
HUMAN SERVICES

2009 - 2010

OBJECTIVE AND OUTCOMES ASSESSED:

- **Obj. 6:** To assist students in the development of the ability to integrate multiple perspectives and interdisciplinary knowledge as they respond to human service problems at a system level.
 - **LO 1:** The graduating student will be able to differentiate between a macro system perspective on human service problems and a micro system perspective.
 - **LO 2:** The graduating student will be able to differentiate between primary prevention strategies and a treatment plan.
 - **LO 3:** The graduating student will be able to demonstrate the ability to apply primary prevention strategies to specific human service problems.

SUMMARY REPORT

Human Services Associate Degree Program: Summary of 2009-2010 Outcomes Assessment Work

Draft Submitted 9/25/10 by Jane Gagliardi, Revised October 1, 2010

I. Objectives and Outcomes Assessed

Objective 6: To assist students in the development of the ability to integrate multiple perspectives and interdisciplinary knowledge as they respond to human service problems at a system level.

Outcome 1: The graduating student will be able to differentiate between a macro system perspective on human service problems and a micro system perspective.

Outcome 2: The graduating student will be able to differentiate between primary prevention strategies and a treatment plan.

Outcome 3: The graduating student will be able to demonstrate the ability to apply primary prevention strategies to specific human service problems.

II. Student Product Assessed

Two different products, an objective test and a case vignette, were used to assess these three outcomes.

For learning outcome #1, the ability to differentiate between a macro system perspective and a micro system perspective, objective test questions were used. (See Appendix 1 for a copy of this test.) The same objective questions were included in four different course sections of HUS101, Introduction to Human Services, taught by three different instructors. A total of 97 students responded to these questions. This assessment tool was in place prior to program review.

For learning outcomes #2 and #3, a case vignette and a rubric were developed to assess students' understanding and ability to apply primary prevention strategies to specific human service problems. (See Appendix 2 for a copy of the vignette and rubric used.) The number of responses varied from 65-67. The data was gathered from four different course sections of HUS101, Introduction to Human Services, taught by three different instructors.

III. Process: Creating the Rubric

A rubric was developed for learning outcomes #2 and #3. Program faculty reviewed a variety of rubrics which the Program Coordinator had accessed from the internet and other sources made available by the Assistant Dean of Academic Program Review, Assessment and Academic Effectiveness, Ellen Wentland. After considerable discussion with Ellen Wentland, and among program faculty (Nancy Rusk, Diana Mele, Melissa Fleming and Jane Gagliardi), the outcomes were further broken down into two aspects. For learning outcome #2, students were asked to identify a problem within the case vignette and to give an example of a primary prevention strategy for this problem. They were asked to explain their answer in a way that made it clear that they understood the meaning of "primary prevention" and how it would be applied. For learning outcome #3, students were asked to identify a target problem requiring treatment within the case vignette. They were also asked to give an example of a treatment plan that could be developed for this problem. They were asked to explain their answer in a way that made it clear that they understood the meaning of "treatment" (sometimes called secondary or tertiary prevention) and how it is different from "primary prevention".

A 4-point scale (0-3) was devised for each of the 4 aspects to be assessed in regard to primary prevention.

IV. Rating Procedure

Individual faculty members used the rubric to rate their students' responses. Summary data was then reported to Jane Gagliardi.

V. Analysis

Data was submitted to the Assistant Dean of Academic Program Review for analysis.

For learning outcome #1, two pie charts were created which contrasted the percentage of correct and incorrect scores for each test question. Of the 97 students, 89% demonstrated accurate understanding of a macro system perspective and 91% demonstrated accurate understanding of the micro system perspective.

For learning outcomes #2 and #3, a table was developed showing the number and percentage of students scoring at each of the rating points for each aspect (criterion) in the rubric. The percentages of students receiving a rating of "2" or "3", the highest ratings, were also displayed. (See assessment report in Appendix 3.)

VI. Results

With respect to learning outcome #1, a correct score of 85% of the students was considered to be successful. The percentage of correct scores for questions regarding the macro and micro system perspectives easily met this goal with 89% and 91% accuracy.

With respect to the criteria in the rubric for learning outcomes #2 and #3 related to primary prevention, the program set a standard defining "success" as 80% of the students scoring either complete or nearly complete understanding (a "2" or a "3") in each criterion.

Applying this standard, it can be seen from the table that students were successful in 3 of the 4 criteria. These were:

- 1A: Identify a target problem within the case vignette.
- 2A: Identify a target problem requiring treatment within this case vignette
- 2B: Give an example of a treatment plan that could be developed for this problem. Explain your answer in a way that makes it clear that you understand the meaning of "treatment" (sometimes called secondary or tertiary prevention) and how it is different from "primary prevention".

Overall, students were most successful in responding to a question assessing learning outcome #2, asking them to identify a target problem that met the criteria for secondary or tertiary prevention (Criterion 2A). Only one student of 67 did not demonstrate understanding and 62 (or 95%) were able to demonstrate clear understanding.

The area that appeared to demonstrate significant weakness also involved learning outcome #2. Students were least successful in applying a primary prevention strategy to a problem within the case vignette and explaining their understanding of primary prevention. 30% of the students showed no understanding of these concepts and only 43% of the students demonstrated clear understanding.

There was considerable variability in ratings among students. For example, with respect to the first criterion on the rubric which required the students to merely identify a problem within the case vignette that could be a target for primary prevention, 14% of the students did not address the question or did not show any understanding while 2% showed some minimal partial understanding. Nine percent showed nearly complete understanding and 76% demonstrated clear understanding.

Discussion and Action Plan

The sample size was reasonably large given the size of our Human Services Program suggesting that we may generalize with some confidence. We have reason to believe that these assessments provide reliable information targeting skill areas for the program to discuss and further develop throughout the curriculum.

Students did extremely well in regard to learning outcome #1, differentiating a macro and a micro system perspective. As stated, 89% of the 97 students accurately identified a macro system perspective and 91% of the 97 students accurately identified a micro system perspective. However the assessment tool only required the students to identify a correct definition and did not require the application of knowledge to a specific human services problem which would demonstrate a deeper understanding and mastery.

Program faculty are particularly concerned about the individual scores for learning outcomes #2 and #3 as they reveal a disparity between students mastering the course material and some students who have minimal understanding of basic concepts. Results suggest that program instructors need to work with students to deepen their understanding of primary prevention.

OBJECTIVE TEST

APPENDIX ONE

Quiz I

Read the directions carefully as there are choices in some sections. Answer those questions in which you have most confidence and then return to complete the others. Especially on matching, T/F and multiple choice questions, blanks will only count against you. Make your best guess. This entire quiz is worth _____ points (within a 500 point grade system).

DO NOT answer more than the designated number as I will grade on the number of errors. This is the only way to give you choice and to also be fair to all students who follow directions.

PLEASE MARK ALL ANSWERS ON YOUR ANSWER SHEET!

PLEASE DO NOT USE THIS QUIZ TO WRITE YOUR ANSWERS!


PART I – MATCHING

Carefully review the list below. Answer all 10 questions. (NOTE: There are 12 possible concepts, individuals and organizations listed.) Select the **most appropriate** concept/individual/organization to match the definitions and descriptions provided and write that letter next to the definition. (Each answer is worth 2 points for a possible total of 20 points for this section.) Please be sure to write **LEGIBLY**. If I can not read your response, you will not get any credit for your knowledge!

- | | | |
|--------------------------------|---|---------------------|
| A. CSSS | E. National Mental Health Act of 1946 | H. microsystem |
| B. Social Security Act of 1935 | F. Scheuer Subprofessional Career Act of 1966 | I. macrosystem |
| C. CSHSE | G. NOHS (NOHSE) | J. social control |
| D. rehabilitation | | K. social care |
| | | L. Social Darwinism |

- _____ 1. The first real involvement of the federal government to improve *mental health*. Established what is now known as the National Institute for Mental Health (NIMH).
- _____ 2. Established idea that Americans have the right to protection from economic instability and that the *federal* government will assume responsibility for its citizens' economic security.
- _____ 3. National organization founded in 1979. This organization provides approval or accreditation for higher education programs in the human services and has worked to establish standards of competency.
- _____ 4. National professional organization for the human services, founded in 1975, which advocates for the profession, provides conferences for its membership as well as scholarships to its students. It provides a forum for collaboration and cooperation among students, practitioners and faculty.
- _____ 5. A concept that supported the idea that government has little if any responsibility towards those in need and that those most "fit" will thrive and survive in society.
- _____ 6. Believed to improve training and educational programs and better prepare students with specific skills needed in today's job market. They set specific competency

performance standards and appraisal standards for our profession, and are not minimal standards, but rather benchmarks for excellence that would be practiced by a "master" worker in direct service work.

-  _____ 7. Large groups, organizations, bureaucracies, neighborhoods and communities in which a client lives and interacts.
- _____ 8. A term used when people who receive services have either failed to care for themselves (although often able to do so) or have done so in a manner that violates society's norms. Often society, rather than the individual, has determined the need for these services.
- _____ 9. Individuals within the client's environment such as family and friends, or even a human service worker.
- _____ 10. A service oriented towards returning an individual to a previous level of functioning.

CASE VIGNETTE & RUBRIC

APPENDIX TWO

Case Vignette

Jorge is the 16 year old son of a Dominican mother and American-born father. His father won custody of him when he was 13 years old after a bitter divorce battle. He had accused Jorge's mother of being negligent and used her diagnosis of bipolar disorder against her. The tension, anger, and hostility left Jorge feeling bitter and resentful. He didn't feel that life with his father was any better than with his mother.

At 15 years old, he fell in with a bunch of guys in the neighborhood who considered themselves a gang. Eager to feel like he belonged, he began to use crack, mugging (robbing) people on the street for cash.

His father was not aware of Jorge's actions as he was often at work until 8 PM. Jorge began missing school. The school attempted to call his father but it would take several days for father to return the call.

Question 1: How would you apply primary prevention strategies to this specific situation?

- A) Identify the target problem.
- B) Give an example of a primary prevention strategy for this problem. Please explain your answer in a way that makes it clear that you understand the meaning of "primary prevention" and how it would be applied.

Question 2:

- A) Identify a target problem requiring treatment within this case vignette about Jorge and his father.
- B) Give an example of a treatment plan that could be developed for this problem. Please explain your answer in a way that makes it clear that you understand the meaning of "treatment" (sometimes called secondary or tertiary prevention) and how it is different from "primary prevention".

CRITERIA FOR SCORING:

Question 1A Response: Student needs to identify a group of people who may be at-risk but who have not been identified as having already developed a problem. For example, a primary prevention strategy could target the youth of the community before they become gang involved. (Per Burger reading: "Primary prevention is designed to prevent a disorder, disability or dysfunction from occurring in the first place.")

Question 1B: Response: Student needs to identify strategies oriented to prevent a problem from developing such as dissemination of information, an educational forum or social change strategy. Possible strategies for primary prevention include:

1. Education for the youth
2. Education for the parents
3. Community activities to reinforce positive/healthy behavior and relationships for adolescents
4. Advocacy to assist with current problems in living common to the families
5. Support networks that might help prevent other problems (e.g. parent support network that might prevent father from getting depressed, isolated, dysfunctional behaviors)

Question 2A: Response: Student needs to identify a problem that is already in existence, that has already developed. Secondary prevention involves treatment attempts "to stop the progression of a problem and solve it, involving early diagnosis and treatment of a disorder at a stage in which problems may be nipped in the bud" (p. 211 Burger on secondary prevention). Tertiary prevention involves attempts "to reduce the severity and disability associated" with an

already existing problem (p. 312, Burger on tertiary prevention). Possible responses to Question 2 would all involve identified problems requiring "treatment".

Possible target problems include:

1. The lack of education
2. Substance Abuse
3. Unresolved issues relating to divorce
4. Poor family support
5. Lack of positive healthy peer group/community

Question 2B Response: Student would need to identify treatment strategies or a treatment plan of some kind Possible Prevention/ treatment options

1. refer to GED program
2. Assess for substance abuse treatment
3. Assess and treat as needed for possible dual diagnosis
4. group therapy for living with a family h/o MI
5. Vocational assessment and program
6. Peer program (alateen/court diversion program, etc.)

	Student does not address question or show understanding Rate as "0"	Student Demonstrates Some minimal, Partial understanding Rate as "1"	Student demonstrates partial, nearly complete understanding Rate as "2"	Student demonstrates clear understanding- Rate as "3"
Question 1A- identify primary prevention target problem				
Question 1B				
Question 2A: Identify target problem that meets definition for either secondary or tertiary				

problem				
Question 2B				

RESULTS

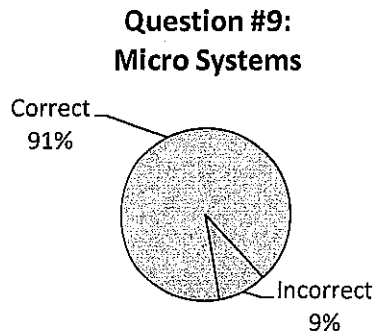
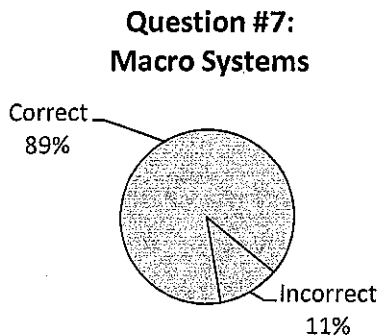
APPENDIX THREE

Assessment Report AY2009-2010: Human Services Program

OBJECTIVE #6 – ...to assist students in the development of the ability to integrate multiple perspectives and interdisciplinary knowledge as they respond to human service problems at a system level.

Learning Outcome #1: The graduating student will be able to differentiate between a macro system perspective on human service problems and a micro system perspective.

Quiz Results (n=97):



Learning Outcome #2: The graduating student will be able to differentiate between primary prevention strategies and a treatment plan.

Learning Outcome #3: The graduating student will be able to demonstrate the ability to apply primary prevention strategies to specific human service problems.

Case Vignette: Rubric Assessment

Question:	(Number) Percentage of Students Rated as:				Percentage of Students receiving a rating of "2" or "3"
	-0- Student does not address question or show understanding	-1- Student demonstrates some minimal, partial understanding	-2- Student demonstrates partial, nearly complete understanding	-3- Student demonstrates clear understanding	
1A: Identify a target problem for primary prevention (n=66)	(9) 14%	(1) 2%	(6) 9%	(50) 76%	85%
1B: Give an example of a primary prevention strategy for this problem. And explain your answer (n=65)	(20) 30%	(10) 15%	(8) 12%	(29) 43%	55%
2A: Identify target problem that meets definition for either secondary or tertiary problem (n=67)	(1) 2%	(1) 2%	(1) 2%	(62) 95%	97%

2B. Provide an example of secondary or tertiary prevention that could be developed for this problem.

(5) 8%

(3) 5%

(12) 18%

(45) 69%

88%

(67)