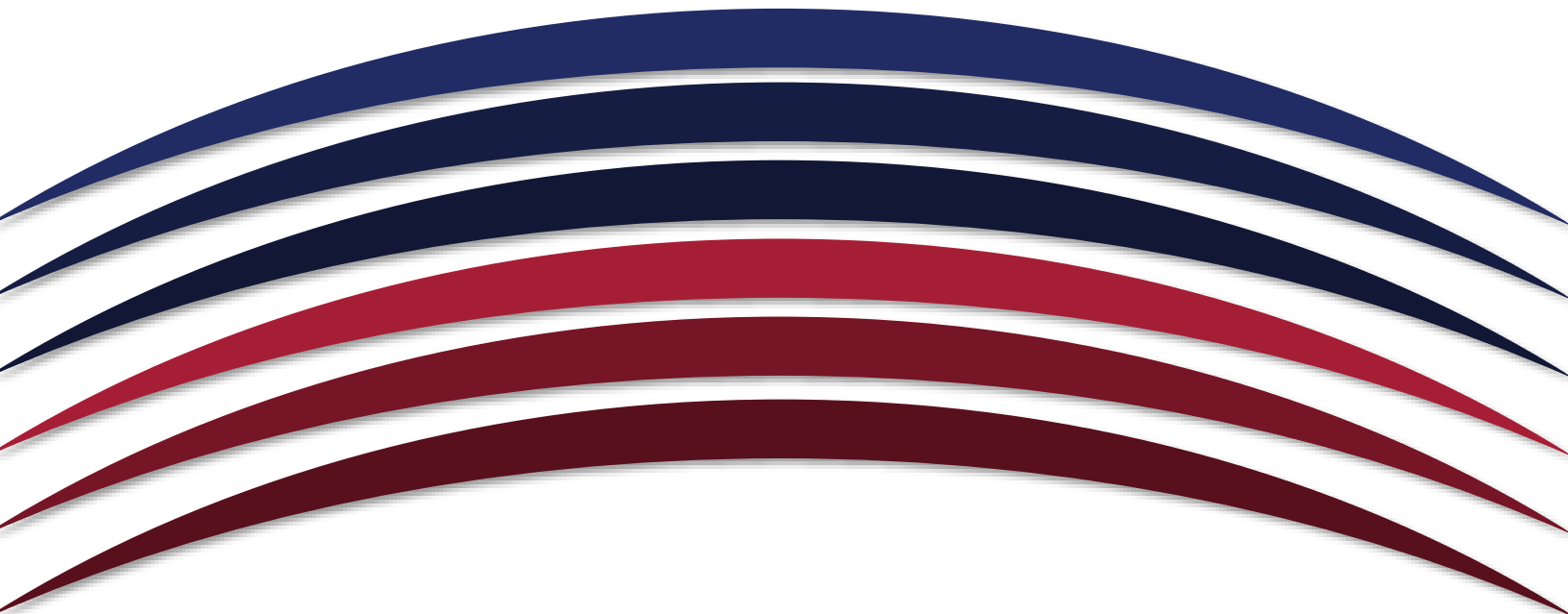




UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020:
BOTA 1213
Human Development



1. Name of individual compiling report: Karen James, PhD, OTR/L, CAPS

2. Date of submission: 02/04/2021

3. Is the assessment plan (*Check or highlight one*)

☐ an initial plan for the program

☐ a revision of an old plan

☐ unaltered from previous year

Course-Level Learning Outcomes-

1. What are the Course-Level Outcomes (CLOs)?

1. Demonstrated knowledge and understanding of human development throughout the life span (infants, children, adolescents, adults, and older adults). B.1.2
2. Demonstrated knowledge and understanding of the concepts of human behavior to include the behavioral and social sciences and occupational science. B.1.3
3. Demonstrated knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society. B.1.4
4. Articulated the ethical and practical consideration so that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services. B.1.5
5. Demonstrated knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. B.1.6
6. Articulated the importance of balancing areas of occupation with the achievement of health and wellness for clients. B.2.4
7. Understood the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance. B.2.6
8. Expressed support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment. B.2.9
9. Gathered and shared data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation. Evaluation of occupational performance includes:
 - The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
 - Client factors, including body functions (e.g. neuromuscular, sensory, visual, perceptual, cognitive, mental) and body structures (e.g. cardiovascular, digestive, integumentary systems).
 - Performance patterns (e.g., habits, routines, roles) and behavior patterns.
 - Cultural, physical, social, personal, spiritual, temporal, and virtual contexts and activity demands that affect performance.

•Performance skills, including motor (e.g., posture, mobility, coordination, strength, energy), process (e.g., energy, knowledge, temporal organization, organizing space and objects, adaptation), and communication and interaction skills (e.g., physicality, information exchange, relations). B.4.4

10. Identified the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy. B.6.2

2. Which CLOs were addressed for this academic year? (2019-2020)

1. Demonstrated knowledge and understanding of human development throughout the life span (infants, children, adolescents, adults, and older adults). B.1.2

2. Demonstrated knowledge and understanding of the concepts of human behavior to include the behavioral and social sciences and occupational science. B.1.3

3. Demonstrated knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society. B.1.4

4. Articulated the ethical and practical consideration so that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services. B.1.5

5. Demonstrated knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. B.1.6

6. Articulated the importance of balancing areas of occupation with the achievement of health and wellness for clients. B.2.4

7. Understood the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance. B.2.6

8. Expressed support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment. B.2.9

9. Gathered and shared data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation. Evaluation of occupational performance includes:

- The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
- Client factors, including body functions (e.g. neuromuscular, sensory, visual, perceptual, cognitive, mental) and body structures (e.g. cardiovascular, digestive, integumentary systems).
- Performance patterns (e.g., habits, routines, roles) and behavior patterns.
- Cultural, physical, social, personal, spiritual, temporal, and virtual contexts and activity demands that affect performance.

•Performance skills, including motor (e.g., posture, mobility, coordination, strength, energy), process (e.g., energy, knowledge, temporal organization, organizing space and objects, adaptation), and communication and interaction skills (e.g., physicality, information exchange, relations). B.4.4

10. Identified the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy. B.6.2

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

1. Demonstrated knowledge and understanding of human development throughout the life span (infants, children, adolescents, adults, and older adults). B.1.2
2. Demonstrated knowledge and understanding of the concepts of human behavior to include the behavioral and social sciences and occupational science. B.1.3
3. Demonstrated knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society. B.1.4
4. Articulated the ethical and practical consideration so that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services. B.1.5
5. Demonstrated knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. B.1.6
6. Articulated the importance of balancing areas of occupation with the achievement of health and wellness for clients. B.2.4
7. Understood the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance. B.2.6
8. Expressed support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment. B.2.9
9. Gathered and shared data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation. Evaluation of occupational performance includes:
 - The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
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 - Performance skills, including motor (e.g., posture, mobility, coordination, strength, energy), process (e.g., energy, knowledge, temporal organization, organizing space and objects, adaptation), and communication and interaction skills (e.g., physicality, information exchange, relations). B.4.4
10. Identified the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy. B.6.2

4. Explain the assessment cycle.

Second semester lecture course for the OTA program offered January 2020-May 2020.

5. What are the assessment methods? Are they direct or indirect?

Direct: Exams

Indirect: Assignments

6. What are the assessment goal(s)?

Exams are used to assess retention and application of knowledge from the lecture. Assignments are used to apply lecture content in creative ways utilizing observation skills, grammatical skills, and at times teamwork and collaboration.

7. What were the findings for this academic year? (2019-2020)

The minimum passing grade for the course is 77%. The class average for the course is 93% with the range being 85% to 99%.

A-9

B-8

C-0

D-0

F-0

Drop or Withdrawal-0

8. What is your analysis of the findings?

Seventeen first-year students returned for Spring 2020 and 17 completed the course. Enrollment in this cohort dropped by one student who chose in between semesters not to return for personal reasons.

9. What is the action plan for the next academic year? (2020-2021) Explain.

The Accreditation Council for Occupational Therapy Education (ACOTE) has issued new accreditation standards effective July 2020, and these will be incorporated into all courses beginning Fall 2020.

DRAFT