I. COURSE DOMAIN AND BOUNDARIES

This course is an introduction to Applied Behavior Therapy. Students will have the opportunity to learn about the area of behavior modification, which is the application of the principles of learning to the modification of human behavior at both individual and group levels. There is a strong emphasis on assessment and monitoring in the implementation of behavioral techniques. Principles and applications of respondent conditioning will be presented. In addition, basic principles of operant conditioning, including reinforcement, punishment, and extinction, will be addressed in the course. Students will learn about the application of these principles in individual, family, school, therapeutic, and community settings.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice | C2 |
| Advance human rights and social and economic and environmental justice | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |

III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional
Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission
to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and
Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Required text:


Recommended text:
VI. ORGANIZATION OF COURSE

Content will be delivered in classroom lectures, assigned readings, presentation of relevant audio-visual materials, and classroom exercises. Scheduled quizzes will be used to reinforce learning and identify knowledge gaps. The specific agenda for the course is below.

VII. ROLE OF FACULTY AND STUDENT

Faculty: Any successful learning experience requires mutual respect on behalf of the student and the instructor. The instructor will provide a supportive learning environment that includes information via readings, lectures, and practical examples. The instructor will be available to students by appointment.

Student: Regular class attendance (including timely return from breaks) is an important part of one’s graduate education. Students are expected to attend all scheduled class meetings. In rare circumstances (e.g., illness, accident, death in one’s family), absences will be excused.

VIII. ASSIGNMENTS AND GRADING CRITERIA

GRADE SCALE:

A  93-100
A- 90-92
B+ 88-89
B  83-87
B- 80-82
C+ 78-79
C  73-77
C- 70-72
F   69 and below

A word about grades: Grades are not a reflection of your value as a person. They are a reflection of the reality of balancing school with other responsibilities, as well as your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you learn.
Your course grade is determined by the total number of points you accumulate in the course. A total of 100 points will be assigned, as follows:

1) **Quizzes (20 points each)** – The two quizzes will be multiple choice and T/F. Questions are designed to assess your understanding of key behavioral theories and principles reviewed.

2.) **Behavior Change Presentation (20 points)** – By week 2 of the course, students will select a behavior (amenable to behavior modification) that they wish to change. Students will develop a behavior modification program. This plan will be implemented and monitored for 4-5 weeks. The assessment, intervention, and outcome will serve the basis for a 20-minute presentation. Presentations begin during week 13 of class. Grading criteria are below. If you have ethical concerns with the Behavior Change Presentation and/or Behavioral Contract, please contact the instructor to discuss alternative options.

**Behavior Change Presentations (20 points total):**

1.) Specify the problem and set a goal            (4 points)

2.) Make a commitment to change                  (2 points)

3.) Take data and analysis causes                (4 points)

4.) Design and implement a treatment plan        (4 points)

** Specify the behavioral principles/theory behind the intervention

5.) Prevent relapse and make gains last           (4 points)

6.) Troubleshooting observations                  (2 points)

**Total (20 points)**

3.) **Behavioral Contract (20 points)** – Students will be expected to write a 1-2 page Behavioral Contract (based on Table 25.1 in the Martin and Pear text) based on their chosen behavior modification project. Please use APA formatting and style. Your final project submission should be uploaded to Canvas by **5pm on Week 3 of class**. Late assignments will result in the loss of 5 points per day. Grading criteria are below.

**Behavioral Contract (20 points total)**

1.) My specific goals for my self-control program are: (3 points)

2.) Short-term goals for my self-control program include: (3 points)

3.) To observe, record, and graph my behavior, I will: (4 points)
4.) To minimize the causes of the problem, I will: (4 points)

5.) The details of my treatment plan include: (4 points)
   a.) Steps to manage the situation:
   b.) Steps to manage consequences:
   c.) Steps to deal with or change complex behavior:
   d.) Rewards that I can earn for sticking to and/or completing my project:

6.) Additional steps that I will take to increase and maintain my commitment to the project and to prevent relapse include: (1 point)

7.) Schedule for review of progress: (1 point)

Total (20 points)

4.) **Class Participation/Presentation of “Questions for Learning” (20 points)** – Each week, lecture material will be reviewed/reinforced through discussion of selected “Questions for Learning” posed in the text book. The instructor will facilitate the discussion of “Questions for Learning” during the first week of class. Subsequently, each student will choose one class date to facilitate the discussion. The selected “Questions for Learning” for each class will be uploaded to Blackboard.

**IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>C4</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Behavior Change Presentation</td>
<td>C1, C2, C3, C4, C7, C8</td>
<td>Skills/Values</td>
</tr>
<tr>
<td>Behavior Change Written Project</td>
<td>C1, C2, C4, C7, C8</td>
<td>Skills/Values</td>
</tr>
<tr>
<td>Class Participation/Presentation of “Questions for Learning”</td>
<td>C1, C4</td>
<td>Knowledge, Cognitive and Affective Processes</td>
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<tr>
<th>COURSE ACTIVITIES</th>
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<tbody>
<tr>
<td>Video-taped demonstrations of ABT interventions</td>
<td>C1, C4, C6, C7, C8, C9</td>
<td>Skills</td>
</tr>
<tr>
<td>In-class role-plays of ABT interventions</td>
<td>C1, C4, C6, C7, C8, C9</td>
<td>Skills</td>
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<tr>
<td>In-class review of Questions for Learning</td>
<td>C1, C4</td>
<td>Knowledge, Cognitive and Affective Processes</td>
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### X. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Clinical Competency</th>
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| 1    | Course Overview and Introduction to the Behavior Modification Approach | **Required:** Antony, M.M. & Roemer, L., Chapters 1-3  
                                                                                     | Martin, G. & Pear, J., Chapters 1, 2, and 28  
                                                                                     | **Recommended:** Ramnero, J. & Torneke, N., Chapter 1 | Structuring a Behavior Therapy Session |
| 2    | Designing Effective Behavioral Programs                                | **Required:** Antony, M.M. & Roemer, L., Chapters 4-7  
                                                                                     | Martin, G. & Pear, J., Chapters 22 and 25  
                                                                                     | **Recommended:** Ramnero, J. & Torneke, N., Chapter 3 | ABC Assessment |
| 3    | Data                                                                  | **Required:** Martin, G. & Pear, J., Chapters 3 and 23  
                                                                                     | **Recommended:** Ramnero, J. & Torneke, N., Chapter 2 | Developing Data Collection Procedures  
                                                                                     | **Behavioral Contracts DUE at 5pm** |
| 4    | Classical Conditioning                                                | **Required:** Martin, G. & Pear, J., Chapter 5  
                                                                                     | **Recommended:** Ramnero, J. & Torneke, N., Chapter 4 | In-vivo hierarchies  
                                                                                     | PMR                                      |
| 5    | Operant Conditioning                                                  | **Required:** Martin, G. & Pear, J., Chapters 7, 8, and 9  
                                                                                     | **Recommended:** Ramnero, J. & Torneke, N., Chapter 5 | Activity Monitoring |
| 6    | Operant Conditioning                                                  | **Required:**                                                                 | QUIZ #1                                                    |

**Note:** For the Behavioral Contracts, they are due at 5pm.
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<th>Required:</th>
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<tr>
<td>7</td>
<td>Operant Conditioning</td>
<td>Martin, G. &amp; Pear, J., Chapters 16 and 24</td>
<td>Ramnero, J. &amp; Torneke, N., Chapter 6</td>
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<td>Required:</td>
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<td>8</td>
<td>Reinforcement and Punishment</td>
<td>Martin, G. &amp; Pear, J., Chapters 6 and 15</td>
<td>Ramnero, J. &amp; Torneke, N., Chapter 11</td>
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<td>Required:</td>
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<td>Recommendation</td>
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<td>9</td>
<td>Schedules of Reinforcement</td>
<td>Martin, G. &amp; Pear, J., Chapters 10 and 14</td>
<td>Ramnero, J. &amp; Torneke, N., Chapter 12</td>
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<td>Required:</td>
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<td>10</td>
<td>Antecedent Control Procedures</td>
<td>Martin, G. &amp; Pear, J., Chapters 19, 20, and 21</td>
<td>Ramnero, J. &amp; Torneke, N., Chapter 8</td>
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<td>Required:</td>
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<td>11</td>
<td>Behavior Therapy for Psychological Disorders</td>
<td>Martin, G. &amp; Pear, J., Chapters 26 and 27</td>
<td>Ramnero, J. &amp; Torneke, N., Chapter 9, 10, and 11</td>
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<td></td>
<td>Required:</td>
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<tr>
<td>12</td>
<td>Research Methodology and Ethical Issues</td>
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<td></td>
<td>Required:</td>
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<td>QUIZ #2</td>
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Martin, G. & Pear, J., Chapters 4 and 29


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<tr>
<th></th>
<th>Behavior Change Presentations</th>
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| 13 | **Required:**  
|    | Martin, G. & Pear, J., Chapters 17 and 18  
|    | **Recommended:**  
|    | Ramnero, J. & Torneke, N., Chapters 7 |
| 14 | Behavior Change Presentations |
| 15 | Behavior Change Presentations |

**Please Note:** The Behavior Change Project is one of the primary assignments of this course. The specific time-line will vary, depending on the target behavior and the treatment plan. However, an approximate time-line is as follows:

**Week 2** – Begin Behavioral Contract

**Week 3** – Submit Behavioral Contract

**Week 4-5** – Collect Baseline Data

**Week 6-11** – Implement Treatment Plan

**Week 12** – Prepare for Class Presentation

**Week 13-15** – Class Presentations

**FALL 2019 – Applied Behavior Therapy Class Dates**

**Class 1** - 08-29-2019

**Class 2** - 09-05-2019

**Class 3** - 09-12-2019

**Class 4** - 09-19-2019
Class 5 - 09-26-2019

Class 6 - 10-03-2019

Class 7 - 10-10-2019

Class 8 - 10-17-2019

Class 9 - 10-24-2019

Class 10 - 10-31-2019

Class 11 - 11-07-2019

Class 12 - 11-14-2019

Class 13 - 11-21-2019

Class 14 - 12-05-2019

Class 15 - 12-12-2019