

TherapyEd OTR Certification Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. For an individual with hemiplegia, which equipment is most suitable to assist with ambulation?**
 - A. Canes
 - B. Walking frames
 - C. Ankle-foot orthosis (AFO)
 - D. Foot orthotics
- 2. When a client with a C5 spinal cord injury reports discomfort during a feeding practice session, what is the best first action for the occupational therapist to take?**
 - A. Administer pain medication
 - B. Empty the client's filled catheter bag and maintain an upright position
 - C. Encourage the client to drink water
 - D. Terminate the session immediately
- 3. What should an occupational therapist do first if a patient with a BK amputation begins to feel weak and dizzy during laundry tasks?**
 - A. Have them sit down and rest for a while
 - B. Administer orange juice for developing hypoglycemia
 - C. Encourage hydration with water
 - D. Take immediate vital signs
- 4. What is the appropriate action if a client declines to participate in a recommended therapy program?**
 - A. Press the client until they agree
 - B. Document the client's decision and explore concerns
 - C. Assume the client understands the consequences
 - D. Consult with a supervisor for further direction
- 5. A 6-year-old child has thumb weakness affecting thumb opposition. What activity will the occupational therapist observe the child struggling with?**
 - A. Writing with a pen
 - B. Turning a pencil over to erase
 - C. Buttoning clothes
 - D. Holding a spoon

- 6. An occupational therapist develops an intervention plan for a patient in Phase 2 of cardiac recovery. Which activities should be included?**
- A. Low-impact aerobics and resistance training
 - B. Weeding a garden and doing low-impact aerobics
 - C. Yoga and swimming
 - D. High-intensity interval training and jogging
- 7. A person with traumatic brain injury scores a 6 on the Glasgow Coma Scale. What should the occupational therapist use to initiate intervention?**
- A. Sensory stimulation
 - B. Verbal feedback
 - C. Occupational tasks
 - D. Task-oriented activities
- 8. To ensure best practice for new entry-level occupational therapists in a growing private practice, what should be implemented?**
- A. A monetary bonus for high performance
 - B. A comprehensive orientation program with shadowing
 - C. A peer-review process
 - D. A formal mentoring program with senior therapists
- 9. What term best describes the behavior of a client with a left CVA who shows neglect for items on the right side?**
- A. Unilateral inattention
 - B. Visual perception disorder
 - C. Spatial neglect
 - D. Right hemispatial deficit
- 10. How should an occupational therapist respond to a family offering a cash gift for services rendered?**
- A. Politely accept the gift but donate it
 - B. Decline the gift and explain the no-gift policy
 - C. Accept the gift and thank them
 - D. Suggest a charitable donation instead

Answers

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1. C
2. B
3. B
4. B
5. B
6. B
7. A
8. B
9. A
10. B

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Explanations

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1. For an individual with hemiplegia, which equipment is most suitable to assist with ambulation?

- A. Canes
- B. Walking frames
- C. Ankle-foot orthosis (AFO)**
- D. Foot orthotics

When considering the most suitable equipment to assist an individual with hemiplegia during ambulation, an ankle-foot orthosis (AFO) stands out as the most appropriate choice. The primary function of an AFO is to provide support and stability to the foot and ankle, which is particularly crucial for individuals with hemiplegia. This condition often results in weakness or paralysis on one side of the body, leading to difficulties with balance and gait. The AFO helps in several ways: it can prevent foot drop, enhance control during the swing phase of walking, and promote proper alignment. By maintaining the foot in a neutral position, the AFO allows for more efficient and safer ambulation. The effectiveness of the AFO is particularly evident in facilitating weight-bearing through the affected leg while compensating for weakness, thus allowing the individual to walk more effectively and confidently. Other options, such as canes and walking frames, may provide assistance and stability but are often more suited for individuals with different types of mobility impairments. Canes can require a level of upper body strength and coordination that may not be present in someone with hemiplegia, while walking frames may not provide the necessary ankle support that an AFO does. Similarly, foot orthotics

2. When a client with a C5 spinal cord injury reports discomfort during a feeding practice session, what is the best first action for the occupational therapist to take?

- A. Administer pain medication
- B. Empty the client's filled catheter bag and maintain an upright position**
- C. Encourage the client to drink water
- D. Terminate the session immediately

When a client with a C5 spinal cord injury reports discomfort during a feeding practice session, the best first action for the occupational therapist is to empty the client's filled catheter bag and maintain an upright position. Clients with a spinal cord injury may experience discomfort due to a variety of reasons, including bladder fullness. Since the C5 injury affects motor control and sensation, the client may not be able to identify the source of discomfort accurately. By addressing the bladder fullness, the therapist can alleviate one potential cause of discomfort. Additionally, maintaining an upright position can help with drainage and overall comfort during activities, thus allowing the feeding practice to continue more effectively. Other responses, such as administering pain medication or encouraging the client to drink water, may not address the immediate source of discomfort or may even exacerbate the situation. Terminating the session altogether would prevent the client from practicing feeding skills, which are important for their rehabilitation and independence. Therefore, managing physical factors such as bladder fullness and positioning offers the most effective immediate solution.

3. What should an occupational therapist do first if a patient with a BK amputation begins to feel weak and dizzy during laundry tasks?

- A. Have them sit down and rest for a while
- B. Administer orange juice for developing hypoglycemia**
- C. Encourage hydration with water
- D. Take immediate vital signs

In a situation where a patient with a below-knee (BK) amputation begins to feel weak and dizzy, the occupational therapist must prioritize addressing the immediate needs of the patient. The correct approach is to assess for potential hypoglycemia, which can cause symptoms like weakness and dizziness. Administering orange juice is appropriate due to its high sugar content, which quickly raises blood sugar levels. This response aims to alleviate the symptoms associated with low blood sugar, making it a critical intervention for someone who may be experiencing these feelings due to inadequate glucose levels. If hypoglycemia is suspected, providing a quick source of sugar is a standard first response, especially before conducting any further assessments or interventions. In this case, while it might seem beneficial to have the patient sit and rest, or encourage hydration, these actions do not directly address the potential cause of the symptoms. Additionally, taking vital signs is important for overall assessment, but it does not provide immediate relief from the symptoms if they are indeed due to low blood sugar. Therefore, assisting the patient with glucose intake is the most effective and immediate course of action.

4. What is the appropriate action if a client declines to participate in a recommended therapy program?

- A. Press the client until they agree
- B. Document the client's decision and explore concerns**
- C. Assume the client understands the consequences
- D. Consult with a supervisor for further direction

When a client declines to participate in a recommended therapy program, the most appropriate action is to document the client's decision and explore their concerns. This approach reflects an understanding of the client's autonomy and acknowledges their right to make choices about their treatment. It is crucial for the therapist to not only respect the client's decision but to also investigate the reasons behind their refusal. Engaging in a dialogue allows the therapist to address any misconceptions, fears, or preferences the client may have, thus fostering trust and collaboration in the therapeutic relationship. This method emphasizes the importance of client-centered practice, where the client's voice is valued and taken into consideration in the planning of their care. Understanding the client's viewpoint can also lead to a more tailored approach that aligns with their values and needs, ultimately improving the likelihood of positive outcomes should they choose to re-engage with therapy in the future. In situations where pressing the client or assuming their understanding of consequences occurs, it may lead to increased resistance or a breakdown in the therapeutic relationship. Consulting with a supervisor might be necessary in complex or high-risk situations, but the immediate next step remains to connect with the client directly to understand their perspective.

5. A 6-year-old child has thumb weakness affecting thumb opposition. What activity will the occupational therapist observe the child struggling with?

- A. Writing with a pen
- B. Turning a pencil over to erase**
- C. Buttoning clothes
- D. Holding a spoon

Focusing on thumb opposition is important as it plays a critical role in grip and dexterity. If a child has thumb weakness that affects their ability to oppose their thumb, they may particularly struggle with tasks that require fine motor coordination and precise control of the fingers. Turning a pencil over to erase is a task that demands a child to manipulate the pencil effectively, positioning it correctly to use the eraser. This requires a strong and coordinated thumb opposition to grasp and rotate the pencil adequately. In contrast, writing with a pen involves more generalized grip strength and finger positioning rather than specific opposition strength. Buttoning clothes requires some oppositional strength but also involves gross motor skills that may not strictly test isolated thumb opposition. Holding a spoon necessitates a grip but can often be achieved with broader hand positioning, possibly compensating for weak opposition. Therefore, the activity requiring the most specific thumb functionality and consequently where the child would demonstrate the greatest difficulty is turning a pencil over to erase.

6. An occupational therapist develops an intervention plan for a patient in Phase 2 of cardiac recovery. Which activities should be included?

- A. Low-impact aerobics and resistance training
- B. Weeding a garden and doing low-impact aerobics**
- C. Yoga and swimming
- D. High-intensity interval training and jogging

In Phase 2 of cardiac recovery, patients are typically in a supervised rehabilitation program where the focus is on gradually increasing physical activity to improve cardiovascular endurance and overall functional capacity. Activities appropriate for this phase aim to promote steady, manageable heart activity without excessive strain. Choosing weeding a garden and doing low-impact aerobics aligns well with the goals of this phase. Gardening activities, such as weeding, can provide moderate physical exertion while permitting patients to engage in a familiar and enjoyable context. Low-impact aerobics is a structured activity that enhances cardiovascular fitness while minimizing the risk of overexertion or injury. Both activities emphasize controlled movements and allow for monitoring of the patient's tolerance and response, which is vital in cardiac rehabilitation settings. In contrast, other options contain activities that may be too strenuous or difficult for patients in Phase 2. High-intensity interval training and jogging could exceed the cardiac capacity appropriate for this stage and introduce risks. Therefore, the combination of weeding a garden with low-impact aerobics offers an optimal blend of engagement and safety, making it the most suitable choice.

7. A person with traumatic brain injury scores a 6 on the Glasgow Coma Scale. What should the occupational therapist use to initiate intervention?

- A. Sensory stimulation**
- B. Verbal feedback
- C. Occupational tasks
- D. Task-oriented activities

A score of 6 on the Glasgow Coma Scale indicates a significant level of impaired consciousness and responsiveness, placing the individual in a condition that may require more focused and structured interventions. Sensory stimulation is particularly appropriate in this context, as it aims to elicit responses from individuals who have limited communication and awareness of their environment. This type of intervention can involve various sensory modalities, such as touch, sound, sight, and smell, to stimulate the individual's senses and promote engagement. Sensory stimulation can help increase arousal levels, improve consciousness, or enhance the person's ability to respond—crucial factors when working with someone at this level of consciousness. While other options, like verbal feedback, occupational tasks, or task-oriented activities, are beneficial in different contexts, they may be beyond the capabilities of a person who scores a 6 on the Glasgow Coma Scale. These latter approaches typically require a level of cognitive function and responsiveness that the individual may not yet possess, making sensory stimulation the most suitable choice for initiating intervention.

8. To ensure best practice for new entry-level occupational therapists in a growing private practice, what should be implemented?

- A. A monetary bonus for high performance
- B. A comprehensive orientation program with shadowing**
- C. A peer-review process
- D. A formal mentoring program with senior therapists

Implementing a comprehensive orientation program with shadowing is essential for new entry-level occupational therapists as it provides them with a robust foundation to acclimate to the practice environment. This type of program allows newcomers to observe experienced therapists in action, helping them to understand the practical application of their training and the specific protocols and workflows of the practice. Shadowing enhances their clinical skills, promotes confidence, and facilitates a smooth transition from academic learning to real-world practice. A comprehensive orientation program also serves to introduce new staff to the company's culture, policies, and expectations, which is pivotal for their integration into the team. It promotes consistency in service delivery and enhances collaborative practice among the therapists. The immersive experience helps build relationships and opens lines of communication, which are vital for teamwork and professional development. While other options, such as a peer-review process and a formal mentoring program with senior therapists, can be beneficial for ongoing professional development and support, they do not provide the immediate hands-on experience and foundational knowledge that a comprehensive orientation and shadowing program offers. Additionally, a monetary bonus for high performance, while it may incentivize productivity, does not directly contribute to the training and professional growth of entry-level therapists from the outset.

9. What term best describes the behavior of a client with a left CVA who shows neglect for items on the right side?

- A. Unilateral inattention**
- B. Visual perception disorder
- C. Spatial neglect
- D. Right hemispatial deficit

The behavior of a client with a left cerebrovascular accident (CVA) demonstrating neglect towards items on the right side is best described as unilateral inattention. This term specifically refers to a condition where a person fails to respond or pay attention to stimuli on one side of their body or space. In the context of a left CVA, which affects the right side of the body due to the contralateral nature of brain function, unilateral inattention captures the essence of the client's experience of neglecting objects or events occurring on their right side. Unilateral inattention often manifests as an inability to recognize, process, or respond to information from the affected side, which in this case is the right side due to the influence of the left hemisphere damage. Understanding this term is crucial in both assessment and intervention planning for occupational therapy, as it guides the strategies employed to increase awareness and attention to neglected sides. In contrast, visual perception disorder pertains more generally to difficulties interpreting visual information, while spatial neglect typically encompasses broader difficulties with spatial awareness that can include both sides. Right hemispatial deficit is not commonly used in the same context and may lead to confusion about which side is impacted, as this term typically refers to deficits experienced on the left side due to right hemisphere involvement

10. How should an occupational therapist respond to a family offering a cash gift for services rendered?

- A. Politely accept the gift but donate it
- B. Decline the gift and explain the no-gift policy**
- C. Accept the gift and thank them
- D. Suggest a charitable donation instead

The most appropriate response for an occupational therapist when offered a cash gift for services rendered is to decline the gift and explain the no-gift policy. This is consistent with ethical guidelines set forth by professional organizations, such as the American Occupational Therapy Association (AOTA), which discourage accepting gifts of substantial value. Accepting gifts can create a conflict of interest, potentially compromise the therapeutic relationship, and lead to perceptions of favoritism or bias. By declining the cash gift and explaining the rationale behind a no-gift policy, the therapist reinforces professional boundaries and maintains the integrity of the occupational therapy profession. This response not only protects the therapist but also helps educate the family on professional standards, fostering an understanding of the therapist's commitment to ethical practice.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://therapydotr.examzify.com>

We wish you the very best on your exam journey. You've got this!

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