



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

OCC 2550 Assessment of Occupational Engagement
3 Semester Hours

Student Learning Outcomes & Enabling Objectives

1. Use standardized and non-standardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools, assessments, skilled observations, occupational histories, consultations with other professionals, and interviews with the client, family, significant others, and community.
 - a. Identify and describe the role of assessment tools in the occupational therapy process.
 - b. Distinguish between screening tools, primary, secondary and tertiary assessments.
 - c. Articulate the properties of standardized versus non-standardized assessments and their use with client populations.
2. Select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.
 - a. Evaluate assessments to determine reliability, validity, standardization and clinical utility.
 - b. Describe the psychometric properties of assessments.
3. Use appropriate procedures and protocols (including standardized formats) when administering assessments.
 - a. Demonstrate proper setup and administration of assessments.
 - b. Demonstrate accurate scoring and documentation of assessment of client performance.
4. Evaluate client's occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, leisure, sleep, and communication and social participation.
 - a. Identify and critique standardized and non-standardized assessments used in the following areas: ADL, IADL, neuromotor, sensory, cognitive, visual, perceptual, performance patterns, context, communication and social interaction, and the occupational profile.
5. Compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process.

- a. Delineate the role of the COTA and the occupational therapist in the role of assessment and evaluation.
 - b. Articulate the guide lines for documentation and for the supervision of the COTA during the evaluation process.
6. Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability and validity.
 - a. Distinguish between criterion-referenced and norm-referenced assessments and demonstrate accurate scoring.
 - b. Demonstrate ability to interpret assessment scores based on an understanding of normative population and performance.
7. Consider factors that might bias assessment results, such as culture, disability status, and situation variables related to the individual and context.
 - a. Identify inherent bias in tests/assessments.
 - b. Identify problems of using assessments with individuals with disability status.
 - c. Identify the effects of cultural context and environment on the assessment process.
 - d. Discuss the potential of therapist/client bias on assessment testing and results.
8. Interpret assessment/evaluation data in relation to accepted terminology of the profession and relevant theoretical frameworks.
 - a. Describe the relationship of theory to the assessment process.
 - b. Demonstrate understanding of the relationship of the Occupational Therapy Practice Framework to the occupational therapy process.
 - c. Use current language of the profession in critiquing assessments.
 - d. Use current professional language in administering and reporting results of assessments.

These SLOs are not approved for experiential credit.

Effective: Summer 2018