

**DELAWARE TECHNICAL & COMMUNITY COLLEGE**

**COLLEGE WIDE COURSE SYLLABUS**

**CAMPUS:** Terry

**DEPARTMENT:** Human Services

**COURSE:** HMS 226 Techniques of Behavioral Change

**INSTRUCTOR NAME:** Telephone: E-mail:

**PREREQUISITES:** ENG 121 and PSY 121

**CO-REQUISITES:** None

**COURSE HOURS AND CREDITS:**3:0:3

**COURSE DESCRIPTION:**

This course will prepare students to understand and apply methods of behavior change within a diverse range of helping environments. An experiential component of the course will require students to develop and conduct a behavior change project, which demonstrates both a theoretical understanding and appropriate skilled application of the process.

**TEXT:** Walker, J. E. & Shea, T. M. Behavior Management: A Practical Approach For Educators. Prentice Hall

**MATERIALS:** None

**METHOD OF INSTRUCTION:** Campus classroom

**MANUALS:** None

**DISCLAIMER:** None

**CORE CURRICULUM COMPETENCIES (CCC)**

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

**HUMAN SERVICES TECHNOLOGY PROGRAM GRADUATE COMPETENCIES (PGC) 2-2004**

The graduate will be able to:

1. Create and maintain effective and professional documents relevant to Human Services agencies.
2. Interact ethically and professionally within the Human Services field.
3. Apply information to identify client's strengths, weaknesses, and resources to create a treatment plan.
4. Provide effective client services at an entry level by utilizing professional Human Services principles and practices.
5. Establish effective working relationships within the Human Services arena.
6. Apply basic management and leadership skills in Human Services environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Human Services outcomes and make adjustments accordingly.

## COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

- 1 Explain the principles of classical conditioning, operant conditioning, and observational learning as they relate to behavior change. (PGC 3; CCC: 1, 2)
2. List and explain the principles and steps involved in a behavior change process. ( PGC 3;CCC: 1, 2)
- 3 Identify and demonstrate correct use of various types of data collection, schedules, types of reinforcement, and methods of increasing and decreasing behaviors. (PGC 3; CCC 2)
4. Identify and discuss ethical principles that are relevant to behavior change, including assessment, confidentiality, and informed consent. (PCG 2; CCC: 1, 2, 4)
5. Design and implement a behavior change program through the application of appropriate and ethical methodology. (PCG 3; CCC: 1, 2, 4)
6. List client problems and behaviors that are currently being treated in professional fields through the use of behavior change intervention and describe the specific techniques employed within those interventions. (PCG 3; CCC: 5)

## MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Explain the principles of classical conditioning, operant conditioning, and observational learning as they relate to behavior change.
  - 1.1 *Identify parameters of classical conditioning, operant conditioning, and observational learning.*
  - 1.2 *Recognize types of behavior affected by each of the models in 1.1.*
2. List and explain the principles and steps involved in a behavior change process.
  - 2.1 *Recognize and/or list techniques used to observe behavior and identify the strengths and limitations of each technique.*
  - 2.2 *Identify methods of behavior measurement.*
  - 2.3 *Recognize and utilize graphical data.*
  - 2.4 *Distinguish between baseline, intervention, and evaluative graphs.*
  - 2.5 *Given client descriptions, operationally define target behaviors in need of change and techniques that would be appropriate to use to observe and measure it.*

- 2.6 *Recognize the differences between interval and ratio schedules of measurement.*
  - 2.7 *Recognize the differences between fixed and variable schedules of measurement.*
  - 2.8 *Correctly apply various schedules from 2.6 and 2.7.*
3. Identify and demonstrate correct use of various types of data collection, schedules, types of reinforcement, and methods of increasing and decreasing behaviors.
- 3.1 *Identify basic rules/guidelines to follow when planning and implementing a behavior change program.*
  - 3.2 *Given client descriptions, select and operationally define behaviors in need of change.*
  - 3.3 *Give examples of how positive reinforcement, extinction, negative reinforcement, and punishment is used to change behavior.*
  - 3.5 *Demonstrate correct application of schedules of reinforcement.*
  - 3.6 *Demonstrate how to manipulate of schedules of reinforcement.*
  - 3.7 *Identify the importance and uses of baseline data.*
  - 3.8 *Identify various types of reinforcers.*
  - 3.9 *Identify and explain methods of increasing behavior.*
  - 3.10 *Identify and explain methods of decreasing behavior.*
  - 3.11 *Using 3.1 - 3.10 identify the process, and specific components needed to implement behavior change for specified target behaviors.*
4. Identify and discuss ethical principles that are relevant to behavior change, including assessment, confidentiality, and informed consent.
- 4.1 *Recognize various ethical considerations that are relevant when changing client behaviors.*
  - 4.2 *Construct a relevant informed consent document to be used for the behavior change project in 5.1-5.6.*
  - 4.3 *Recognize the parameters of confidentiality.*
  - 4.4 *Explain the importance of accurate and appropriate assessment.*
5. Design and implement a behavior change program through the application of appropriate and ethical methodology.
- 5.1 *For a specific "client", identify a behavior to be changed and explain the rationale behind the need for change.*
  - 5.2 *Operationally define both the behavior to be modified and the desired behavior.*
  - 5.3 *Based upon the principles in 2.1 - 2.10 design a behavior change process that could be implemented to change and maintain the behavior identified in 3.1.*
  - 5.4 *Implement the process designed in 5.3.*
  - 5.5 *Record and maintain accurate records and graphs of the procedures and data.*

5.6 *Evaluate the behavior change program that has been designed and implemented within this section.*

6. List client problems and behaviors that are currently being treated in professional fields through the use of behavior change intervention and describe the specific techniques employed within those interventions.

6.1 *List three or more client populations that utilize behavior change as part of intervention.*

6.2 *Identify the type(s) of behavior change used with the groups in 6.1.*

### **Evaluation Criteria:**

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% level. The final course grade will be derived from:

#### **Examinations:** (MPO 1-6)

**60%**

There will be three examinations in the course that will average to 60% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams within one week of your return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

#### **Projects:**

##### **Behavior Change Program (5.1-5.6)**

**20%**

Given the text and supplemental material provided by the instructor, you will demonstrate your understanding of the behavior change process by conducting and reporting in written form a behavior change project. The project and report must adhere to the following criteria:

- Identify a client and his/her "target behavior" to be changed.
- Specify and "operationalize" both the behavior to be modified and the desired behavior.
- Design and conduct the behavior change process you would implement to change the behavior and maintain the desired behavior.
- Record and maintain accurate records and graphs of the procedures used.
- Prepare a paper that describes your behavior change project.
- The paper must adhere to the college writing standards and must include

written and graphic descriptions.

(If you are developing a professional portfolio, this project should be included in the Capstone Project section.)

**Oral Presentation** (MPO 5.1-5.6)

**10%**

You will prepare and deliver a ten-fifteen minute oral presentation based on your behavioral change paper, and lead the class in discussion of this project. This presentation must adhere to the following criteria:

- Utilize effective and appropriate oral communication skills demonstrating your knowledge of the behavioral change process and the particulars of your program.
- Utilize visual aids pertinent to your presentation.

**Participation** (MPO 1-6)

**10%**

For each chapter covered in the course you will be expected to complete one or more homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not be limited to text-based activities, instructor provided handouts, small group work, and/or lab work one or more web-based activities.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100 = A

83 - 91 = B

75 - 82 = C

0 - 74 = R

**Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.**