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| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**HUS 2315 STUDIES IN BEHAVIORAL MODIFICATION (3 CREDITS)**

This course is the study of the use of basic behavior modification techniques in human services. Emphasis is on the application of operant conditioning techniques for adults and children.

1. **PREREQUISITES FOR THIS COURSE:**

SB 1720 Testing Exemption or Testing into ENC 1101; or completion of {(ENC 0025 and REA 0017) or (ENC 0022 and REA 0019 )} with a “C” or better; or EAP 1620 and EAP 1640 with a “C” or better; or an eligible testing/course completion combination

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
   1. Behavior Therapy: Introduction
   2. Antecedents of Contemporary Behavior Therapy
   3. The Behavioral Model
   4. The Process of Behavior Therapy
   5. Behavior Therapy Research
   6. Behavioral Assessment
   7. Acceleration Behavior Therapy: Stimulus Control and Reinforcement
   8. Deceleration Behavior Therapy: Differential Reinforcement, Punishment, and Aversion Therapy
   9. Combining Reinforcement and Punishment: Token Economy, Contingency Contract, and Behavioral Parent Training
   10. Exposure Therapy: Brief/Graduated
   11. Exposure Therapy: Prolonged/Intense
   12. Modeling Therapy: Vicarious Extinction and Skills Training
   13. Cognitive-Behavioral Therapy: Cognitive Restructuring
   14. Cognitive-Behavioral Therapy: Coping Skills
   15. Acceptance/Mindfulness-Based Behavior Therapy
   16. Applications of Behavior Therapy to Medical Disorders
   17. Applications of Behavior Therapy to Psychological Disorders and Primary Physical Characteristics
   18. Contemporary Behavior Therapy in Perspective: Its Strengths, Challenges, and Future
2. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**   **General Education Competencies and Course Outcomes**

Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Think**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

Exhibit knowledge and skills to develop goals, and design and implement a plan of action as they relate to behavioral modification.

**B.** **Other Course Objectives/Standards**

1. Discuss the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning as they relate to behavioral modification. (CSHSE 13.c. ITKSM)

2. Demonstrate skills necessary for obtaining, synthesizing, and clearly reporting information from various sources as they relate to behavioral modification. (CSHSE 14.a. SM)

3. Display skills for assessing the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application as it relates to behavioral modification. (CSHSE 14.b. SM)

4. Employ knowledge and skills to analyze and assess the needs of clients or client groups as they relate to behavioral modification. (CSHSE 15.a. KSM)

5. Exhibit knowledge and skills to develop goals, and design and implement a plan of action as it relates to behavioral modification. (CSHSE 15.b. KSM)

6. Expose students to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program as it relates to behavioral modification. (CSHSE 20.c. IKM)

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

Please remember to include **Engaged Learning Time**. For a 15-week course, students should spend no less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week. This formula should be adjusted for courses of different lengths or credits.

**Examples:**

**Mini-Term Example:**

During this 7-week 3-credit course, students will be required to engage in a weekly commitment of:

6.5 hours of engaged learning time (online lectures, discussions, speakers, etc.)

12.75 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Summer Term Example:**

During this 11-week, 3-credit course, students will be required to engage in a weekly commitment of:

4 hours of engaged learning time (online lectures, discussions, speakers, etc.)

8 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Full Term Examples:**

During this 15-week, 2-credit course, students will be required to engage in a weekly commitment of:

2 hours of engaged learning time (online lectures, discussions, speakers, etc.)

4 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

During this 15-week, 3-credit course, students will be required to engage in a weekly commitment of:

3 hours of engaged learning time (online lectures, discussions, speakers, etc.)

6 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)