



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**Behavior Modification with Cognitive Disorder
CMSW 1341.87**

Rebecca Boggus, LMSW

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

Course Description:

CMSW 1341 – Behavior Modification with Cognitive Disorder - In depth study of the theories and principles of behavioral science and the methods of modifying and managing behavior in clients with cognitive disorder. Semester Hours: 3 (3 lec.)

Prerequisites and/or Corequisites:

None

Course Notes and Instructor Recommendations:

All course material will be delivered via the internet on Brightspace.

Since the course is fully online, students need working knowledge of web browser use, email, Blackboard, and appropriate online behavior for a college course. If you need help with these things, contact me immediately before you fall behind.

Instructor Information:

Instructor Name: Rebecca Boggus

MCC E-mail: bboggus@mclennan.edu

Required Text & Materials:

Egan, G. & Reece, R. (2019). *The Skilled Helper*. Boston, MA: Cengage. ISBN-13: 978-1-305-86571-6

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

All course material will be delivered via the internet on Brightspace. The required textbook is needed to complete the course. Students will need to make regular weekly time to review the Learning Units thoroughly and complete the assignments. A reasonable level of self-discipline is needed to successfully complete the course.

As this course is fully online, students must bring a working knowledge of web browser use, email, Brightspace, and appropriate online behavior for a college course.

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.

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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).

**** Please Note.... SLOs administered in Fall only...**

- to appropriate community resources (SLO #7).

**** Please Note--SLOs administered in Fall only**

Course Outline or Schedule:

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

Keep in mind that each unit in this course runs Mondays 12AM-- Sundays 11:59 PM. ALL of your course assignments will be due Sundays at 11:59 PM, the last day of the unit. All assignments, including exams, will be conducted via Brightspace.

Week	Topic	Assignments
1	Syllabus, introduction to the course, the Skilled Helper Model	Weekly Activity due by 1/17 at 11:59 PM: Orientation Quiz and Discussion Board
2	Ch. 1: The Power. Of. Basics: Explore the Ingredients of Successful Helping	Read Chapter 1 Weekly Activity due by 1/24 at 11:59: Unit 2 (Ch 1) Discussion Board
3	Setting SMART Goals	Weekly Activity due by 1/31 at 11:59 PM: Unit 3 SMART Goals Discussion Board

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4	Ch. 2: Review the Problem-Management and Opportunity-Development Process	<p>Read Chapter 2</p> <p>Weekly Activity due by 2/7 at 11:59 PM:</p> <p>Unit 4 (Ch 2) Quiz</p> <p>**BMOD project write-up #1 due by 9/20 at 11:59 PM. Upload to Brightspace in the appropriate assignment submission folder</p>
5	Ch. 3: Commit Yourself to the Helping Relationship and the Values that Drive It	<p>Read Chapter 3</p> <p>Weekly Activity due by 2/14 at 11:59 PM:</p> <p>Unit 5 (Ch 3) Discussion Board</p>
6	Ch. 4: Therapeutic Presence: Tune In to Clients and Listen Carefully	<p>Read Chapter 4</p> <p>Weekly Activity due by 2/21 at 11:59 PM:</p> <p>Unit 6 Skills Video</p>
7	Ch. 5: Empathic Responding: Work at Mutual Understanding	<p>Read Chapter 5</p> <p>Weekly Activity due by 2/28 at 11:59 PM:</p> <p>Unit 7 (Ch 5) Skills Video: Empathy</p> <p>BMOD project write-up #2 (SMART goal) due by 10/11 at 11:59 PM. Upload assignment to Brightspace in the appropriate submission folder.</p>
8	Ch. 6: Master the Art of Probing	Read Chapter 6

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	and Summarizing	<p>Weekly Activity due by 3/7 at 11:59 PM:</p> <p>Unit 8 (Chapter 6) Quiz</p>
SPRING BREAK		No new assignments—enjoy spring break!
9	Mid-Term Pause & Review; Take Mid-Term Exam!	<p>NO WEEKLY ACTIVITY—MID-TERM EXAM due on Brightspace by 3/21 at 11:59 PM</p> <p>Mid-Term covers Chapters 1-6</p>
10	Ch. 7: Help Clients Challenge Themselves: From New Perspectives to New Behavior	<p>Read Chapter 7</p> <p>Weekly Activity due by 3/28 at 11:59 PM:</p> <p>Unit 10 (ch 7) Skills Video: Challenging</p>
11	Ch. 8: The Action Arrow: Right from the Beginning Help Clients Turn Talk into Life-Enhancing Action	<p>Read Chapter 8</p> <p>Weekly Activity due by 4/4 at 11:59 PM:</p> <p>Unit 11 (Ch 8) Discussion Board</p>
12	Ch. 9: The Three Tasks: Stage I: Help Clients Tell the Story, the Real Story, and the Right Story	<p>Read Chapter 9</p> <p>Weekly Activity due by 4/11 at 11:59 PM:</p> <p>Unit 12 (Chapter 9) Quiz</p> <p>**Behavioral Modification write-up #3 (log & reflection) due by 11/15 at 11:59 PM. Submit to the appropriate assignment submission folder on Brightspace</p>
13	Ch. 10: Stage II: Help Clients Design and Set Problem-	Read Chapter 10

	Managing Goals	Weekly Activity due by 4/18 at 11:59 PM: Unit 13 (Ch 10) Skills Video
14	Ch. 11: Stage III:Planning- Help Clients Design the Way Forward Overcome Obstacles, Execute Plans, and Get Results	Read Chapter 11 Weekly Activity due by 4/25 at 11:59 PM: Unit 14 (Ch 11) Discussion Board
15	Review Course Materials	No new weekly Activity-- Review materials posted
16	Final Exam Week	FINAL EXAM due by 5/2 at 11:59 PM Final exam covers chapters 7-11

Course Assignments:***Weekly Activities***

Each week of this course (other than exam weeks), you will have some sort of activity to complete. The weekly activity will vary and you need to ensure that you keep up with the course outline and assignments on Brightspace to stay on task. These weekly activities consist of: Skill Videos, Exercises on Personalizing, Discussion Boards, and Webquests. See individual descriptions of each assignment below.

Discussion Boards

You will complete 5 Discussion Boards this semester, during which you will be asked to apply the course material to your personal experiences. The Discussion Boards are aiming to display your ability to apply the course material to “Real-Life” situations.

Skill Videos

Four times this semester, you will be asked to complete a short video of you demonstrating a skill that we have studied. These videos need to be 3-5 minutes of your own original content. Videos shorter than 3 minutes will lose points automatically. Each Skills Video assignment will have specific instructions of content as indicated on Brightspace. Videos will be uploaded onto the Submission folder in Brightspace for professor feedback.

Quizzes

Three times this semester, you will be asked to complete a short answer quiz over the content of the chapter. These quizzes will be seeking to discern your ability to think critically about the content we are covering that week. All quizzes are completed on Brightspace in the corresponding units. They may consist of multiple choice, true/false, and/or short answer questions.

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 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. This project will be completed and submitted in three separate parts/write-ups throughout the semester. Please follow the directions below for instructions on each section.

1. Write-Up #1:

Choose a behavior of your own that you want to modify. Choose something that you would be open about/willing to discuss in a classroom setting and that, once changed, will provide significant positive benefits to your life. You may choose something small, like nail-biting, or something much larger, like quitting smoking or cutting down on sugar in your diet. Just remember: it needs to be significant enough that, once changed, you can tell your life has improved.

Write at least one page, double spaced, explaining the following:

- What behavior you've chosen to change
- WHY you chose this behavior
- Your history of trying to change this behavior including when, how, and level of success
- How do you expect your life to improve if this behavior were successfully modified?

This write-up should be at least 1 page.

2. Write-Up #2:

The next stage is writing up your SMART goal and behavioral modification plan. During class, we will use templates and worksheets to help you identify each step of your SMART Goal; however, your write-up MUST be in paragraph form. Do NOT submit one of the practice templates from class.

Please explain each step of the SMART goal clearly and specifically. This is your chance to really lay out your plan for success in this behavioral modification.

This write-up should be at least 1 page.

3. Write-Up #3:

The next step is to implement your behavioral modification plan for **3 weeks, 21 consecutive days**. You will keep an electronic daily log of your progress. 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.

Track your daily progress and make daily notes throughout the three weeks about if you are reaching your goal, why/why not, how you're feeling, etc.

At the end of the 3 weeks, you will write a 2-3 page reflection paper.

Please include the following points of discussion in your final paper:

- Did you reach your ultimate goal of changing this behavior?
- Successes in the 21 days
- Challenges you faced
- Any adaptations you had to make to your plan during implementation
- What you would do differently in the future to make this plan better.
- What did you learn about yourself?
- How can you apply what you learned here to help clients better formulate goals in the treatment process?

This reflection should be 2-3, 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.

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.

Mid-Term and Final Exam

This course has two exams: a Mid-term given in the middle of the semester and a Final Exam at the end of the semester. The Mid-Term will be cumulative start-middle of semester and the Final will be cumulative middle-end of semester. All exams will be administered on Brightspace and will require the use of Respondus LockDown Browser.

Course Grading Information:

Assessment	Point Value (600 pts. total)
Behavioral Modification Project	100

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<ul style="list-style-type: none">• Write-Up #1 (25 pts)• Write-up #2 (25 pts)• Write-up #3 (50 pts)					
Orientation Activities <ul style="list-style-type: none">• Orientation Quiz (15 pts)• Orientation Discussion Board<ul style="list-style-type: none">◦ Original Post AND 2 replies (15 pts)				30	
Weekly Activities : <ul style="list-style-type: none">• 3 Quizzes @ 25 pts each• 5 Discussion Boards @20 pts each• 4 Skills Videos @ 30 pts each				295	
Mid-Term Exam				75	
Final Exam				100	
Letter Grade:	A	B	C	D	F
Total Points Needed:	600-537	536-477	476-417	416-357	356 or below
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.

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.

Despite the online nature of this course, attendance will be counted weekly. Attendance for this online course is measured by completion of the Weekly Activity. Students who do not complete the Weekly Activity will receive a (0) for the assignment and be marked absent for the week.

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 4th absence.**

All assignments for this course are due by the last day of the unit, Sunday, at 11:59 PM. Final versions should be uploaded to the appropriate Assignment Submission folders on Brightspace. Late work will be accepted on a case-by-case basis only with appropriate communication with the professor and with accompanying documentation.

Assignments are open for a week 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. At the due date, assignment submission folders will be closed and students without a submission will receive a 0 on the assignment.

Despite the online nature of this course, attendance will be taken weekly.

**** 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.

*** [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](#)**

(<https://www.mclennan.edu/highlander-guide/policies.html>)

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

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

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C O M M U N I T Y

COLLEGE

ACADEMIC RESOURCES/POLICIES

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 or want to explore strategies for balancing life and school, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

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](https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)
(<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>)

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.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails.

Forwarding Emails:

You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

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](http://www.mclennan.edu/titleix)
(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 (Chief of Staff for Equity & Inclusion/Title IX) 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. Any student or employee may report sexual harassment anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.

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 Mozilla Firefox, Chrome, Microsoft Edge, or Safari) to print each link's information.*