



## Syllabus

### EDUA 5322—Behavior Management

#### Clinical Mental Health

#### Sul Ross State University

#### Summer II 2025

July 6, 2026 – August 12, 2026

**Instructor:** Professor Ronda Hayes

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**Phone:** 325-650-0419

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

**Office Hours:** Dr. Hayes is available via email, Microsoft TEAMS (see the link in her signature line on emails), Blackboard messages, and texting (in emergencies).

**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:**

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN 978-1-338-3217-8

There is no required textbook; instead, 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
<b>Section 2: F. 11-Social and Cultural Diversity</b>		
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
<b>Standard 2: F.111-Human Growth and Development</b>		
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
<b>Standard 2: F.V- Counseling and Helping Relationships</b>		
1. Development of measurable outcomes for clients (11FVi);	Assigned selected reading; Behavior Modification Project; Tests; Discussion Board	2
<b>Standard 2: F. VII-Assessment and Testing</b>		
1. Use of environmental assessments and systematic behavioral observations (11FVIIj)	Assigned textbook reading; Lectures; Behavior Modification Project; Discussion Board	2
<b>Standard 2: F. VIII-Research and Program Evaluation</b>		
1. Analysis and use of data in counseling (11FVIIIi)	Assigned selected reading; Behavior Modification Project; Discussion Board	2
<b>Standard 5: V. I-Foundations</b>		
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

<b>Standard 5: V. II-Contextual Dimensions</b>		
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
<b>Standard 5: V.III-Practice</b>		
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:**

The 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. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure that

students with disabilities have the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

<https://www.sulross.edu/counseling-and-accessibility-services/>

**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 1 week, 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.

**CONFIDENTIALITY AGREEMENT:** Students will sign and submit a "**Confidentiality Agreement**". Counseling courses often include disclosing personal information, feelings, and thoughts. All students must sign this agreement before beginning the course.

### **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 the 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.

This is a 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. Each assignment is due no later than 11:55 p.m. Central Time on the designated date. No late assignments will be accepted.**

**EVALUATION/GRADING POLICY:**

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

**COURSE TOTAL 100%**

**A = 91-100; B = 81-90; C = 71-80; F = 70 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:**

**Assignments must be posted prior to 11:55 p.m. Central Time. 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 6	Course Begins Read the Information in the 'Content' Menu Tab and in 'Start Here'
July 7	<b>Online Participation Policy Agreement is due</b> on the Discussion Board. <b>This is a requirement in order to remain in the course!</b>  "Confidentiality Agreement" sign and submit in "Start Here"  "Introduce Yourself" Blackboard Discussion Board. Answer all questions.
	<b>Module One</b>
July 9	<b>Orientation Lecture Test</b> deadline.
July 11	<b>Principles of Behavior Management Chapter 3 Test</b> deadline. This

	reading is from pages 45-63 (the entire document). Download the assigned reading via the “Course Materials” in ‘Start Here’.
	<b>Module Two</b>
July 12	<b>Download the instructions for the Behavior Modification Project, then email the instructor</b> your selected <b>target behavior</b> for the upcoming Behavior Modification Project. Your target behavior must be approved before you begin data collection. Remember, your behavior must be <b>observable</b> and occur daily or several times throughout the week to be recorded. Message your instructor about your targeted behavior before collecting data.
July 13	<b>The Use of Tokens Lecture Test</b> deadline. Access the Lecture via the “Lectures” link on Blackboard.
July 15	<b>Behavior Therapy Test</b> 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 16	<b>Begin collecting and recording Baseline Data for the Behavior Modification Project.</b> You will record frequency on the <b>Frequency Data Sheet</b> (accessed via ‘Start Here’ the “Course Materials” link). You will keep a tally of occurrences in the section entitled “ <b>Week 1— Before Intervention.</b> ” 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 18	<b>Discussion Board Video Assignment #1 CBT and Thought Log</b> original post
July 219	Respond to a classmate due no later than 11:55 p.m. Central Time.
	<b>Module Three</b>
July 20	<b>Cognitive Behavior Theories—Chapter 9 Test</b> deadline. This reading is from pages 227-251 of Chapter 9, the entire document. Download the assigned reading via the “Course Materials” link in Start Here.
July 21	<b>Discussion Board Video Assignment #2—But Wait! There’s More!</b> Original post
July 22	Respond to a classmate due no later than 11:55 p.m. Central Time.
July 23	<b>Discussion Board Video Assignment #3—Core Beliefs</b> original post
July 24	



<p>July 30</p> <p>July 31</p> <p>August 1</p> <p>August 2</p>	<p>Message this information to Dr. Hayes by the deadline. Your instructor must approve your journal and article title. Detailed instructions are available on the Discussion Board under DB Assignment #7.</p> <p><b>Discussion Board Video Assignment #5—Behavioral Activation</b> original post</p> <p>Respond to a classmate due no later than 11:55 p.m. Central Time.</p> <p><b>Discussion Board Video Assignment #6—Application of CBT in a first Therapy Session</b> original post is due no later than 11:55 p.m. Central Time.</p> <p>Respond to a classmate for the Discussion Board Video Assignment #6 is due no later than 11:55 p.m. Central Time</p> <p><b>End collecting Intervention (After Intervention) Data</b> 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.</p>
<p>August 5</p> <p>August 6</p> <p>August 8</p> <p>August 9</p> <p>August 10</p>	<p style="text-align: center;"><b>Module Five</b></p> <p><b>DB Assignment #7--Research Share Assignment</b> original post</p> <p>Response to a classmate due no later than 11:55 p.m. Central Time.</p> <p><b>Behavior Modification Project due!</b> 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.” Instructions are back in Module Two. Note: Late assignments will <b>not</b> be accepted!</p> <p><b>DB Assignment #8—Wrapping Up!</b> original post</p> <p>Respond must be posted no later than 11:55 p.m. CST</p>
<p>August 12</p>	<p>Course Ends</p>

