INSTRUCTIONAL PACKAGE

HUS 216

Behavior Change Techniques

Effective Term

2018-2019

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: <u>2018-2019</u>

COURSE PREFIX: HUS 216   COURSE TITLE: Behavior Change Techniques

CONTACT HOURS: 3   CREDIT HOURS: 3

RATIONALE FOR THE COURSE:
This course will provide the students with an overview of counseling theories and techniques that will enable the student to be able to work with clients who have behavioral problems and other concerns.

COURSE DESCRIPTION:
This course is a study of major theories associated with individual and group psychotherapy, family therapy, and alcohol, drug, and vocational rehabilitation. Emphasis is placed on the techniques of behavioral change.

PREREQUISITES/CO-REQUISITES:
(COMPASS Reading 85 and COMPASS Writing 78) or (ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or (Multiple Measures English 1) or (SAT Critical Reading 480) or (ACT Reading 19 and ACT English 19) or (Credit level ENG 100 Minimum Grade of C* or Credit level ENG 155 Minimum Grade of C or Credit level ENG 101 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC or Credit level ENG 101 Minimum Grade of TC) and (Credit level HUS 101 Minimum Grade of C or Credit level HUS 101 Minimum Grade of TC) AND HUS 101 Co-Requisite
Online/Hybrid courses require students to complete the DLi Online Student Orientation prior to completing an online course. The DLi Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:
Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.
BOOKSTORE   Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:
Access to Desire2Learn (D2L), HGTC's student portal for course materials. WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION
Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:
During class discussion questions and other communications online, *all students* are expected to conduct themselves in a *professional and courteous* manner at all times, and toward all members of the class.

Inappropriate behavior within the online classroom and/or toward any member of the class will *no*t be tolerated, and may result in a report of Proscribed Conduct under Section IV, which will be handled in accordance with the Student Code (HGTC Catalog, 2018-2019, pp. 31-39).

During class, cell phones are expected to be turned off, and must remain in a pocket or purse. Do not used cell phones during class for any reason, regardless of format (i.e., text messages). All cell phones should be turned off or placed on vibrate upon entering class. If a student is expecting an emergency call or notification, he (she) should notify the professor, and place the cell phone on silent-vibrate. Do not answer any call or text message in the classroom. However, in the case of an emergency, quietly leave class to answer your call or notification. Class discussion is strongly encouraged, and *all students* are expected to conduct themselves in a *professional and courteous* manner at all times, and toward all members of the class.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit <u>Online Netiquette.</u>

Part II: Student Learning Outcomes

Module #1
Material's Covered: Chapters 1-3
*Assessment(s):   Unit Test
                          Begin Self-Management Project – Define a target behavior, develop
                          behavior recording plan, and develop a graph.
                          Complete Assignments and Discussions

Learning Outcomes:
1. Define and identify characteristics of Behavior Modification
2. Explain ways to choose a recording method
3. Describes multiple recording instruments
4. Calculate an interobserver agreement from their recordings
5. Identify four steps involved in a behavior recording plan
6. Graph Behavioral Data for measuring change

Module #2
Material's Covered: Chapters 4-8
*Assessment(s):   Unit Tests
                          Complete Assignments and Discussions

Learning Outcomes:
1. Define and develop examples of reinforcement including Schedules of Reinforcement
2. Define Extinction and describe how extinction occurs
3. Define positive and negative punishment including examples
4. Identify problems with punishment and factors that influence effectiveness
5. Identify the Stimulus Control, the S-delta, and the reinforce for each example
6. Identify examples of Respondent Conditioning identifying the US, UR, CS, and CR in the examples.

Module #3
Material's Covered: Chapters 9-12
*Assessment(s):   Unit Tests
                        Complete Assignments/Discussions

Learning Outcomes:
1. Identify the steps used in Shaping using an example
2. Explain how to use Prompting and Transfer of Stimulus Control
3. Describe with examples Backward and Forward Chaining using the appropriate procedures.
4. Explain how to use Behavior Skills Training Procedures through role play and/or video examples

Module #4
Material's Covered: Chapters 13-19
*Assessment(s):   -Unit Tests
                        -Participation in Discussions
                        -Continue to work on Self-Management Project – completing application exercises explaining why or why not the following procedures would be implemented into the project: conduct a functional assessment, apply extinction, use differential reinforcement, antecedent control, using punishment, positive punishment procedures, and promoting generalizations

Learning Outcomes:
1. Conduct a Functional Assessment
2. Explain ways to implement extinction and the possible extinction burst including how to handle it, importance of consistency, and use of reinforcement for alternative behavior.
3. Identify and describe how you would implement DRA, DRO, or DRL from case descriptions
4. Describe how you would apply each of the six antecedent control
5. Identify examples of Time-Out and Response Cost including the use of punishment.
6. Provide comparisons of Response Cost, Time-Out, and Extinction
7. Identify the Ethics of Punishment
8. Implement strategies of Generalization

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Module #5
Material's Covered:  Chapters 20-25
*Assessment(s):      -Unit Tests
                     -Participate in Discussions
                     -Complete Self-Management Project – completing application exercises
                      explaining why or why not the following procedures would be implemented
                      into the project:  habit reversal, token economy, behavioral contracts, and
                      Cognitive Behavior Modification.
   Learning Outcomes:
          1. Develop and implement a self-management program to modify one of your own
           behaviors.
          2. Describe the use of awareness training and competing response training for the treatment
            of nervous habits.
          3. Describes a number of scenarios in which token economies are used and could be
          modified to address difficult situations.
          4. Write a Behavioral Contract.
          5. Explain the procedures to reduce fear and anxiety.
          6. Demonstrate how to use behavioral skills training to teach self-instructions to a child.
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Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*
Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	55%	300 points
Self-Management Project	27%	150 points
Discussion Board Participation and/or Chapter Assignments	18%	100 points
Total Points	100%	550 points

GRADING SYSTEM:
550-495: A
494-440: B
439-385: C
384-330: D
Below 329: F

Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.

GRADING SYSTEM:
State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop (ACADEMIC CALENDAR). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.
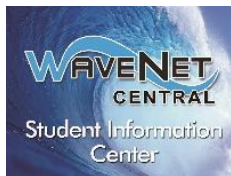
Part V: Student Resources

The Student Success and Tutoring Center (SSTC)
The SSTC offers to all students the following **free** resources:
1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
2. **On-line student success and academic support resources.**

Visit the SSTC website: Student Success & Tutoring Center and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.

Student Information Center: WaveNet Central (WNC)
WNC offers to all students the following **free** resources:
1. **Getting around HGTC**: General information and guidance for enrollment!

2. Use the **Online Resource Center (ORC)** for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: Wavenet Central. Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:
- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNow, our online proctoring service. To find out more about proctoring services, please visit the Online Testing section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement
Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements
Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs *Title IX Coordinator* Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	**Jacquelyne Snyder, AVP Human Resources** *Section 504, Title II, and Title IX Coordinator* Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu