

**CERTIFICATION REQUIREMENTS**  
**BOARD CERTIFICATION OVERVIEW**

This is **not** the Board Certification application.

Application	Initial	Renewal
<b>Academic Background</b>	<i>Complete the application information</i>	<i>Complete the application information</i>
<b>Employment Background</b>	<i>Complete the application information</i>	<i>Complete the application information</i>
<b>Verification</b> of Occupational Therapy Employment or Volunteer Service ( <i>scanned and included in evidence file</i> )	<b>5,000</b> hours in the certification area as an occupational therapist in the past 5 years <b>500</b> hours of occupational therapy service delivery in the certification area in the past 5 years	<b>3,000</b> hours in the certification area as an occupational therapist in the past 5 years <i>May include roles in any capacity as long as they are relevant to the certification area and occupational therapy</i>
<b>Certification Criteria</b> <b>Note:</b> See pages 2-3 below for details	Complete 1 activity for each of the 13 criterion	Complete 1 activity for 6 criteria of your choosing
<b>Goal Status &amp; Reflection</b>	Not applicable	<ul style="list-style-type: none"> <li>• Review status of goals that were established in the initial certification application</li> <li>• 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?</li> </ul>
<b>Self-Assessment</b>  <i>A narrative self-assessment that describes your current practice in the certification area and how you envision the practice area changing in the future (1,350–3,000-word guideline)</i>	Complete self-assessment <ul style="list-style-type: none"> <li>• <i>Describe your current practice in relation to this certification and how you envision your practice area changing in the future</i></li> <li>• <i>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?</i></li> </ul>	Complete another self-assessment
<b>Professional Development Plan (PDP)</b>	Complete initial PDP <ul style="list-style-type: none"> <li>• Choose any 3 criteria, and establish professional development goals for them</li> </ul>	Complete new PDP <ul style="list-style-type: none"> <li>• Choose any 3 criteria, and establish professional development goals for them</li> </ul>

## CERTIFICATION CRITERIA

### BOARD CERTIFICATION in GERONTOLOGY OVERVIEW

**Important:** Applicant must address each of the 13 criteria by choosing one (1) of the available options.

Summary	CRITERIA	Options for Meeting Criteria (choose 1 activity for each criterion)
1. <b>Knowledge:</b> Lifespan & Conditions	Demonstrates acquisition of current knowledge of the effects of the interaction between lifespan issues and relevant conditions that impact occupational performance related to gerontology.	<ul style="list-style-type: none"> <li>• Formal Learning: Minimum 10 contact hours needed</li> <li>• Independent Learning: Minimum 10 contact hours needed</li> <li>• Mentee (does <b>not</b> include supervisory relationship)</li> <li>• Peer-Reviewed Publication</li> </ul>
2. <b>Knowledge:</b> Evaluation	Demonstrates acquisition of current knowledge of relevant evidence specific to <i>evaluation</i> in gerontology.	<ul style="list-style-type: none"> <li>• Formal Learning: Minimum 10 contact hours needed</li> <li>• Independent Learning: Minimum 10 contact hours needed</li> <li>• Mentee (does <b>not</b> include supervisory relationship)</li> <li>• Peer-Reviewed Publication</li> </ul>
3. <b>Knowledge:</b> Intervention	Demonstrates acquisition of current knowledge of relevant evidence specific to <i>intervention</i> in gerontology.	<ul style="list-style-type: none"> <li>• Formal Learning: Minimum 10 contact hours needed</li> <li>• Independent Learning: Minimum 10 contact hours needed</li> <li>• Mentee (does <b>not</b> include supervisory relationship)</li> <li>• Peer-Reviewed Publication</li> </ul>
4. <b>Knowledge:</b> Systems	Demonstrates acquisition of current knowledge of laws, regulations, payer sources, and service delivery systems relevant to gerontology.	<ul style="list-style-type: none"> <li>• Formal Learning: Minimum 3 contact hours needed</li> <li>• Independent Learning: Minimum 3 contact hours needed</li> <li>• Mentee (does <b>not</b> include supervisory relationship)</li> <li>• Peer-Reviewed Publication</li> </ul>
5. <b>Evaluation:</b> Uses Relevant Evidence	Uses relevant evidence to establish an occupational profile with the client (person, organization, population) and assess the client's occupational performance through a variety of measures, including standardized assessments, as appropriate.	<ul style="list-style-type: none"> <li>• Client-Based Case Study</li> <li>• Program Development</li> <li>• Research</li> <li>• Self-Analysis of Video Recording</li> </ul>
6. <b>Evaluation:</b> Prioritizes Needs	Prioritizes needs related to the client, context, and performance by synthesizing and interpreting assessment data and clinical observations in gerontology.	<ul style="list-style-type: none"> <li>• Client-Based Case Study</li> <li>• Program Development</li> <li>• Research</li> </ul>

Summary	CRITERIA	Options for Meeting Criteria (choose 1 activity for each criterion)
7. <b>Intervention:</b> Design & Implementation	Designs and implements gerontology interventions that are client-centered, contextually relevant, and evidence-based to facilitate optimal occupational engagement.	<ul style="list-style-type: none"> <li>• Client-Based Case Study</li> <li>• Formal Specialized Consultation for Intervention</li> <li>• Mentee (does <b>not</b> include supervisory relationship)</li> <li>• Program Development</li> <li>• Research</li> <li>• Self-Analysis of Video Recording</li> </ul>
8. <b>Intervention:</b> Wellness & Prevention	Provides gerontology intervention that incorporates wellness and prevention for clients (persons, organizations, populations) to optimize present and future occupational engagement.	<ul style="list-style-type: none"> <li>• Client-Based Case Study</li> <li>• Formal Specialized Consultation for Intervention</li> <li>• Mentee (does <b>not</b> include supervisory relationship)</li> <li>• Program Development</li> <li>• Research</li> <li>• Self-Analysis of Video Recording</li> </ul>
9. <b>Outcomes</b>	Evaluates effectiveness of services delivered, either for caseload or programs, in order to validate service delivery and make changes as appropriate to maximize outcomes related to gerontology.	<ul style="list-style-type: none"> <li>• Formal Specialized Consultation for Outcomes</li> <li>• Research</li> <li>• Program or Service Evaluation</li> </ul>
10. <b>Holistic Practice</b>	Holistically addresses the client's needs, including physical, social, and emotional well-being, that may impede occupational performance.	<ul style="list-style-type: none"> <li>• Holistic Practice Case Study</li> </ul>
11. <b>Ethical Practice</b>	Identifies ethical implications associated with practice in gerontology and applies ethical reasoning for navigating through identified issues.	<ul style="list-style-type: none"> <li>• Three ethical practice scenarios, 1 for each of the following: Client-Based, Fiscal &amp; Regulatory, Systems/Organizational</li> </ul>
12. <b>Advocating for Change</b>	Advances access to services or influences policies or programs that promote the health and occupational engagement of clients (persons, organizations, populations) in the gerontology practice area.	<ul style="list-style-type: none"> <li>• Advocacy Case Study</li> <li>• Advocacy Efforts</li> <li>• Volunteer Leadership</li> </ul>
13. <b>Accessing Networks &amp; Resources</b>	Negotiates the service delivery system to establish networks and collaborate with team members, referral sources, or stakeholders to support clients' occupational engagement.	<ul style="list-style-type: none"> <li>• Networking Case Study</li> </ul>