SR | SUL ROSS
The **FRONTIER** University of Texas

Syllabus

EDUA 5322—Behavior Management

Clinical Mental Health

Sul Ross State University

Summer II 2024

Instructor: Professor Ronda Hayes

E-Mail: rhayes@sulross.edu

Phone: 325-650-0419

Office Location: Professor Hayes does not maintain an office on campus.

Off Campus Office Hours: Virtual TEAMS Meetings office hours are from 10:00 am -1:30pm Tuesday and Thursday and 2:30-5:30 pm on Wednesday. Telephone conferences are available by appointment.

CATALOG 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.

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.

Other Information: Students will look at specific DSM behavior disorders.

- Oppositional defiant disorder
- Intermittent explosive disorder
- Conduct disorder
- Pyromania
- Kleptomania
- Other specified disruptive, impulse-control and conduct disorder
- Unspecified disruptive, impulse-control, and conduct disorder

In accordance with CACREP best practices standards for all counselor-in-training

development, the following areas will be promoted in this course:

CACREP Standard	Activity	SLOs
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
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**

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.

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.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system tells you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or

email mschwartze@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

PARTICIPATION POLICY: Since EDUA/EDSR 5322 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email *DAILY* for the duration of the course. In order for you to remain enrolled in EDUA/EDSR 5322, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks (one week in the summer or 8 week session), fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

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.

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.

All assignments are due before the deadline as printed in this syllabus. <mark>Each assignment is due no later than 11:55 p.m. Central Time on the designated date. No late assignments will be accepted.</mark>

EVALUATION/GRADING POLICY:

- Discussion Board Forums   25%
- Tests   30%
- Behavior Modification Project   45%

                                                             COURSE TOTAL 100%

A = 90-100;   B = 80-89;   C = 70-79;   F = 69 and below

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

Note: Graduate students must maintain a 3.0 GPA to remain in good standing.
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.

SCHEDULE/DUE DATES:

<mark>Assignments must be posted prior to 11:55 p.m. Central Time.</mark> Assignments are made available on Blackboard for students to work ahead if they wish. Students are encouraged to submit early, but they may not submit any assignment late.

Due Date	
July 9	Course Begins
July 10	Post introduction on the "Introduce Yourself" Blackboard Discussion Board. Answer all questions. **Online Participation Policy Statement is due** on the Discussion Board. <mark>This is a requirement in order to remain in the course</mark>!
	Module One
July 12	**Orientation Lecture Test** deadline. Access the Lecture via the "Lectures" link on Blackboard. Access the test via the "Assignments and Tests" link.
July 14	**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.
	Module Two

July 15	**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 be occur daily or several times throughout the week, so that it can be recorded.
July16	**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.
July 18	**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.
July 19	==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 21	**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.
	Module Three
July 22	**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.
July 24	**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.
July 26	**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 28	**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.
	Module Four
July 29	**Lecture on DSM 5-TR Behavior Disorders**

July 29	**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. **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 30	**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 31	Deadline for **emailing instructor** chosen Research Share **journal article** information:
	      A. article title and
	      B. the name of the journal.
	      Email this information to rhayes@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.

August 1	**Discussion Board Video Assignment #5—Behavioral Activation** original post and Response to a classmate due no later than 11:55 p.m. Central Time.
August 3	**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. Respond to a classmate for Discussion Board Video Assignment #6 is due no later than 11:55 p.m. Central Time
August 4	**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.
	Module Five

August 7	**DB Assignment #7--Research Share Assignment** original post and response to a classmate due no later than 11:55 p.m. Central Time.
August 9	**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 13	**DB Assignment #8—Wrapping Up!** original post and response must be posted no later than 11:55 p.m. Central Time
August 14	Course Ends