge of laws and regulations relevant to driving and community mobility, including payer sources. |
|  | • Expert Witness  
|  | • Formal Learning – Minimum 3 contact hours needed  
|  | • Independent Learning – Minimum 3 contact hours needed  
|  | • Peer-Reviewed Publication |
| **5. Evaluation: Performance Skills** | Administers standardized assessments specific to driving and community mobility, consistently integrating clinical observations throughout the evaluation process. |
|  | • Client-Based Case Study  
|  | • Mentee (does not include supervisory relationship)  
|  | • Self-Analysis of Video Recording |
| **6. Evaluation: Critical Reasoning** | Synthesizes and interprets assessment data and clinical observations related to the client, context, and performance in driving and community mobility. |
|  | • Critical Reasoning Scenarios (2)  
|  | • Formal Specialized Consultation for Evaluation  
|  | • Program Development  
<p>|  | • Research |</p>
<table>
<thead>
<tr>
<th><strong>Criteria: OCCUPATIONAL THERAPIST</strong></th>
<th><strong>Options for Meeting Criteria</strong> <em>(choose 1 activity for each criterion)</em></th>
</tr>
</thead>
</table>
| **7. Intervention: Performance Skills** | Performs interventions that are unique to driving and community mobility while integrating impact of varying client factors and contexts. | • Client-Based Case Study  
• Mentee (does not include supervisory relationship)  
• Self-Analysis of Video Recording |
| **8. Intervention: Critical Reasoning** | Selects, plans, and modifies interventions in driving and community mobility based on evidence and evaluation data. | • Client-Based Case Study  
• Formal Specialized Consultation for Intervention  
• Mentee (does not include supervisory relationship)  
• Program Development  
• Research |
| **9. Psychosocial Critical Reasoning** | Recognizes immediate and long-term implications of psychosocial issues related to conditions found in clients with driving and community mobility needs and modifies therapeutic approach and occupational therapy service delivery accordingly. | • Client-Based Case Study  
• Formal Specialized Consultation for Psychosocial  
• Mentee (does not include supervisory relationship)  
• Program Development  
• Research |
| **10. Ethical Practice** | Identifies ethical implications associated with the delivery of services in driving and community mobility and articulates a process for navigating through identified issues. | • 3 ethical practice scenarios, 1 for each of the following: Client-Based, Fiscal & Regulatory, Scope of Practice |
| **11. Establishes Networks** | Establishes and collaborates with referral sources and stakeholders to help the client and relevant others achieve outcomes that support health and participation in the area of driving and community mobility. | • Formal Specialized Consultation  
• Marketing Activities  
• Presentation  
• Volunteer Leadership |
| **12. Advocating for Change** | Influences services for clients (person, organization, population) in driving and community mobility through independent or collaborative education or advocacy activities. | • Advocacy Efforts  
• Advocacy Case Study  
• Presentation  
• Public Awareness Effort  
• Volunteer Leadership |
**Specialty Certification in DRIVING AND COMMUNITY MOBILITY**

Certification Criteria  
**OCCUPATIONAL THERAPY ASSISTANT**

<table>
<thead>
<tr>
<th>Criteria: OCCUPATIONAL THERAPY ASSISTANT</th>
<th>Options for Meeting Criteria (choose 1 activity for each criterion)</th>
</tr>
</thead>
</table>
| 1. **Knowledge:** Diagnostic Considerations | Demonstrates knowledge of primary and secondary conditions that impact occupational engagement related to driving and community mobility.  
• Formal Learning – Minimum 10 contact hours needed  
• Independent Learning – Minimum 10 contact hours needed  
• Peer-Reviewed Publication |
| 2. **Knowledge:** Assessment | Demonstrates knowledge of relevant evidence specific to assessment in driving and community mobility.  
• Formal Learning – Minimum 10 contact hours needed  
• Independent Learning – Minimum 10 contact hours needed  
• Peer-Reviewed Publication |
| 3. **Knowledge:** Intervention | Demonstrates knowledge of relevant evidence specific to intervention in driving and community mobility.  
• Formal Learning – Minimum 10 contact hours needed  
• Independent Learning – Minimum 10 contact hours needed  
• Peer-Reviewed Publication |
| 4. **Knowledge:** Regulation & Payers | Demonstrates knowledge of laws and regulations relevant to driving and community mobility, including payer sources.  
• Formal Learning – Minimum 3 contact hours needed  
• Independent Learning – Minimum 3 contact hours needed  
• Peer-Reviewed Publication |
| 5. **Assessment:** Performance Skills | Administers standardized assessments as delegated by the supervising occupational therapist specific to driving and community mobility consistently integrating clinical observations.  
• Client-Based Case Study  
• Mentee (does not include supervisory relationship)  
• Self-Analysis of Video Recording |
| 6. **Intervention:** Performance Skills | In collaboration with the supervising occupational therapist, performs interventions that are unique to driving and community mobility while integrating impact of varying client factors and contexts.  
• Client-Based Case Study  
• Mentee (does not include supervisory relationship)  
• Self-Analysis of Video Recording |
| Criteria: **OCCUPATIONAL THERAPY ASSISTANT** | **Options for Meeting Criteria**  
(choose 1 activity for each criterion) |
|-------------------------------------------|------------------------------------------------------------------------------------|
| **7. Intervention**: Critical Reasoning  
In collaboration with the supervising occupational therapist, selects, plans, and modifies interventions in driving and community mobility based on evidence and evaluation data. | • Client-Based Case Study  
• Formal Specialized Consultation for Intervention  
• Mentee (does not include supervisory relationship)  
• Program Development  
• Research |
| **8. Psychosocial Critical Reasoning**  
In collaboration with the supervising occupational therapist, recognizes immediate and long-term implications of psychosocial issues related to conditions found in clients with driving and community mobility needs and modifies therapeutic approach and occupational therapy service delivery accordingly. | • Client-Based Case Study  
• Formal Specialized Consultation for Psychosocial  
• Mentee (does not include supervisory relationship)  
• Program Development  
• Research |
| **9. Ethical Practice**  
Identifies ethical implications associated with the delivery of services in driving and community mobility and articulates a process for navigating through identified issues. | • 3 ethical practice scenarios, 1 for each of the following: Client-Based, Fiscal & Regulatory, Scope of Practice |
| **10. Establishes Networks**  
Establishes and collaborates with referral sources and stakeholders to help the client and relevant others achieve outcomes that support health and participation in the area of driving and community mobility. | • Formal Specialized Consultation  
• Marketing Activities  
• Presentation  
• Volunteer Leadership |
| **11. Advocating for Change**  
Influences services for clients (person, organization, population) driving and community mobility through independent or collaborative education or advocacy activities. | • Advocacy Efforts  
• Advocacy Case Study  
• Presentation  
• Public Awareness Effort  
• Volunteer Leadership |