## CERTIFICATION REQUIREMENTS

### BOARD CERTIFICATION OVERVIEW

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

<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>
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<tr>
<td><strong>Employment Background</strong></td>
<td>Complete the application information</td>
<td>Complete the application information</td>
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<tr>
<td><strong>Verification</strong> of Occupational Therapy Employment or Volunteer Service (scanned and included in evidence file)</td>
<td>5,000 hours in the certification area as an occupational therapist in the past 5 years 500 hours of occupational therapy service delivery in the certification area in the past 5 years</td>
<td>3,000 hours in the certification area as an occupational therapist in the past 5 years May include roles in any capacity as long as they are relevant to the certification area and occupational therapy</td>
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<tr>
<td><strong>Certification Criteria</strong></td>
<td>Complete 1 activity for each of the 13 criterion</td>
<td>Complete 1 activity for 6 criteria of your choosing</td>
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</table>
| **Goal Status & Reflection**     | Not applicable                                                          | • 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 (PDP)** | Complete initial 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 |
# Certification Criteria

## Board Certification in Gerontology Overview

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

<table>
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<tr>
<th>Summary</th>
<th>Criteria</th>
<th>Options for Meeting Criteria (choose 1 activity for each criterion)</th>
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</table>
| **1. Knowledge:** 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. | • Formal Learning: Minimum 10 contact hours needed  
• Independent Learning: Minimum 10 contact hours needed  
• Mentee (does not include supervisory relationship)  
• Peer-Reviewed Publication |
| **2. Knowledge:** Evaluation | Demonstrates acquisition of current knowledge of relevant evidence specific to *evaluation* in gerontology. | • Formal Learning: Minimum 10 contact hours needed  
• Independent Learning: Minimum 10 contact hours needed  
• Mentee (does not include supervisory relationship)  
• Peer-Reviewed Publication |
| **3. Knowledge:** Intervention | Demonstrates acquisition of current knowledge of relevant evidence specific to *intervention* in gerontology. | • Formal Learning: Minimum 10 contact hours needed  
• Independent Learning: Minimum 10 contact hours needed  
• Mentee (does not include supervisory relationship)  
• Peer-Reviewed Publication |
| **4. Knowledge:** Systems | Demonstrates acquisition of current knowledge of laws, regulations, payer sources, and service delivery systems relevant to gerontology. | • Formal Learning: Minimum 3 contact hours needed  
• Independent Learning: Minimum 3 contact hours needed  
• Mentee (does not include supervisory relationship)  
• Peer-Reviewed Publication |
| **5. Evaluation:** 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. | • Client-Based Case Study  
• Program Development  
• Research  
• Self-Analysis of Video Recording |
| **6. Evaluation:** Prioritizes Needs | Prioritizes needs related to the client, context, and performance by synthesizing and interpreting assessment data and clinical observations in gerontology. | • Client-Based Case Study  
• Program Development  
• Research |
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| 7. **Intervention: Design & Implementation**                           | Designs and implements gerontology interventions that are client-centered, contextually relevant, and evidence-based to facilitate optimal occupational engagement.                                            | • Client-Based Case Study  
• Formal Specialized Consultation for Intervention  
• Mentee (does **not** include supervisory relationship)  
• Program Development  
• Research  
• Self-Analysis of Video Recording |
| 8. **Intervention: Wellness & Prevention**                             | Provides gerontology intervention that incorporates wellness and prevention for clients (persons, organizations, populations) to optimize present and future occupational engagement.                                   | • Client-Based Case Study  
• Formal Specialized Consultation for Intervention  
• Mentee (does **not** include supervisory relationship)  
• Program Development  
• Research  
• Self-Analysis of Video Recording |
| 9. **Outcomes**                                                        | 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.                        | • Formal Specialized Consultation for Outcomes  
• Research  
• Program or Service Evaluation |
| 10. **Holistic Practice**                                              | Holistically addresses the client’s needs, including physical, social, and emotional well-being, that may impede occupational performance.                                                                 | • Holistic Practice Case Study |
| 11. **Ethical Practice**                                               | Identifies ethical implications associated with practice in gerontology and applies ethical reasoning for navigating through identified issues.                                                              | • Three ethical practice scenarios, 1 for each of the following: Client-Based, Fiscal & Regulatory, Systems/Organizational |
| 12. **Advocating for Change**                                          | 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.                   | • Advocacy Case Study  
• Advocacy Efforts  
• Volunteer Leadership |
| 13. **Accessing Networks & Resources**                                 | Negotiates the service delivery system to establish networks and collaborate with team members, referral sources, or stakeholders to support clients’ occupational engagement.                                    | • Networking Case Study |

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