



INSTRUCTIONAL PACKAGE

HUS 216
Behavior Change Techniques

Effective Term
Fall 2022/Spring 2023/Summer 2023

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Part I: Course Information

Effective Term: Fall 2022/Spring 2023/Summer 2023

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:

((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 (Writing Sample ENG101 1 or WS ENG101 with Lab 1) 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)

***Online/Hybrid** courses require students to complete the [DLI Orientation Video](#) prior to enrolling in an online course.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

2022-2023

Access to Desire2Learn (D2L), HGTC's student portal for course materials, myHGTC and college 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:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

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 [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module #1

Material's Covered: Chapters 1-4

***Assessment(s):** Unit Test/Quizzes
Complete Assignments and Discussions

Learning Outcomes:

1. Describe the attributes and misconceptions about behavior modification.
2. Explain the difference between traits and objectively defined behavior, and between overt and covert behavior.
3. Understand how behavior management fits into school systems.
4. Recognize that academic and social behavior are governed by similar principles of learning and respond to similar interventions.
5. Describe how our culture accepts the use of punishment and disapproves of the use of reinforcement.
6. Understand how theory of behavior can be useful in Behavior Management.
7. Understand principles and terms associated the basic principles of Behavior.

Module #2**Material's Covered:** Chapters 5-8***Assessment(s):** Unit Tests/Quizzes

Begin Behavior Management Project – Define a target behavior, and develop
Behavior recording plan.

Complete Assignments and Discussions

Learning Outcomes:

1. Recognize what factors should be considered before recording behavior.
2. Describe the advantages and disadvantages of the different techniques for recording behavior (frequency recording, duration recording, latency recording, permanent product recording, interval recording, and time sampling) and explain how to implement them.
3. Explain the benefits of graphing behavioral observations.
4. Identify the parts of a graph.
5. Recognize the four types of baseline data patterns.
6. Describe the advantages of functional assessment, understand the three foundational aspects of functional assessment, and identify the types of hypotheses that can be generated for functional assessment.
7. Describe the focus of prevention and explain the impact of curricular considerations on students' behavior problems.

Module #3**Material's Covered:** Chapters 9-11***Assessment(s):** Unit Tests/Quizzes

Complete Assignments/Discussions

Develop Interventions and Graph the Target Behavior for the Behavior
Management Project.

Learning Outcomes:

1. Describe the purpose and advantages of a token economy and the steps for implementing a token economy.
2. Describe the mechanisms underlying a behavioral contract and the components for implementing a behavioral contract.
3. Describe various novel ways for using positive reinforcement.
4. Explain how differential reinforcement can be used to decrease inappropriate behavior, and describe the four types of differential reinforcement: DRI, DRA, DRO, and DRL.
5. Describe the effects punishment has on behavior as well as the undesirable side effects of punishment.
6. Describe the four types of punishment techniques: response cost, time-out, overcorrection, and reductive techniques similar to overcorrection.

Module #4**Material's Covered:** Chapters 12-14

***Assessment(s):** -Unit Tests/Quizzes
 -Participation in Discussions
 -Complete Behavior Management Project

Learning Outcomes:

1. Explain the difference between self-control and self-management, and describe the operant and cognitive models of self-management.
2. Describe techniques for promoting self-evaluation and self-reinforcement
3. Describe the cognitive A-B-C model and historical factors contributing to the development of cognitive-behavior modification.
4. Describe the most common cognitive-behavior modification intervention techniques: self-instruction training, attribution retraining, thought stopping, problem-solving training, and cognitive restructuring.
5. Describe the different types of, and approaches to, generalization.
6. Describe methods for promoting generalization, recommendations for applying generalization strategies, and issues in promoting generalization.

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

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:

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.

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. 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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.

3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

STUDENT TESTING:

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 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 HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*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/TITLE IX 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 Vice President for Student Affairs.

Dr. Melissa Batten, VP 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

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu