GBC Class/Course Assessment Report

Course Prefix, Number, and Title: HMS-407: Analysis and Intervention Addiction
Section Number(s): 1001
Department: Health Sciences and Human Services

Instructor: Gerardo Wence-Munoz
Academic Year: 2022
Semester: Spring
Is this a GenEd class? Yes___ No_X__

Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.

Class/Course Outcomes	Assessment Measures	Assessment Results	Outcome Results Analysis
In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.	In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.	In the boxes below, summarize the results of your assessment activities during the last year. Include your judgement as to whether or not the criterion for student achievement has been met.	In the boxes below, please reflect on this outcome's results and summarize how you plan to use the results to improve student learning.
Outcome #1: Understand behavior specificity After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services including mental health diagnosis, assessment and treatment planning. 1. Distinguish between vague and behaviorally specific statements. 2. Describe events according to observable or measurable behaviors or responses. 3. Rewrite vague statements into behaviorally specific ones. Specify measures of response strength using rate, duration, and intensity.	Assessment Measure: Chapter 1 Quiz Criterion for achievement: Class average 80% or better	Results: Utilized chapter test as assessment to measure learning outcomes for Chapter 1. Criterion Met: Yes	1. Results Analysis: Summary statistics for all turned in submissions. Average Score: 19.5 High Score:20 Low Score: 15 Standard Deviation: 1.7 2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved

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Outcome #2: Understand the concept of positive reinforcement and its application to the substance abuse field. After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services including mental health diagnosis, assessment and treatment planning. 1. Give an example of the positive reinforcement procedure and its effect on the strength of a response. 2. Describe how baseline data are used to determine whether or not a stimulus acts as a positive reinforcer. 3. Indicate when a positive reinforcer should be delivered to maximize its effectiveness. 4. Draw a diagram showing how positive reinforcement can be used to increase the rate of a response.	Assessment Measure: Chapter 2 Quiz Criterion for achievement: Class average 80% or better	Results: Utilized chapter test as assessment to measure learning outcomes for Chapter 2. Student master content information. Criterion Met: Yes	1. Results Analysis: Average Score: 17.70 High Score: 20 Low Score: 12 Standard Deviation: 2.9 2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.
Outcome #3: Explore the concept of "extinction" and how it is use in the substance abuse counseling field. After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services including mental health diagnosis, assessment and treatment planning. 1. Give an example of an extinction procedure used to decrease the strength of a behavior. 2. Determine whether a given stimulus serves as a positive reinforcer for a specific response. 3. Identify the positive reinforcers for desired and undesired behaviors, given a case example. 4. Describe the effect of extinction on the rate of a target response. 5. Describe how spontaneous recovery can be addressed in an intervention plan.	Assessment Measure: Case analysis Criterion for achievement: Class average 80% or better	Results: Utilized the case analysis through a case scenario provided. Criterion Met: Yes	1. Results Analysis: Average Score: 58.57 High Score: 60 Low Score: 50 Standard Deviation: 3.49 2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.

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Outcome #4: Explore and understand the concept of "positive reinforcement contingencies". After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services including mental health diagnosis, assessment and treatment planning. 1. Give an example of a positive reinforcement contingency. Compare self-control reinforcement contingencies with accidental reinforcement contingencies. 2. Define and give an example of the Premack Principle. Compare resistance to extinction for a response maintained on a continuous schedule of reinforcement versus an intermittent schedule of reinforcement. 3. Describe how to schedule the delivery of reinforcement to maintain a response after it has been established, given a case example.	Assessment Measure: Chapter 4 Quiz Criterion for achievement: Class average 80% or better	Results: Student demonstrated content mastery for this chapter as shown in their quiz score. Criterion Met: Yes	1. Results Analysis: Average Score: 20 High Score: 20 Low Score: - Standard Deviation: 0 2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.
Outcome #5: Explore the shaping and response differentiation implication in behavioral modification as it relates to substance abuse. After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services including mental health diagnosis, assessment and treatment planning. 1. Define a response class and give an example. Give an example of response differentiation. 2. Describe how the DRO procedure can be used to decrease the rate of a response. 3. Identify the steps involved in the procedure of shaping a behavior with successive approximations.	Assessment Measure: Chapter 5 Quiz Criterion for achievement: Class average 80% or better	Results: Utilized chapter test as assessment to measure learning outcomes for Chapter 5. Criterion Met: Yes	1. Results Analysis: Average Score: 100% High Score: 20 Low Score: - Standard Deviation: 0 2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.
Outcome #6: Understand and explore the use of "stimulus control: discrimination and generalization" as a plausible way to support clients' recovery. After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services including mental health diagnosis, assessment and treatment planning.	Assessment Measure: Chapter 6 Learning activity- Life application of stimulus control- Criterion for achievement: Class average 80% or better	Results: Student demonstrated in their participation and discussion mastery of the concept: stimulus control- discrimination and generalization. Criterion Met: Yes	1. Results Analysis: Average Score: 100% High Score: 20 Low Score: - Standard Deviation: 0 2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.

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Outcome #8: Understand, and apply modeling and limitation. After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services including mental health diagnosis, assessment and treatment planning. 1. Give an example of the modeling plus reinforcement procedure to develop and strengthen a response. 2. Give an example of modeling used to develop assertive behaviors in a group setting. 3. Describe the use of a modeling procedure with prompts, reinforcement, and fading, given a case example.	Assessment Measure: Chapter 8 Quiz Criterion for achievement: Class average 80% or better	Results: Utilized chapter test as assessment to measure learning outcomes for Chapter 8. Criterion Met: Yes	1. Results Analysis: Average Score: 18.85 High Score: 20 Low Score: 12 Standard Deviation: 2.7 2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.

Notes:

Goals and objectives for this course were met. Students demonstrated mastery of the content presented. No further change of textbook, materials, or tools at this point.

I have reviewed this report:

_____   _____
Department Chair   Dean

Date_____   Date_____

_____
Vice President of Academic Affairs and Student Services

Date_____