

THERAPYED OTR CERTIFICATION PRACTICE EXAM (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

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THE FULL VERSION STUDY GUIDE**

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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. What should an occupational therapist do to maintain ethical practice when working with clients?**
 - A. Share client progress with unauthorized individuals
 - B. Follow the recommended treatment plans without question
 - C. Ensure confidentiality and informed consent
 - D. Provide personal opinions about clients to others
- 2. If a client demonstrates anger by throwing adaptive equipment on the floor after losing significant functional abilities, which defense mechanism are they likely exhibiting?**
 - A. Denial
 - B. Projection
 - C. Displacement
 - D. Rationalization
- 3. Which method is vital for an OT to assess the effectiveness of interventions for cognitive deficits?**
 - A. Client self-reporting
 - B. Standardized assessments
 - C. Observation during ADLs
 - D. Family feedback
- 4. 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
- 5. In developing grasp and shoulder mobility, what type of practice does moving identical one-pound cans provide?**
 - A. Random practice
 - B. Blocked practice
 - C. Massed practice
 - D. Distributed practice

- 6. During a sensory evaluation of an individual with right hemiplegia, what should the therapist use for identifying responses in stereognosis testing?**
- A. A set of identical objects
 - B. Randomly chosen objects of varying sizes
 - C. Objects with different textures
 - D. A single large object
- 7. What activity is best for the therapist to present to newly admitted psychiatric patients in a task group?**
- A. Writing a group essay
 - B. Decorating Styrofoam cups and planting cuttings in them
 - C. Creating a group vision board
 - D. Playing board games
- 8. Which action is best for the therapist to take in response to an adolescent stating that a prosthesis is annoying to wear?**
- A. Encourage the adolescent to wear the prosthesis at all times
 - B. Work on developing unilateral skills for completion of meaningful activities
 - C. Suggest the adolescent take a break from therapy
 - D. Replace the prosthesis with a more comfortable design
- 9. After a cerebellar tumor removal, what area should the occupational therapist evaluate for further needs?**
- A. Language comprehension
 - B. Proprioception and coordination
 - C. Vision and hearing
 - D. Balance and gait
- 10. A child with spastic cerebral palsy is struggling with self-feeding. What strategy could effectively support their needs?**
- A. Encouraging independent meal planning
 - B. Using adaptive utensils for easier grip
 - C. Requiring family assistance at every meal
 - D. Eliminating meals to focus on feeding therapy

Answers

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

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Explanations

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1. What should an occupational therapist do to maintain ethical practice when working with clients?

- A. Share client progress with unauthorized individuals
- B. Follow the recommended treatment plans without question
- C. Ensure confidentiality and informed consent**
- D. Provide personal opinions about clients to others

Maintaining ethical practice is crucial for occupational therapists as it fosters trust and protects client rights. Ensuring confidentiality and informed consent embodies the core principles of ethical practice in healthcare. Confidentiality means that any personal health information about the client is kept private, which is a foundational aspect of respecting client autonomy and dignity, and it builds a trusting therapeutic relationship. Informed consent involves educating clients about their treatment options, potential risks, and benefits, allowing them to make knowledgeable decisions regarding their care. Adhering to these principles not only complies with legal and professional standards but also upholds the values of respect and integrity in the therapeutic process. Thus, focusing on confidentiality and informed consent directly supports the ethical responsibilities of an occupational therapist.

2. If a client demonstrates anger by throwing adaptive equipment on the floor after losing significant functional abilities, which defense mechanism are they likely exhibiting?

- A. Denial
- B. Projection
- C. Displacement**
- D. Rationalization

The behavior of throwing adaptive equipment on the floor in response to losing significant functional abilities is best understood as displacement. This defense mechanism involves redirecting an emotional response, such as anger or frustration, from its original source to a less threatening target. In this case, the client may be feeling a deep sense of loss, helplessness, or frustration regarding their diminished abilities, but instead of expressing anger directly about their condition or situation, they project that anger onto the adaptive equipment. Displacement allows individuals to vent their emotions in a way that feels safer than confronting the more painful reality of their situation. The act of throwing the adaptive equipment symbolizes their struggle with the changes they are facing, illustrating how emotions can be manifested when a person finds it difficult to cope with their feelings directly. Understanding displacement is crucial in therapeutic settings, as it can provide insights into the client's emotional state and inform strategies for helping them process their feelings more constructively.

3. Which method is vital for an OT to assess the effectiveness of interventions for cognitive deficits?

- A. Client self-reporting
- B. Standardized assessments**
- C. Observation during ADLs
- D. Family feedback

Standardized assessments are essential for evaluating the effectiveness of interventions for cognitive deficits because they provide a consistent and objective measure of a client's cognitive abilities. These assessments are designed to compare an individual's performance against established norms, allowing occupational therapists to identify specific areas of strengths and weaknesses in cognitive functioning. Using standardized assessments helps ensure that the results are reliable and valid, making it easier to track progress over time. They also facilitate communication with other professionals and provide a basis for developing targeted intervention plans tailored to the client's needs. By employing these structured tools, therapists can gain quantitative data that can be crucial in determining whether interventions are achieving the desired outcomes in cognitive rehabilitation. While client self-reporting, observation during activities of daily living (ADLs), and family feedback can provide valuable insights into the client's performance and emotional state, they may not always offer the same level of objectivity or rigor as standardized assessments. Therefore, standardized assessments play a critical role in the success of cognitive interventions in occupational therapy.

4. 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.

5. In developing grasp and shoulder mobility, what type of practice does moving identical one-pound cans provide?

- A. Random practice
- B. Blocked practice**
- C. Massed practice
- D. Distributed practice

Moving identical one-pound cans is an example of blocked practice because it involves practicing the same skill repetitively without changing tasks. In this scenario, the individual focuses on moving the one-pound cans, which allows for consistent repetition of the same movements. Blocked practice is particularly effective for developing the initial stages of skill acquisition because it enhances performance through focused repetition, enabling the individual to refine their grasp and shoulder mobility in a controlled manner. Blocked practice contrasts with other types of practice. For instance, random practice would involve practicing a variety of tasks in a random order, which is more beneficial for transferring skills to different contexts. Massed practice refers to extended sessions of practice without breaks, while distributed practice includes practice sessions interspersed with rest periods, promoting better retention of skills over time. In this context, the repetitive nature of handling identical one-pound cans directly supports the development of specific grasp and mobility skills, making blocked practice the most applicable choice.

6. During a sensory evaluation of an individual with right hemiplegia, what should the therapist use for identifying responses in stereognosis testing?

- A. A set of identical objects**
- B. Randomly chosen objects of varying sizes
- C. Objects with different textures
- D. A single large object

In stereognosis testing, the goal is to assess an individual's ability to recognize objects by touch alone, without visual input. Using a set of identical objects provides a controlled environment for the assessment. This consistency allows the therapist to focus on the individual's tactile perception and their ability to differentiate based on subtle variations in shape or size, rather than being distracted by differences in the objects themselves. Using identical objects minimizes the complexity of the task and reduces the cognitive load, making it easier to accurately gauge the sensory processing abilities of the individual. It allows for a clear evaluation of tactile discrimination skills, which is essential in understanding the level of sensory integration and responsiveness in the affected side, especially in the context of hemiplegia. In contrast, using randomly chosen objects of varying sizes, objects with different textures, or a single large object could introduce variables that may obscure the assessment of stereognosis specifically. These alternatives might confuse the task or overwhelm the individual's inherent abilities in recognizing objects solely by feel.

7. What activity is best for the therapist to present to newly admitted psychiatric patients in a task group?

- A. Writing a group essay
- B. Decorating Styrofoam cups and planting cuttings in them**
- C. Creating a group vision board
- D. Playing board games

The activity of decorating Styrofoam cups and planting cuttings in them is particularly well-suited for newly admitted psychiatric patients in a task group for several reasons. This hands-on activity encourages creativity and provides an opportunity for self-expression, which can be particularly beneficial for individuals who may be experiencing emotional distress or difficulty communicating their feelings verbally. Additionally, the task is engaging and promotes a sense of accomplishment, as participants can see the immediate results of their work once they decorate their cups and plant cuttings. This tangible outcome can boost self-esteem and foster a sense of purpose and belonging within the group. Moreover, this activity is collaborative, allowing patients to interact with one another in a supportive environment. It encourages social interaction, which is crucial for mental health recovery, especially in a group setting where forming connections can aid in the healing process. In contrast, the other activities presented might not provide the same level of therapeutic engagement or social interaction. Writing a group essay may require more cognitive effort and could discourage participation from those who are struggling. Creating a group vision board, while creative, might not be as directly engaging or result-oriented for individuals in acute distress. Playing board games, although fun, might not facilitate the same level of creativity or open expression as the initial activity.

8. Which action is best for the therapist to take in response to an adolescent stating that a prosthesis is annoying to wear?

- A. Encourage the adolescent to wear the prosthesis at all times
- B. Work on developing unilateral skills for completion of meaningful activities**
- C. Suggest the adolescent take a break from therapy
- D. Replace the prosthesis with a more comfortable design

The best action for the therapist when responding to an adolescent who finds a prosthesis annoying to wear is to work on developing unilateral skills for completing meaningful activities. This approach allows the therapist to focus on the individual's functional capabilities and self-efficacy, helping them to engage in activities that are meaningful. By emphasizing skills that can be performed without the prosthesis, the therapist can empower the adolescent, fostering independence and confidence in their abilities. Developing unilateral skills can also serve a dual purpose: it can help the adolescent cope with the annoyance of wearing the prosthesis while still promoting participation in daily activities. This may make the experience of using the prosthesis more relevant and potentially less frustrating, as they can still engage in meaningful tasks and promote a sense of accomplishment. The other options may not effectively address the adolescent's needs or feelings. For instance, suggesting that they wear the prosthesis at all times may increase frustration and lead to resistance. Taking a break from therapy might prevent opportunities for progress or adaptation. Replacing the prosthesis, while potentially beneficial, may not be immediately necessary and does not directly address the emotions and skills associated with using the prosthesis. Thus, focusing on unilateral skill development represents the most supportive and constructive approach in this scenario.

9. After a cerebellar tumor removal, what area should the occupational therapist evaluate for further needs?

- A. Language comprehension
- B. Proprioception and coordination**
- C. Vision and hearing
- D. Balance and gait

Following the removal of a cerebellar tumor, evaluating proprioception and coordination is crucial due to the cerebellum's integral role in these functions. The cerebellum is primarily responsible for coordinating voluntary movements, ensuring smooth and balanced muscle activity, and fine-tuning motor control. Upon accessing the cerebellum, the surgical procedure can disrupt these functions, leading to difficulties in coordination and proprioceptive awareness. Assessing proprioception involves evaluating how well a person can sense their body position in space, which is critical for both daily functioning and motor tasks. Coordination assessments can include observing how well the individual can perform tasks that require precise timing and movement, such as finger-to-nose tests or rapid alternating movements (e.g., thumb-to-fingers). While evaluating balance and gait is also important, these aspects are more closely associated with the integrated outcomes of proprioception and coordination. Language comprehension, vision, and hearing are not directly impacted by cerebellar function, which makes focusing on proprioception and coordination more relevant in this particular context.

10. A child with spastic cerebral palsy is struggling with self-feeding. What strategy could effectively support their needs?

- A. Encouraging independent meal planning
- B. Using adaptive utensils for easier grip**
- C. Requiring family assistance at every meal
- D. Eliminating meals to focus on feeding therapy

The strategy of using adaptive utensils for easier grip is particularly effective for a child with spastic cerebral palsy who is struggling with self-feeding. Children with spastic cerebral palsy may experience muscle stiffness, coordination issues, and difficulty in fine motor control. Adaptive utensils, which might include specially designed grips or weighted utensils, can facilitate a more comfortable and effective feeding experience. These tools can help the child gain greater independence by allowing them to grasp and manipulate the utensils with more ease, enabling them to successfully participate in feeding themselves. Encouraging independent meal planning is not as directly relevant to the immediate challenges of self-feeding, as it does not address the physical aspects of grasping and using utensils. Requiring family assistance at every meal may not promote the child's independence and could lead to dependence on caregivers for feeding, thus limiting their opportunities for practice. Eliminating meals to focus on feeding therapy is not a viable strategy, as regular nutrition is essential for the child's health and well-being. Overall, adaptive utensils provide a targeted solution to the specific challenges faced during self-feeding, empowering the child to develop their skills while addressing their unique physical needs.

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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