



## REVIEW

**SLO Review Date:** February 17, 2023

**Division:** Arts and Sciences

**Program Name:** Behavioral Health Technology

**Course CIP Code:** 44.0701

**Instructor(s)**

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**Program Description:**

The Behavioral Health program is designed for paraprofessionals desiring to work at human, health, and social service agencies. It requires a general education base and offers a Technical Certificate (TC) which leads to an Associate of Applied Science (AAS) degree. The program encompasses broad areas; therefore, behavioral health courses are sometimes used in other majors or as electives. Students examine the development and trends in health care in the United States, the kinds of situations requiring behavioral health services such as domestic abuse, drug addiction, infectious disease and treatments and many other disorders. Students will study many aspects of behavioral health and human services needs and treatments.

**Program Student Learning Outcomes (SLOs)**

Student will possess the following skills upon completion of the program.

- Demonstrate personal awareness and reflection about human behaviors related to health.
- Trace the history and development of health care and delivery in the United States and other nations, cultures, and civilizations.
- Identify and explain the role and function of human growth and development.
- Identify and discuss abnormal behaviors.
- Identify and share information about treatment and therapies related to behavioral health.
- Demonstrate skills in interpersonal communication with others in both the classroom and clinical setting.
- Identify and relate substance abuse indicators and treatments.

- Address practical applications of theory through working in a clinical setting of social science and human service operations.
- Identify and discuss chronic and infectious diseases and treatments. Apply appropriate protocols used for casework.
- Identify and discuss domestic violence issues and interventions.
- Apply safety, security, and emergency procedures in the work place using written and oral occupational skills.
- Understand legal and ethical responsibilities in the behavioral health and human services occupations. Recognize the multiple variations of family as a primary institution of behavioral health development.
- Explain and discuss the varied communities and community dynamics in relation to behavioral health needs and interventions.
- Understand, discuss, and practice interactions which demonstrate an appreciation for cultural diversity, the impact of inclusiveness, and the importance of equity in treatments, interventions, and protocols.

The Behavioral Health program incorporates the five college core competencies that all students graduating from PCCUA should possess. These core competencies include:

**Social and Community Responsibility**-behavior that demonstrates adherence to legal/ethical standards established by society.

A person competent in social and community responsibility engage in social activities, events, and organizations at the college and community level.

**Technology Utilization**-use of tools of the trade to achieve a specific outcome.

A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.

**Analytical and Critical Thinking and Reasoning**- modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

**Communication**-the interactive process through which there is an exchange of verbal and/or nonverbal information.

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

**Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding**-acknowledgement that society is diverse with groups of individuals

possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed.

Review of Program SLOs:

(Please review each SLO)

Instructors have reviewed the SLO's and determined these do not need to be modified. \_\_\_X\_\_\_

Instructors have reviewed the SLOs and determined these need to be modified. \_\_\_\_\_

## PCCUA ASSESSMENT FORM

Division: Arts and Sciences

Program: Behavioral Health Technology

Date: 1022-23 Academic Year

### PCCUA ASSESSMENT GUIDING QUESTIONS

Please respond based on the departmental discussion of the program assessment and how those outcomes reflect what students are learning and what needs to happen to improve student learning. You may provide this in a narrative or bulleted format. However, you must respond to each question and these responses should be based on your program assessment discussions. **Please respond in red font.**

#### **Program Student Learning Outcomes**

- A. Are the intended educational (learning) outcomes for the program appropriate and assessed appropriately?

**Yes, the outcomes are appropriate and assessed throughout the Behavioral Health program's curriculum.**

- B. How are the faculty and students accomplishing the program's student learning outcomes?

**The faculty and students are accomplishing the program's learning outcomes through clearly defined Student Learning outcomes and action plans if needed.**

- C. How is the program meeting market/industry demands and/or preparing students for advanced study?

**The program is meeting demands and preparing students by requiring students to complete a 120 hour Practicum as part of the curriculum. This prepares the students for entering the workforce as Behavioral Health Paraprofessionals. Graduate and**

Practicum surveys have indicated satisfaction with the programs' success in preparing students.

- D. Do course enrollments and program graduation/completion rates justify the required resources?

Yes. Enrollment has increased significantly, partly due to Arkansas Rural Health Partnership providing scholarships for Behavioral Health students at PCCUA.

- E. Based on the Program SLO's how well are students learning at the course and program level? Based on your assessment outcomes, how do you know this?

Assessment outcomes indicate that students are learning at the course and program level.

- F. What are the changes you need to make to improved student learning?

More offerings online would likely improve student learning.

- G. What are the weak areas demonstrating a need for improvement?

More Practicum sites would improve the program.

- H. What are the strengths identified through assessment?

The students are learning application of theory through working in a agency setting through the Practicum requirement.

### **Program Curriculum**

- A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study? Yes. Is that reflected in the assessment outcomes? Yes.

- B. Are program exit requirements appropriate? Yes.

- C. Are students introduced to experiences within the workplace and introduced to professionals in the field?

Yes. Through the Practicum as well as Project/Papers in Behavioral Health courses that require them to visit an agency that provides health services.

- D. Does the program promote and support interdisciplinary initiatives?

Yes.

- E. Does the program support the college STACC skill development expected of all PCCUA graduates? Yes. Explain how you know this through assessment. All SLOs for Behavioral Health meet the STACC skills.

- F. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?  
**Yes.**

**Budget Requests Forms**

Are more resources needed. **Not aware at this time of additional resources needed.** If so, has there been an effort to acquire these resources through the college budgeting process?

What program requests did you make for the next year which are tied to needs related to assessment outcomes? **N/A**

Program SLO	Related Course (s)	Benchmark	Assessment Method/Tool	Use of Results
Demonstrate personal awareness and reflection about human behaviors related to health.	BH 103, BH 113, BH 123, BH 133	80% of the students will demonstrate an awareness of health behaviors averaging a 70% or higher grade. BH 103-79% 15 of 19 scored 70% or higher on Midterm Exam and 63% scored 70% or higher on Final Exams BH 113- 82% 18 of 22 scored 70% or higher on Midterm Exam and 91% scored 70% or higher on Final Exams	Midterm and Final Exams  Discussion Board Posts	Examine outcome and provide action to improve if benchmark is not reached. Performance was satisfactory and standard was met on all assessment methods.
Trace the history and development of health care and delivery in the United States and other nations, cultures, and civilizations.	BH 103 Health Care and Delivery	80% of the class will demonstrate knowledge of the history of health and medical care with a score of 70% or above on the Midterm Exam BH 103- 79% 15 of 19 scored 70% or higher on the Midterm Exam	Midterm Exam in BH 103  Discussion Posts	Examine outcome and provide action to improve if benchmark if not reached. Performance was satisfactory and standard was met on all assessment methods.

Identify and explain the role and function of human growth and development	PSY 223 Human Growth and Development	80% of the class will demonstrate ability to explain the role and function of human growth and development by scoring 70% or above on Final Exam Essay  PSY 223- 95% 21 of 22 students scored 70% or higher on Final Exam Essay Questions	Final Exam Essay Question in PSY 223	Examine outcome and provide action to improve if benchmark is not reached.  The standard was met and exceeded, so it may be beneficial to incorporate more Essay Questions throughout course.
Identify and discuss abnormal behaviors.	PSY 213 General Psychology	80% of the students will demonstrate ability to identify, differentiate, and describe abnormal disorders by scoring 70% or above on the quiz focusing on abnormal disorders.  PSY 213- 88% 8 of 9 scored 70% or higher on Quiz on Psychological Disorders	Quiz on Psychological Disorders in PSY 213	Examine outcome and provide actions to improve if benchmark is not reached. Standard was met.
Identify and share information about treatment and therapies related to behavioral health.	BH 133 Behavioral Health Issues  BH 103 Health Care and Delivery	80% of the class will be able to identify and discuss treatment and therapies in behavioral health by scoring 70% or above on Paper and Final Exam	Presentation/ Paper in BH 133  Final Exam in BH 103	Examine outcome and provide actions to improve if benchmark is not reached. Standard was met

		BH 103- 87% 13 of 15 scored 70% or higher on Final Exam		
Demonstrate skills in interpersonal communication with others in both the classroom and clinical setting.	BH 143 BH 153 Practicum and Seminar in Behavioral Health	100% of the class will demonstrate skills in interpersonal communication in class and field setting by satisfactorily completing 120 hours of BH 143 with grade of C or better BH 143 and BH 153- 67% 2 of 3 students satisfactorily completed 120 hours with grade of C or better.	Grade in Practicum BH 143 assigned by site coordinator  Survey outcome by Practicum Site Coordinator	Examine outcome and provide actions to improve if benchmark is not reached. Standard was not met. This is unusual, as this student was given extra time to complete and did not. However, it may be beneficial to have more oversight on Practicum attendance.
Identify and relate substance abuse indicators and treatments.	BH 133 Behavioral Health Issues	100% of the class will be able to identify and relate substance abuse indicators and treatments by scoring 70% or above on Midterm Exam	BH 133 Midterm Exam	Examine outcome and provide actions to improve if benchmark is not reached.
Address practical applications of theory through working in a clinical setting of social service and human service operations.	BH 153 Practicum in Behavioral Health	Students enrolled in BH 153 Practicum will satisfactorily complete 120 hours of BH 153 with grade C or above BH 143 and BH 153- 67% 2 of 3 students satisfactorily completed	Practicum in Behavioral Health BH 153  BH 153 Practicum Learning Plan	Examine outcome and provide actions to improve if benchmark is not reached. Standard was not met. However, this was unusual as the one student who did not



		120 hours with grade of C or better.		complete was given extra time and did not complete. However, it may be beneficial to have more oversight on Practicum attendance.
Identify and discuss chronic and infectious diseases and treatments. Apply appropriate protocols used for casework.	BH 113 Chronic and Infectious Disease	80% of the students in the class will be able to identify and discuss chronic and infectious diseases and treatments and demonstrate appropriate protocols for casework by scoring 70% or above on evaluation tools BH 113- 91% 20 of 22 scored 70% or higher on Final Exams	BH 113 Chronic and Infectious Disease Final Exam  Discussion Question	Examine outcome and provide actions to improve if benchmark is not reached. Standard was met and exceeded. Study Guides were provided, which are beneficial.
Identify and discuss domestic violence issues and interventions.	BH 133 Behavioral Health Issues	80% of the class will be able to identify and discuss domestic violence issues and interventions by scoring 70% or above on Midterm and Final Exams	BH 133 Midterm Exam  BH 133 Final Exam	Examine outcome and provide actions to improve if benchmark is not reached.
Apply safety, security, and emergency procedures in the work place using written and oral occupational skills.	BH 153 Practicum in Behavioral Health	100% of students completing the BH 153 Practicum will be able to apply safety, security, and emergency procedures in the workplace using written and oral occupational skills	Evaluation of Student Learning Plan in Behavioral Health completed by Practicum Site supervisor.	Examine outcome and provide action to improve if benchmark is not reached. Standard was not met; however results may be skewed as it was 1 of 3

		BH 143 and BH 153- 67% 2 of 3 students received satisfactory or excellent Evaluation by Practicum Site Supervisors		who did not submit Learning Plan.
Understand legal and ethical responsibilities in the behavioral health and human services occupations. Recognize the multiple variations of family as a primary institution of behavioral health development.	BH 133 Behavioral Health Issues  PSY 223 Human Growth and Development	100% of students will understand legal and ethical relationships in the behavioral health and human service occupations and recognize multiple variations of family as a primary institution of behavioral health development. 100% of students completed Mandated Reporter Training in BH courses.	Pass/ Fail Mandated Reporter Training (complete certificate)  Discussion posts	Examine outcome and provide action to improve if benchmark is not reached. Standard was met; it is very beneficial and ensured compliance as students now use the Arkansas Online Training Tool.
Explain and discuss the varied communities and community dynamics in relation to behavioral health needs and interventions.	BH 143 and BH 153 Practicum and Seminar in Behavioral Health	80% of the BH 143 and BH 153 students will be able to discuss varied communities and dynamics BH 143 and BH 153- 67% 2 of 3 students satisfactorily completed 120 hours with grade of C or better. in relation to behavioral health needs and intervention.	BH 143 Course Grade  BH 153 Course Grade assigned by Practicum Site Supervisor	Examine outcome and provide action to improve if benchmark is not reached.

Understand, discuss, and practice interactions which demonstrate an appreciation for cultural diversity, the impact of inclusiveness, and the importance of equity in treatments, interventions, and protocols.	BH 143 and BH 153 Practicum and Seminar in Behavioral Health	100% of the students in BH 143 and BH 153 will be able to demonstrate an understanding , discuss, and practice interactions which demonstrate an appreciation for cultural diversity, the impact of inclusiveness, and the importance of equity in treatments, interventions, and protocols by assessments in the Behavioral Health Learning Plan  BH 143 and BH 153- 67% 2 of 3 students received satisfactory or excellent Evaluation by Practicum Site Supervisors	Practicum Notes and Reports  Evaluation of Practicum Learning Plan submitted by Practicum Site Supervisor.	Examine outcome and provide action to improve if benchmark is not reached.
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