

GBC Class/Course Assessment Report

Course Prefix, Number, and Title: HMS 407-Analysis and Interv. Addictions
Section Number(s): 1001
Department: Health Sciences and Human Services
Instructor: Dr. Gerardo Wence-Munoz

Academic Year: 2022-2023
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 |
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| 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. |
| <p>Outcome #1: Distinguish between vague and behaviorally specific statements. Describe events as observed and measurable, write measures for response strengths. Students will be able to:</p> <p>LO1-1 Distinguish between vague and behaviorally specific statements. LO1-2 Describe events according to observable or measurable behaviors or responses. LO1-3 Rewrite vague statements into behaviorally specific ones. LO1-4 Specify measures of response strength using rate, duration, and intensity.</p> | <p>Assessment Measure: Chapter 1 quiz</p> <p>Criterion for achievement: Class average 80% or better</p> | <p>Results: Utilized chapter test as assessment to measure learning outcomes for Chapter 1.</p> <p>Criterion Met: Yes</p> | <p>1. Results Analysis: Summary statistics for all turned in submissions. Average Score: 19.6 High Score: 20 Low Score: 16 Standard Deviation: 1.2</p> <p>2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved</p> |
| <p>Outcome #2: Understanding behavioral analysis and interventions. Students will be able to:</p> <p>LO2-1 Give an example of the positive reinforcement procedure and its effect on the strength of a response. LO2-2 Describe how baseline data are used to determine whether or not a stimulus acts as a positive reinforcer.</p> <p>LO2-3 Indicate when a positive reinforcer should be delivered to maximize its</p> | <p>Assessment Measure: Chapter 2 Quiz</p> <p>Criterion for achievement: Class average 80% or better</p> | <p>Results: Utilized chapter test as assessment to measure learning outcomes for Chapter 6.</p> | <p>1. Results Analysis: Average Score: 19.2 High Score: 20 Low Score: 16 Standard Deviation: 2.2</p> <p>2. Action Plan: Continue utilizing assessment tool</p> |

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| effectiveness. LO2-4 Draw a diagram showing how positive reinforcement can be used to increase the rate of a response. | | Criterion Met: Yes | and current threshold to meet criteria for outcomes achieved. |
| Outcome #3: Behavioral strategies in action: extinction procedure, stimulus, positive reinforcers, spontaneous recovery. At the end of this section, students will be able to: LO3-1 Give an example of an extinction procedure used to decrease the strength of a behavior. LO3-2 Determine whether a given stimulus serves as a positive reinforcer for a specific response. LO3-3 Identify the positive reinforcers for desired and undesired behaviors, given a case example. LO3-4 Describe the effect of extinction on the rate of a target response. LO3-5 Describe how spontaneous recovery can be addressed in an intervention plan. | Assessment Measure: Chapter 3 Quiz Criterion for achievement: Class average 80% or better | Results: Utilized chapter test as assessment to measure learning outcomes for Chapter 3 Criterion Met: Yes | 1. Results Analysis: Average Score: 18.8 High Score: 20 Low Score: 16 Standard Deviation: 1.2 2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved. Identify, review, and revise problematic question on quiz for Chapter 3. |
| Outcome #4: Positive Reinforcement Contingencies. At the end of this section, students will be able to: LO4-2 Give an example of a positive reinforcement contingency. LO4-3 Compare self-control reinforcement contingencies with accidental reinforcement contingencies LO4-4 Define and give an example of the Premack Principle. LO4-5 Explain the need for cutting off to members during the first session of a group. LO4-6 Compare resistance to extinction for a response maintained on a continuous schedule of reinforcement versus an intermittent schedule of reinforcement. | Assessment Measure: Chapter 4 Quiz Criterion for achievement: Class average 80% or better | Results: Utilized chapter test as assessment to measure learning outcomes for Chapter 4 Criterion Met: Yes | 1. Results Analysis: Average Score: 15.6 High Score: 20 Low Score: 12 Standard Deviation: 3.48 2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved. |
| Outcome #5: Shaping and Response Differentiation. At the end of this section students will be able to: LO5-1 Define a response class and give an example. LO5-2 Give an example of response differentiation LO5-3 Describe how the DRO procedure can be used to decrease the rate of a response LO6-5 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: 15.6 High Score: 20 Low Score: 12 Standard Deviation: 3.77 2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved. |

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| <p>Outcome #6: Conditioned Reinforcement and Chaining. At the end of this section, students will be able to:</p> <p>LO7-1 Describe a procedure for establishing a generalized conditioned reinforcer for a client.</p> <p>LO7-2 Compare the use of conditioned reinforcers and unconditioned reinforcers in maintaining behavior change in the client’s environment.</p> <p>LO7-3 Describe a procedure to establish a neutral stimulus as a conditioned reinforcer.</p> <p>LO7-4 Give an example of a problem that can be analyzed as a stimulus–response chain.</p> | <p>Assessment Measure:</p> <p>Chapter 7 Quiz</p> <p>Criterion for achievement: Class average 80% or better</p> | <p>Results:</p> <p>Utilized chapter test as assessment to measure learning outcomes for Chapter 7</p> <p>Criterion Met: Yes</p> | <p>1. Results Analysis:</p> <p>Average Score: 18.8 High Score: 20 Low Score: 16 Standard Deviation: 1.83</p> <p>2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.</p> |
| <p>Outcome #7: Modeling and Imitation. At the end of this section, students will be able to:</p> <p>LO8-1 Give an example of the modeling plus reinforcement procedure to develop and strengthen a response.</p> <p>LO8-2 Give an example of modeling used to develop assertive behaviors in a group setting.</p> <p>LO8-3 Describe the use of a modeling procedure with prompts, reinforcement, and fading, given a case example.</p> | <p>Assessment Measure:</p> <p>Chapter 8 Quiz</p> <p>Criterion for achievement: Class average 80% or better</p> | <p>Results:</p> <p>Utilized chapter test as assessment to measure learning outcomes for Chapter 8</p> <p>Criterion Met: Yes</p> | <p>1. Results Analysis:</p> <p>Average Score: 19.6 High Score: 20 Low Score: 16 Standard Deviation: 1.2</p> <p>2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.</p> |
| <p>Outcome #8: Punishment. After reviewing and exploring the concept of punishment and its impact student will be able to:</p> <p>LO9-1 Give an example of the two types of punishment procedures, including the criterion for evaluating their effectiveness.</p> <p>LO9-2 Given a case example, identify the punishment procedure and label its relevant components.</p> <p>LO9-3 Give an example that compares extinction with negative punishment.</p> <p>LO9-4 Given a case example, describe how the effectiveness of punishment can be maximized.</p> <p>LO9-5 Give an example of punishment applied in a self-control contingency.</p> | <p>Assessment Measure:</p> <p>Chapter 9 Quiz</p> <p>Criterion for achievement: Class average 80% or better</p> | <p>Results:</p> <p>Utilized chapter test as assessment to measure learning outcomes for Chapter 9</p> <p>Criterion Met: Yes</p> | <p>1. Results Analysis:</p> <p>Average Score: 17.2 High Score: 20 Low Score: 12 Standard Deviation: 2.56</p> <p>2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.</p> |

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| <p>Outcome #9: Negative reinforcement. After reviewing this section, students will be able to:</p> <p>LO10-1 Compare the effects of punishment and negative reinforcement. LO10-2 Give an example of escape behavior developed by negative reinforcement. LO10-3 Describe social interactions in terms of positive and negative reinforcement, given a case example. LO10-4 Describe avoidance behavior, given a case example.</p> | <p>Assessment Measure:</p> <p>Chapter 10 Quiz</p> <p>Criterion for achievement: Class average 80% or better</p> | <p>Results:</p> <p>Utilized chapter test as assessment to measure learning outcomes for Chapter 10</p> <p>Criterion Met: Yes</p> | <p>1. Results Analysis:</p> <p>Average Score: 19.2 High Score: 20 Low Score: 16 Standard Deviation: 2.2</p> <p>2. Action Plan: Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.</p> |
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Notes:

I have reviewed this report:

Brian Dankowski,
Department Chair

Date 2/11/2025

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Date _____

Vice President of Academic Affairs and Student Services

Date _____