

COMPETENCIES, CRITERIA, AND CLIENT OUTCOMES

Gerontology Board Certification

This document represents the competencies and criteria that applicants must use for building their certification portfolio. Complete information about the requirements for certification and instructions on how to complete a certification application can be found in the Gerontology Board Certification Handbook.

COMPETENCY A: Occupation

Synthesizes information about the meanings and benefits of occupation and performance patterns of older adults and incorporates that knowledge into occupational therapy practice.

Client Outcome: Older adults engage in satisfying occupations through the support of habits, routines, roles, and rituals.

Standard	Criteria
Knowledge	A1. Has knowledge and understands the influence of habits, routines, roles, and rituals and their impact on occupational engagement, well-being, and quality of life of older adults.
Critical Reasoning	A2. Analyzes and synthesizes concepts from relevant gerontological and occupational therapy literature and practice concerning the meanings and benefits of occupation and performance patterns over the life span of older adults.
Interpersonal Skills	A3. Incorporates therapeutic use of self and cultural competence to foster hope and motivation when educating older adults and relevant others in order to enable participation in occupation.
Performance Skills	A4. Designs and develops occupation-based interventions, including supportive performance patterns, to assist older adults in maximizing participation.
Ethical Reasoning	A5. Applies ethical reasoning to issues arising from transitional changes in the lives of older adults that affect autonomy and occupational choices.

COMPETENCY B: Aging Changes

Assesses the relationships among occupation and the complexities of aging, including age-associated changes and pathology, to provide occupational therapy services that minimize disability and promote health and well-being.

Client Outcome: Older adults participate in meaningful occupations as they adapt to age-associated changes and pathology.

Standard	Criteria
Knowledge	B1. Has knowledge of relevant evidence, including theories regarding age-related changes or pathology that affect cognitive, psychological, and physical function.
Critical Reasoning	B2. Integrates relevant gerontological literature, aging theory, and evaluation data to promote occupational engagement, health, and well-being and minimize disability in older adults.
Interpersonal Skills	B3. Uses adult learning principles to foster collaboration among older adults and relevant others in order to maximize participation in accordance with age-associated changes or pathology.
Performance Skills	B4. Designs and provides primary, secondary, or tertiary prevention programs, such as safety and fall prevention programs, to facilitate older adults' optimal engagement in occupations.
Ethical Reasoning	B5. Uses ethical decision making to weigh competing interests and perspectives when choosing assessments, establishing intervention approaches (e.g., remediation vs. compensation), and recommending discharge from service.

COMPETENCY C: Context and Environment

Uses a systems perspective to evaluate and address the ways that multiple life events, contexts, and environments affect the occupations and roles of older adults.

Client Outcome: Older adults experiencing significant life events and changes in contexts and environments will achieve positive outcomes in occupational performance and participation.

Standard	Criteria
Knowledge	C1. Has knowledge of a systems perspective to evaluate the ways context and environment affect the occupational performance, health, and well-being of older adults.
Critical Reasoning	C2. Analyzes the interrelationships among the client factors, contexts, and environments, and occupations of older adults to understand their influence on occupational performance.
Interpersonal Skills	C3. Facilitates collaborative decision making in interactions with older adults and relevant others by incorporating knowledge of life transitions, contexts and environments.
Performance Skills	C4. Optimizes person–environment fit by using health promotion, remediation, compensation, or disability prevention approaches to maximize participation of older adults.
Ethical Reasoning	C5. Weighs issues of individual autonomy and choice to guide recommendations related to context and environment such as safety; competence; and lifestyle choices, including end-of-life considerations.

COMPETENCY D: Evaluation, Intervention, and Outcomes

Performs client-centered evaluations and interventions that are occupation based and evidence based and lead to successful outcomes for older adults and relevant others.

Client Outcome: Older adults and relevant others will identify and engage in desired occupations by participating in client-centered and evidence-based occupational therapy services.

Standard	Criteria
Knowledge	D1. Has knowledge of relevant data collection methods, assessment tools, interventions, and outcome measures specifically related to the occupational performance of older adults.
Critical Reasoning	D2. Interprets relevant evidence using a client-centered perspective to evaluate the occupational performance of older adults and provide occupation-based interventions.
Critical Reasoning	D3. Analyzes and synthesizes outcome data, relevant evidence, and theory to choose evaluation processes and to modify intervention approaches when providing service for or doing research about older adults.
Interpersonal Skills	D4. Participates as an integral member of an interdisciplinary team in order to support comprehensive services and communicate expected outcomes to team members, including older adults and relevant others.
Performance Skills	D5. Prior to focusing on specific performance skills, applies an occupation-based approach to the evaluation process, including attention to the older adult's occupational profile, context(s), and environment(s).
Performance Skills	D6. Implements relevant evidence-based data collection methods, assessments, interventions, and outcome measures specifically related to the occupational performance of older adults.
Ethical Reasoning	D7. Reports relative effectiveness of occupational therapy programs and services provided to older adults through strategies that promote objectivity and reduce bias.

COMPETENCY E: Advocacy

Advances practice of occupational therapy and access to services for older adults by advocating for policies, programs, and services that promote engagement in occupations.

Client Outcome: Older adults will experience improved access to services and programs that promote optimal engagement in occupations.

Standard	Criteria
Knowledge	E1. Has knowledge of and understands federal, state, local, and other health and human services systems, including funding and reimbursement, as they affect the profession of occupational therapy and the occupational performance and participation of older adults.
Critical Reasoning	E2. Analyzes the complexities of the health care delivery system and develops strategies to effectively advocate for policies and programs that promote access and reduce barriers to service delivery across the continuum of care.
Interpersonal Skills	E3. Partners with older adults, relevant others, agencies, institutions, and legislative and regulatory leaders to promote the profession and improve access to services and programs.
Performance Skills	E4. Advocates for the profession, improved health care, housing, products, transportation, social services, and other resources to support older adults and relevant others.
Performance Skills	E5. Advances knowledge of theory and evidence-based geriatric occupational therapy practice through research, publications, professional presentations, and legislative involvement.
Ethical Reasoning	E6. Applies ethical principles to advocate for social justice and occupational justice initiatives, services, and policies for older adults who are experiencing challenges related to participation.