

SUL ROSS STATE UNIVERSITY

ED 5322: Behavior Management-Summer II 2020—CMHC

Note: This syllabus is to be utilized by Clinical Mental Health Counseling (CMHC) track students.

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Office Hours: Online hours are from 8:00 a.m.-9:00 a.m. Monday-Thursday. Telephone conferences are available by appointment. The instructor is available online, via email, and telephone.

Required Course Materials: There is no required textbook; rather, there will be selected readings accessed via the Blackboard course site. These readings are taken from professional literature and are relevant to course discussions, assignments, and examinations. It is the student's responsibility to maintain adequate technology to access these materials.

Course Description:

(3-0) An in-depth look at classical and operant conditioning principles from the standpoint of human application, from the classroom to the home, from private practice to institutional placements. Actual behavior modification project included.

STUDENT LEARNING OUTCOMES:

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental counseling program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

CACREP Standard	Activity	SLOs
Common Core for all students:		
Section 2: F. 11-Social and Cultural Diversity		
1. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF11d);	Assigned selected reading; Discussion Board	1
Standard 2: F.111-Human Growth and Development		
1. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF111e);	Assigned selected reading; Tests; Discussion Board	1
2. Systemic and environmental factors that affect human development, functioning, and behavior (IIF111f);	Assigned selected reading; Lectures; Tests; Discussion Board	1
Standard 2: F.V- Counseling and Helping Relationships		
1. Development of measurable outcomes for clients (11FVi);	Assigned selected reading; Behavior Modification Project; Tests; Discussion Board	2
Standard 2: F. VII-Assessment and Testing		
1. Use of environmental assessments and systematic behavioral observations (11FVIIj)	Assigned textbook reading; Lectures; Behavior Modification Project; Discussion Board	2
Standard 2: F. VIII-Research and Program Evaluation		
1. Analysis and use of data in counseling (11FVIIIi)	Assigned selected reading; Behavior Modification Project; Discussion Board	2

Standards for Clinical Mental Health Counseling (CMHC) track		
Standard 5: V. I-Foundations		
1. History and development of clinical mental health counseling (V.1.a)	Assigned selected readings; Tests; Lectures	1
2. Theories and models related to clinical mental health counseling (V.1.b)	Assigned selected readings; Tests; Videos; Lectures; Discussion Board Assignments	2
Standard 5: V. II-Contextual Dimensions		
1. Impact of biological and neurological mechanisms on mental health (V.11.g)	Assigned selected reading, Tests, Discussion Board	1
2. Impact of crisis and trauma on individuals with mental health diagnoses (V.11.f)	Assigned selected reading; Lecture; Tests	1
Standard 5: V.III-Practice		
1. Techniques and interventions for prevention and treatment of a broad range of mental health issues (V.111.b)	Assigned textbook reading; Videos; Behavior Modification Project; Tests; Discussion Board assignments	2

Counselor Education Marketable Skills

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

Course Requirements for All Students:

Students will:

- Participate and collaborate in online discussions, assignments, and activities.
- Utilize Blackboard on the SRSU website to fulfill course requirements.
- Satisfactorily pass course exams.
- Practice professional conduct and ethics and respectful learning exchanges.
- Preserve confidentiality of information shared regarding personal/family experiences.

Assignment Descriptions

- We will be covering a significant amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to complete and study selected readings and lectures. If students do not carefully read all course materials, they will be unable to complete course assignments satisfactorily. You are encouraged to work ahead. Selected readings are accessed via the “Course Materials” link, and Lectures are accessed via the “Lectures” link on Blackboard.
- Students should refer to the *Online Participation Policy* as explained in the Participation section of this syllabus. Course enrollment constitutes agreement to comply with this policy, and all students are **required** to post an Online Participation Agreement on the Discussion Board in order to remain in the course.
- Discussion Board Assignment posts will be graded on the original post plus a quality response to another student. The original post is worth a maximum of 20 points, and the required response to another student is worth a maximum of 5 points. *Instructions for each forum are found on Blackboard on the Discussion Board*, accessed via the “Discussion Board” link.
- Participation Points are awarded. These points are based on students’ responses to the “Important Information from Dr. Olive” Discussion Board Forum. All students begin with 20 points. For each instance of non-response within the required week (failing to reply to an instructor’s post on the Discussion Board), 4 points will be deducted. Students may be dropped from the course for nonresponse in accordance with the Online Participation Policy.
- **6 Tests** will be given on Blackboard and will cover selected reading assignments, as well as lectures. Details are found on Blackboard via the “Assignments and Tests” link.
- A brief research assignment will be required. Instructions for this “Research Share Assignment” are located on the Discussion Board.
- There will be a major Behavior Modification Project assignment in this course. In this assignment, you will apply all that you have learned from course materials and activities. If you have not carefully read course materials and assimilated the information, you will be unable to complete the Behavior Modification Project. Instructions and detailed information regarding the Behavior Modification Project are found on Blackboard via the “Assignments and Tests” link.
- **All assignments are due before the deadline as printed in this syllabus. Each assignment is due no later than 11:55 p.m. Central Time on the designated date. No late assignments will be accepted.**

Evaluation

- Discussion Board Assignments (includes Research Share) 8 @ 20 points 160 possible points
- Orientation Lecture Test 10 possible points
- Principles of Behavior Management Chapter 3 Test 15 possible points
- The Use of Tokens Lecture Test 10 possible points
- Behavior Therapy Test (pages 276-302 of Chapter 8) 45 possible points
- Cognitive Behavior Theories Chapter 9 Test 45 possible points
- 3 LECTURES Test 45 possible points
- Behavior Modification Project 100 possible points
- Participation (timely responses to “Important Information” DB Forum 20 possible points

COURSE TOTAL possible 450 points

A (91%)=408-450 points; B (81%)=363-407 points; C (71%)=318-362; F=317 and below

All assignments are due on the scheduled date. Late assignments will not be accepted!

Course Calendar

See specific due dates for each assignment as follows:

Deadlines: **Assignments must be posted prior to 11:55 p.m. Central Time on the specified due date.**
Assignments are made available on Blackboard for students to work ahead. Students are encouraged to submit early, but they may not submit any assignment late!

- July 1 Course begins. Students should have already received their textbooks, familiarized themselves with the Blackboard course site, and begun Chapter reading. Post introduction on the “Introduce Yourself” Blackboard Discussion Board.
- July 2 **Online Participation Policy Statement is due** on the Discussion Board. **This is a requirement in order to remain in the course!**
- July 3 **Email instructor your contact information**, consisting of your telephone number. Also indicate if this number accepts text messages. Email this information to tolive@sulross.edu Since our pace is so fast, if there is a problem with a document you’ve submitted, the instructor may need to reach you quickly.
- July 6 **Orientation Lecture Test** deadline.
Access the Lecture via the “Lectures” link on Blackboard. Access the test via the “Assignments and Tests” link.
- July 7 **Principles of Behavior Management Chapter 3 Test** deadline. This reading is from pages 45-63 (the entire document). Download the assigned reading via the “Course Materials” link on Blackboard. Access the test via the “Assignments and Tests” link.

- July 8 **The Use of Tokens Lecture Test** deadline. Access the Lecture via the “Lectures” link on Blackboard. Access the test via the “Assignments and Tests” link.
- Reminder:* Have you responded to the posts or Mini-Lectures on the “**Important Information from Dr. Olive**” Discussion Board forum? This is required.
- July 9 **Deadline to email instructor** your selected **target behavior** for the upcoming Behavior Modification Project. Your target behavior must be approved before you begin data collection. Remember, your behavior must be *observable* and must occur daily or several times throughout the week, so that it can be recorded.
- July 11 **Behavior Therapy Test** deadline. This reading is from pages 276-302 of Chapter 8, the entire document. Download the assigned reading via the “Course Materials” link on Blackboard. Access the test via the “Assignments and Tests” link.
- July 12 **Begin collecting and recording Baseline Data for the Behavior Modification Project.** You will record frequency on the **Frequency Data Sheet** (accessed via the “Course Materials” link). You will keep a tally of occurrences on the section entitled “**Week 1—Before Intervention.**” An example is provided on the “Frequency Data Sheet. For this week, do not attempt to make any changes/modifications in your behavior. Simply note the frequency of your targeted behavior!
- July 13 **Discussion Board Video Assignment #1 CBT and Thought Log** original post and response to a classmate due no later than 11:55 p.m. Central Time.
- July 14 **Cognitive Behavior Theories—Chapter 9 Test** deadline. This reading is from pages 227-251 of Chapter 9, the entire document. Download the assigned reading via the “Course Materials” link on Blackboard. Access the test via the “Assignments and Tests” link.
- July 15 **Discussion Board Video Assignment #2—But Wait! There’s More!** Original post and response to a classmate due no later than 11:55 p.m. Central Time.
- Reminder:* Have you responded to the posts or Mini-Lectures on the “**Important Information from Dr. Olive**” Discussion Board forum? This is required.
- July 16 **Discussion Board Video Assignment #3—Core Beliefs** original post and response to a classmate due no later than 11:55 p.m. Central Time.
- July 18 **3 LECTURES TEST** (Covers three lectures: **Different Tools, Different Frameworks Lecture, REBT—Rational Emotive Behavior Therapy Lecture, and Reality Therapy Lecture**) This 3 LECTURES Test must be submitted no later than 11:55 p.m. Central Time. Access the three Lectures via the “Lectures” link on Blackboard. Access the test via the “Assignments and Tests” link.
- End** collecting **Baseline (Before Intervention) Data** for the Behavior Modification Project. Total your data for this first week, and keep this form; you’ll be using it in the coming week.

- July 19 **Begin collecting and recording Intervention Data.** This week, you will begin to examine your cognitions and how they influence your behavior. You will apply cognitive-behavioral techniques to address cognitive distortions or unhelpful or dysfunctional thinking. You will record this week's frequency of the behavior on the **Frequency Data Sheet** (accessed via the "Course Materials" link). You will keep a tally of occurrences on the section entitled "**Week 2—After Intervention.**" Observe and record! An example is provided on the "Frequency Data Sheet. **For this week, implement your interventions and track the data!** Utilize any of the available Worksheets accessed via the "Course Materials" link. You *must* include use of a **thought log**, such as the ABC Thought Log or the 7 Column Thought Log Record. Utilize any additional helpful tools/worksheets provided on the "Course Materials, or any tools suggested in your selected readings. Also, make use of any tokens you are using to help shape your behavior.
- July 20 **Discussion Board Video Assignment #4—ABC and D!** original post and response to a classmate due no later than 11:55 p.m. Central Time.
- July 21 Deadline for **emailing instructor** chosen Research Share **journal article** information:
 A. article title and
 B. the name of the journal.
 Email this information to tolive@sulross.edu by the deadline. Your instructor must approve your journal and article title. Detailed instructions are available on the Discussion Board under DB Assignment #7.
- July 22 **Discussion Board Video Assignment #5—Behavioral Activation** original post and response to a classmate due no later than 11:55 p.m. Central Time.
- Reminder:* Have you responded to the posts or Mini-Lectures on the "**Important Information from Dr. Olive**" Discussion Board forum? This is required.
- July 24 **Discussion Board Video Assignment #6—Application of CBT in a first Therapy Session** original post is due no later than 11:55 p.m. Central Time.
- July 25 **Response** to a classmate for Discussion Board Video Assignment #6 is due no later than 11:55 p.m. Central Time.
- End collecting Intervention (After Intervention) Data** for the Behavior Modification Project. Total the data for this second week, and keep this form. Collect all data and forms you have accumulated thus far; you will use all of this information to write your Behavior Modification Project Analysis and Summary. You will also submit the Frequency Form when you submit your Behavior Modification Project.
- July 27 **DB Assignment #7--Research Share Assignment** original post and response to a classmate due no later than 11:55 p.m. Central Time.
- July 28 *Reminder:* Have you responded to the posts or Mini-Lectures on the "**Important Information from Dr. Olive**" Discussion Board forum? This is required.
- August 2 **Behavior Modification Project due!** You must submit your Behavior Modification Analysis and Summary, along with the Frequency Sheet, your completed Thought Log

(ABC Thought Log or 7 Column Thought Log), and any accompanying completed worksheets from the “Course Materials.” See “Assignments and Tests” link on Blackboard for detailed instructions. Note: Late assignments will **not** be accepted!

- August 3 *Reminder:* Have you responded to the posts or Mini-Lectures on the “**Important Information from Dr. Olive**” Discussion Board forum? This is required.
- August 4 **DB Assignment #8—Wrapping Up!** original post and response must be posted no later than 11:55 p.m. Central Time
- August 7 Last class day! Semester ends!

***All assignments are due on the scheduled date no later than 11:55 pm Central Time.**
Late assignments will not be accepted!

Participation:

This is a web-delivered course and therefore is subject to the **Sul Ross State University online participation policy**. It is the student’s responsibility to check the Discussion Board and Sul Ross email continuously for the duration of the course. Because ED 5322 is delivered entirely online, participation will be evaluated in Blackboard online discussions. It is the student’s responsibility to check the Discussion Board and Sul Ross email continuously for the duration of the course. **It is policy at Sul Ross State University that, if a student is enrolled in a web-delivered course and fails to stay active for a period of 3 weeks in a long semester, or for 1 week during a summer session (or 8 week session), fails to submit assignments, and/or does not reply to emails from the instructor, he/she will be dropped from the course with a grade of "F."**

You are expected to participate in the online activities and discussions. You are required to check ***daily*** both your Sul Ross email and the “Important Information from Dr. Olive” Discussion Board forum, and to promptly reply. **You must reply to any email from the instructor *within one week*, and you must reply to each post of the instructor on the “Important Information from Dr. Olive” Discussion Board forum *within one week*.** Failing to do so will result in the loss of Participation points, and may lead to being dropped from the course with a grade of “F.” Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet. The instructor will monitor the Blackboard log-ins for attendance.

You are free to work at your convenience as long as you meet the assignment deadlines. **No late assignments will be accepted.** You are encouraged to work ahead. Your final course grade will be affected by the **quality** of your participation. Your postings and responses on the Discussion Board should give evidence that you have completed the assigned readings and viewing of the required videos and attached documents. Your written communication should reflect professional courtesy toward the instructor and fellow students.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. This course requires students to maintain adequate technology to open and play the required videos specified on the Blackboard course site. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

SRSU Disability Services: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Accessibility Services. Please note that instructors are not allowed to provide accommodation to a student until appropriate verification from Accessibility Services has been provided. For additional information, please contact Accessibility Services in Ferguson Hall 112, or call 432-837-8203.

Lectures/Discussions

Lectures and discussions in this course will be found on the Blackboard course site. Discussions include the following:

- Overview of Behavior Management; the Behavior Model of Therapy, including operant and classical conditioning, techniques of behavior therapy, and other relevant terms.
- Examination of Cognitive-Behavioral Therapy including foundation, terms, and techniques.
- Brief introduction to Rational Emotive Behavior Therapy (REBT), including tools such as the A-B-C Model of personality.
- Brief Introduction to Reality Therapy, including such techniques as the WDEP.
- Techniques associated with specific cognitive/behavioral theoretical frameworks.
- Effective Behavior Management principles.
- The effect of core beliefs on behavior.
- The use of token economies with clients.
- Examination of research-based, peer reviewed journal articles highlighting behavioral and cognitive-behavioral approaches in modifying problematic behaviors.
- Forms and worksheets used in cognitive-behavioral approaches, such as thought logs.
- Tools utilized to measure and record client behavioral data.
- Behavioral Activation principles.
- Skills and personal insights gained through the Behavior Management Project.
- Application of cognitive-behavioral techniques with clients.

This course syllabus is intended to be a guide and may be amended at any time.