

McLennan
C O M M U N I T Y
COLLEGE

WACO, TEXAS

COURSE SYLLABUS
AND
INSTRUCTOR PLAN

Behavior Modification & Cognitive Disorders
CMSW 1341.01

Rebecca Boggus

Course Description:

CMSW 1341 – Behavior Modification and Cognitive Disorders –

In depth study of the theories and principles of behavioral science and the methods of modifying and controlling behavior in clients with cognitive disorder. Semester Hours: 3 (3 lec.)

Prerequisites and/or Corequisites:

None

Course Notes and Instructor Recommendations:

Instructor Information: All readings and assignments must be completed prior to class in order to facilitate productive class discussions and group work.

Instructor Informatin:

Instructor Name: Rebecca Boggus
MCC E-mail: bboggus@mclennan.edu
Office Phone Number: 254 299 8772
Office Location: CSC E 129E
Office/Conference Hours: See schedule on office door

Required Text & Materials:

Title: ***Essentials of Skilled Helping***
Author: Gerard Egan
Edition: 2006
Publish Belmont CA: Brook Cole
ISBN: 978-0-495-00487-5

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)
(www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Methods of Teaching and Learning:

The instructor will use lecture, videos, programmed notes, and group discussion to present the material. In-class interaction is expected and group activities will be utilized regularly to ensure student understanding. This list is not all-inclusive and is adaptive to fit the needs of the specific class.

The expectation in this course is that you read the chapter material prior to coming to class to hear the lecture on it. Students will need to make regular weekly time to read the textbook chapter and complete major course assignments. A reasonable level of self-discipline is needed to successfully complete the course.

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Exams and major assignment submissions for this course will be conducted via the internet on Brightspace outside of class time. Paper copies of exams will not be provided and paper or emailed copies of assignments or papers will not be accepted. Email and Brightspace communication will be used by instructor extensively to communicate course information, including supplemental instruction materials and any needed course changes. Therefore, students must bring a working knowledge of web browser use, email, and Brightspace for successful completion of this course. If you need assistance in any of these areas, please notify me.

Course Objectives and/or Competencies:

By the end of the semester, the student will be able to:

1. Demonstrate practical knowledge of the Skilled Helper Model, including problem exploration, client/helper challenge, and behavior modification planning/implementation.
2. Demonstrate advanced active listening and problem management skills.
3. Show understanding of the complexity of client presenting problems at the micro and macro levels, with an emphasis on COPSD clients.
4. Show practical understanding of the counselor's role as a change agent working in tandem with the client.

The Mental Health/Social Work Dept. has also identified the following **Student Learning Outcomes (SLOs)** for this course. By the end of the semester, the student will be able to:

- Understand basic concepts of populations cared for in the mental health field (SLO #1).
- Demonstrate professional and ethical behaviors of mental health workers (SLO #6).
- Refer clients to appropriate community resources (SLO #7).

Course Outline or Schedule:

Course schedule is subject to change based on student needs. Students will be notified by instructor of changes verbally during class meetings and via Brightspace.

Week		Topic	Assignment
1		Syllabus, Introduction to Helping: the Skilled Helper Model	Read Chapter 1
2		The Helping Relationship & the Values that Drive It Setting Smart Goals	Read Chapter 2 <ul style="list-style-type: none">• Chapter 2 Exercise on Personalizing due on Brightspace by 11:59 pm. Only complete #s 1,2,4, 10 and 11.
3		Basic of Communication: Tuning to Clients & Active Listening	Read Chapter 3
4		Communicating Empathy & Checking Understanding	Read Chapter 4

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5		The Art of Probing & Summarizing	<p>Read Chapter 5</p> <ul style="list-style-type: none"> • BMOD Project write-up /#1 due on Brightspace by 11:59p
6		Holding Clients Challenge Themselves	<p>Read Chapter 6</p> <ul style="list-style-type: none"> • Chapter 6 Exercise on Personalizing (only questions 1 and 2) due on Brightspace by 11:59pm
7		Challenging Skills & The Wisdom Needed to Use Them Well	Read Chapter 7
8		Professor Conference	Professor Conference #1 due: conducted during assigned time slot during regularly scheduled class time.
9		Mid-Term Pause & Review	BMOD Project write-up #2 (SMART Goal) due on Brightspace by 11:59pm
10		Stage I: Helping Clients Tell Their Stories	Read Chapter 8
11		Stage II: Helping Clients Identify, Choose, and Shape Problem Managing Goals	<p>Read Chapter 9</p> <ul style="list-style-type: none"> • Chapter 9 Exercise on Personalizing due on Brightspace by 11:59pm
12		Stage III: Helping Clients Develop Strategies & Plans for Accomplishing Goals	Read Chapter 10
13		Professor Conference	Professor Conference #2 due: conducted during assigned time slot during regularly scheduled class time.
14		The Acting Arrow: Helping Clients Overcome Obstacles, Execute Plans, and Get Results	<p>Read Chapter 11</p> <p>Chapter 11 Exercise on Personalizing (only question 4) due on Brightspace by 11:59pm</p>
15		Review Course Materials	Behavioral Modification write-up #3 (Log & Reflection) due on Brightspace by 11:59
16		Finals Week – No Class Meeting	

Course Assignments:

Professor Conferences

You will have two 1:1 conferences with me during the semester to discuss the BMOD project, your understanding of the material, your progress on the assignments, career Q&A, and any other pertinent topics. These conferences will last about 20 minutes. They will be schedule in 20-30 minute blocks during a class period.

A sign up sheet for a time slot during the selected class time will be passed around; appointments will be on a first-come, first-served basis.

Students should come with talking points prepared including:

- 1. One thing you learned for the first time so far in this course—be SPECIFIC**
- 2. Something we have discussed in this course that you find difficult or challenging and what you have done to tackle the challenge**

Students should also be prepared to dialogue with the instructor and answer relevant questions regarding the topics listed above.

Students must come to their professor conference to earn credit to this assignment. If you are unable to attend class on the day of the conferences, you should let your professor know well in advance of the day and schedule an alternative time, preferably during the professor's office hours. Students who fail to give advanced notice cannot be guaranteed an alternative conference time. Students who do not come to their assigned time slot on class day without adequate reason and advanced warning will automatically lose 25% of the grade for this assignment, but allowed to reschedule during instructor's office hours within 1 week of the missed appointment during class time. Max times for this is once/student/ semester. No student will be allowed to reschedule a second time during the entire semester.

Exercises on Personalizing

At the end of each chapter in your textbook, you'll find sets of reflection questions entitled "Exercises on Personalizing." These questions are designed to make you think more deeply about the material from that chapter and apply it to your own life and counseling practice. I've selected 4 sets of these questions for you to complete and submit on BrightSpace in the Assignments section on dates shown on the schedule in this syllabus. Paper copies or emailed versions of Exercises on Personalizing will not be accepted; all assignments must be submitted on Brightspace. You must answer all of the questions in each set unless otherwise specified. No extra credit will be given for answering questions additional to the assignment. Questions should be answered in complete sentences using correct grammar and punctuation. Students will be graded for critical thinking and incorporation of content from the text and lectures. Spelling, grammar, and punctuation will count toward final grade.

Behavioral Modification Project

Understanding first-hand what our clients experience when trying to modify their behaviors according to our clinical recommendations is key to strong rapport and empathy for their struggles. This project gives

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us a small taste of what it's like to develop a behavior modification plan, implement the plan, keep performance data, adjust the plan, and assess successes and challenges.

1. Choose a behavior of your own that you want to modify. You may choose something small, like nail-biting, or something much larger, like quitting smoking or cutting down on sugar in your diet. Write up 1-2 paragraphs telling me what behavior you've chosen to change, why you chose this behavior, what stage of change readiness you think you're in according to Prochaska's model, and your history of trying to change this behavior (when, how, level of success). ***This write-up is worth 25% of the project grade.***
2. The next stage is writing up your SMART goal and behavioral modification plan. You may use a template used in class or one similar that you come up with. ***This write-up is worth 25% of the project grade.***
3. Now you will implement your plan for 2 weeks. You will keep a daily log of your progress, which we will discuss individually during your professor conference to determine what the best format will be for your chosen goal. Don't lose this log or fail to make entries as it's part of the final grade! **This log should be kept electronically, as it will be submitted as part of your final grade. I suggest either Microsoft Word or Excel.** Hand-written logs **will not** be accepted.
4. Lastly, at the end of your 2 weeks, you will write-up a progress report of your successes, challenges, adaptations you had to make to your plan during implementation, and what you would do differently in the future to make this plan better.
This reflection should be 1.5-2 pages, 12 point font, double spaced. Correct spelling, grammar, and punctuation as well as critical thinking skills will count toward final grade.
You will turn in your reflection and your log in together so I can see evidence of your daily progress. ***This write-up is worth 50% of the project grade.***

All parts of your Behavior Modification Project (Write Up #1, Write Up # 2-- SMART Goal, and Write Up #3-- Log & Reflection) should be submitted on Brightspace in the appropriate Assignment Submissions Folders by the due date. No emailed or paper copies will be accepted.

Course Grading Information:

Assessment		Point Value (100 pts. total)			
Behavioral Modification Project:		50			
<ul style="list-style-type: none"> • Write-Up #1 worth 25% • Write-up #2 worth 25% • Write-up #3 worth 50% 					
Professor Conferences (2 @ 10 pts each)					
Exercises on Personalizing (4@ 5 pts each)		20			
Class Participation		10			
Letter Grade:	A	B	C	D	F
Total	100 – 89.5	89.4 – 79.5	79.4 – 69.5	69.4 – 59.5	59.4 or Below

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Points:					
Awarded for:	Exceptional, model performance	Above average work	Good/average work	Below average performance	Unsatisfactory performance

W WITHDREW - this grade is given for an instructor- or student-initiated course withdrawal through the 12th week of a semester (fourth week, Summer day term; sixth week, Summer nine-week term). After the 12th week or until the end of the semester (fourth week, Summer day term; sixth week, Summer nine-week term), if a student withdraws from a course the instructor will either assign a W if passing work was being accomplished or an F if the student was doing failing work).

I INCOMPLETE - is given when a course is incomplete because of a student's absence caused by reasons acceptable to the instructor. To be eligible, the student must have essentially completed the course. If work is not made up within the following long semester, the "I" will be changed to and "F" and the course must be repeated if credit is to be given.

Grades are based on actual performance, not amount of effort exerted, potential, hardships encountered during the semester, etc. There is no extra credit in this course. In order to earn a C or above, students must stay current with readings and assignments and exhibit strong class performance.

A minimum final grade of C is required in all Mental Health/Social Work classes for graduation.

Class Attendance and Participation Grade Rubric

The following rubric describes how I'll assess your class attendance and participation in this course. The rest of the assignments are objective and graded based on correct/incorrect answers

Class Participation Guidelines	Exemplary (9-10 pts)	Proficient (8-9 pts)	Developing (7-8 pts)	Unacceptable (>7 pts)
Quality of Comments in Class Discussions	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions &	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the	Comments are sometimes constructive, with occasional signs of insight. Student doesn't use appropriate terminology; comments not always relevant to the	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and/or personal taste, e.g. "I love it," "I hate it," "It's bad," etc. Disrespectful of

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	specific, thoughtful criticisms or contributions	discussion	discussion.	others. Lack of contribution to class discussion
Attentiveness Skills	Student pays attention to others' contributions and perspectives, as indicated by comments that build on others' remarks, i.e., student acknowledges what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build upon others' remarks. Occasionally needs encouragement or reminder from instructor of focus of comments/discussion	Student is often inattentive and needs reminder of focus of Lesson. Occasionally makes disruptive comments.	Doesn't pay attention to others' contributions; detracts from discussion; refrains from contributing; etc.
Listening skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build upon others' remarks. Occasionally needs encouragement or reminder from instructor of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Doesn't listen to others; regularly talks while others speak or doesn't pay attention while others speak; detracts from discussion; sleeps; distracted by personal tech devices, etc.
Frequency of class participation	Student initiates contributions more than once in each class	Student initiates contributions once in each class	Student initiates contributions at least in half the classes	Student doesn't initiate contributions & needs instructor to solicit input

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Attendance/ Punctuality	Student is always on time to class & completes all assignments on time. If an emergency requires absence, student informs instructor in advance and follows up with peers for missed material.	Student is on time to class most of the time & completes all assignments on time. If an emergency requires absence, student informs instructor in advance and follows up with	Student is often late to class and/or turns in late work. Student doesn't inform instructor of emergency absences in advance and/or takes unexcused absences. Student is inconsistent with keeping up with	Student is late to class more often than not. Student doesn't inform instructor of emergency absences in advance and takes unexcused absences. Student does not keep up with missed lectures and/or expects instructor to provide lecture
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Late Work, Attendance, and Make Up Work Policies:

Regular attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades.

Students who are absent from 25% of scheduled class meetings will be withdrawn with a grade of W unless the professor has reason to believe the student will complete the course. However, if a student who is not passing reaches the 25% point after the official drop date, the student will receive an F. As stated in [the Highlander Guide](#), “students will be permitted to make up class work and assignments missed due to absences caused by (1) authorized participation in official college functions, (2) personal illness, (3) an illness or a death in the immediate family, or (4) the observance of a religious holy day.” All other reasons for late work will be considered at my discretion and will likely require documentation. It is your responsibility to inform me of any absences and their reasons in a timely manner. For this course, that means **you will be dropped on the 8th absence.**

Assignment submission folders close as noted on Brightspace and/or in the syllabus and will not be reopened for any reason. Make sure you set aside enough time to complete your submissions on a timely basis while they're open.

Absences **will** impact class participation grade.

3 times of missing more than 10 minutes of class, either being tardy or leaving class early, will count as one absence.

Late Work

Behavioral Modification project write-ups are due by 11:59 pm on the due date specified in course outline. Final versions should be uploaded to the appropriate Assignment Submission folders on Brightspace. Behavior mod write ups #1 and #2 will be accepted up to one week late with .5 points per day subtracted from final assignment grade. As it is due at the end of the semester, due date for write up #3 is firm and no projects will be accepted late outside of extenuating circumstances with accompanying documentation.

Any assignments turned in more than one week after the due date will be accepted only by instructor's judgment under extenuating circumstances with proper documentation from student; otherwise, students will receive a 0 for these assignments.

Exercises on Personalizing will not be accepted after the due date and will close as noted on Brightspace and/or in the syllabus and will be reopened only for extenuating circumstances with instructor's judgement. Make sure you set aside enough time to complete your submissions on a timely basis while they're open.

** Be aware that assignments in this course are due by 11:59 pm on the due date. This time is officially kept by Brightspace, which will turn off assignments after their due date. Your personal cell phone, lap top, watch, etc with a different time will not substitute for the time in Brightspace and will hold no bearing on assignment submissions. I recommend that you leave ample time to submit assignments before the deadline to avoid a missed assignment, quiz, or exam.

Student Behavioral Expectations or Conduct Policy:

Students are expected to maintain decorum that includes respect for other students and the instructor, prompt and regular participation, and an attitude that seeks to take full advantage of the educational opportunity.

Students who willfully disrupt the learning environment or whose presence constitutes a substantial and material threat to the orderly operation of the premises may be involuntarily withdrawn. Students whose behavior is overtly disruptive to the learning environment will be asked to leave class at the instructor's discretion and counted absent for the day. This may include, but is not limited to, eating in class, talking out of turn to classmates, and cell phone use during class. [See the Highlander Guide](#) for more information on this policy.

Ethics

Cheating will not be tolerated. Any student found to be cheating will be subject to grade reduction, re-doing of assignment, and/or dismissed from the course. Examples of cheating include but are not limited to:

- Copying the work of another student
- Seeking excused absences/tardies under false pretenses
- Plagiarism (claiming as your own work the work of another)

Please be aware that Plagiarism also includes submitting a paper for this course which you have also submitted to another course in the past or plan to submit to another course, copying and pasting the work of someone else, and not properly citing quotations or someone else's thoughts. All work for this class should be original, uniquely written for the course assignments listed.

* **[Click Here for the MCC Academic Integrity Statement](#)**

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

* **[Click Here for the MCC Attendance/Absences Policy](#)**

(www.mclennan.edu/highlander-guide/policies)

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Accommodations/ADA Statement

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

* **[Click Here for more information about Title IX](#)**

(www.mclennan.edu/titleix)

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed

behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

** You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*