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—the application of the principles of learning to the modification of human behavior at both individual and group levels; what behavior modification is, how and when to use it. There is a strong emphasis on assessment and monitoring in the implementation of behavioral techniques. The basic operant principles of reinforcement, punishment, extinction, discrimination, generalization, & avoidance along with examples of respondent conditioning will be applied to individual, family, school, therapeutic and community settings. Practical procedures to improve response to interventions, such as prompting, shaping and motivational enhancement, will be described as well as procedures to decrease behaviors such as differential reinforcement and extinction, token economy, habit reversal, and self-management will be reviewed.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 4: Engage in Practice-Informed Research and Research-informed Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities
III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

[Student Handbook 2017-2018](#)

**Accommodations:** If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](#), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**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 [English Language Program](#) (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. 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 which 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 include such activities as 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 will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The 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 points, a loss of the privilege of computer 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 sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and 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) 935-8761 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 shs.wustl.edu/MentalHealth
Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS
Required Text:

Suggested Readings:

VI. ORGANIZATION OF COURSE
This course will consist of lecture, discussion, videos and student presentations. The course is divided into four sections. It begins with a review of the history and theory of behavioral interventions. Evaluation and assessment of behavior in preparation for development and implementation of behavioral interventions appropriate in individual, family, therapeutic and community settings. Development, implementation, maintenance and termination of behavioral interventions (classical and operant strategies, as well as self-management and monitoring) are explained and practiced. Ethical codes and standards for professional practice are discussed.

VII. ROLE OF FACULTY AND STUDENT
• Any successful learning experience requires mutual respect on behalf of the student and the instructor. The instructor, as well as the fellow students, should not be subjected to any student's behavior that is in any way disruptive, rude, or challenging to the instructor's authority in the classroom. A student should not feel intimidated or demeaned by his/her instructor and students must remember that the instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity.

• Timely feedback on assignments is important to the learning process. It assures that you are aware of your progress. For routine assignments and presentations feedback will be provided within one week after the due date. For longer assignments such as term papers, feedback will be provided within three weeks after the due date of the assignment. In the rare event that these deadlines cannot be met, you will be informed of the delay and the extra time needed in providing feedback.

• 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. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency(ies)</th>
<th>Dimension(s) Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Definition and assessment of behaviors targeted for change</td>
<td>C7, C9</td>
<td>Knowledge, skills</td>
</tr>
<tr>
<td>Assignment 2: Classical conditioning based interventions</td>
<td>C1, C6, C7, C8</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Role Play 1: Initial Interview for a behavioral intervention</td>
<td>C2, C6, C7</td>
<td>Skills, cognitive and affective processes</td>
</tr>
<tr>
<td>Annotated Bibliography: Examination of the research support for behavioral interventions and their appropriate application</td>
<td>C4, C7, C8</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Assignment 3: Operant based interventions</td>
<td>C1, C6, C7, C8</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Role Play 2: Client interaction and education on classical conditioning based strategies</td>
<td>C2, C6, C7</td>
<td>Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Final Exam: Assess knowledge of theories, implementation, limitations, ethical concerns</td>
<td>C1, C7, C8</td>
<td>Knowledge, Values</td>
</tr>
<tr>
<td>Behavior Change Project Presentation</td>
<td>C7, C8, C9</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>

| Course Activities                                                                 |                    |                                        |
|------------------------------------------------------------------------------------|                    |                                        |
| Class Participation & Exercises: Discussions and activities related to client engagement, implementation of behavioral interventions, response to or concerns with diverse populations, ethical issues | C1, C2, C6        | Cognitive and Affective Processes, Values |
| Analysis and discussion of video demonstrations                                      | C1, C2, C6, C7, C8 | Knowledge, Cognitive Processes, Values |

IX. ASSIGNMENTS AND GRADING CRITERIA

Your course grade is determined by the total number of points you accumulate on the exam, participation and exercises, assignments and course project. There is a test worth 100 points, practical exams worth 10 points, 5 points for participation, 10 points for class exercises, and three (3) assignments that are worth 25 points each. The behavior change project (oral presentation) is worth 75 points and the annotated bibliography will be worth 25 points. There are a total of 300 points.
The course letter grade is related to the point total as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>288</td>
</tr>
<tr>
<td>A-</td>
<td>276</td>
</tr>
<tr>
<td>B+</td>
<td>264</td>
</tr>
<tr>
<td>B</td>
<td>255</td>
</tr>
<tr>
<td>B-</td>
<td>246</td>
</tr>
<tr>
<td>C+</td>
<td>237</td>
</tr>
<tr>
<td>C</td>
<td>225</td>
</tr>
<tr>
<td>C-</td>
<td>195</td>
</tr>
<tr>
<td>D+</td>
<td>180</td>
</tr>
<tr>
<td>D</td>
<td>171</td>
</tr>
<tr>
<td>D-</td>
<td>150</td>
</tr>
</tbody>
</table>

1. **The Final Exam** will be a take-home essay and are designed to assess your understanding of the behavioral theories, principles and ethical concerns reviewed. *(100 points) DUE ON April 16, 2018*

2. **Role Plays: (10 points)**
   Practical exams are dyadic demonstrations of ability to instruct clients on the technique under review and to engage clients using basic skills. Assessment will be via classroom role play. *(February 13th to April 10th)*

3. **Assignments: (25 points each)**
   Students will complete 3 (three) activities designed to strengthen their ability to apply behavioral strategies to problems in a variety of settings. The instructions and materials required to complete the assignment will be provided in the session prior to the date due. All students will be graded on the quality of their effort and the extent to which it demonstrates an understanding of the development or implementation principle under discussion. These assignments are designed to be thought-provoking and the process of their development takes time despite the fact that they are short. Please allocate sufficient time to these assignments.

4. **Annotated Bibliography (25 points)**
   Students will be expected to complete a annotated bibliography that identifies the evidence base for behavioral interventions with the behavior selected for modification above. The annotated bibliography may include case studies, qualitative data, and empirical studies. In each case, indicate the strategies that are supported and the quality of the evidence. Provide a final paragraph that indicates whether the accumulated knowledge supports the use of any behavioral intervention or a particular strategy? Bibliographies will be graded on comprehensiveness, relevance to the behavior and behavioral techniques, clarity of summaries and notes. Should be word processed, double spaced, 12-point font, one-inch margins (top, bottom, and sides). Please use APA reference formatting. Acceptance of late assignments will be decided on a case-by-case basis. Bibliographies are due on February 20, 2018.

5. **Behavior Change Presentations (75 points)**
   1. 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 (to be completed by Week 6). This plan will be implemented and monitored for 5 weeks. The intervention plan, materials, process and outcomes form the basis for the 15 minute presentation. Presentations begin April 10, 2018.
• All presentations should begin by introducing the theoretical principles underlying the intervention strategy;
• The literature supporting the intervention,
• The overall plan, with materials and strategies for assessment, monitoring, evaluation, reward, etc. must be presented
• The discussion should describe successes, roadblocks, and failures;
• Recommendations for modification, further evaluation, or research should be provided.

6. **Participation (5 points) and classroom exercises (10 points)**
   Participation includes attendance and contributions to discussions each week. These points are awarded at the instructor’s discretion. Group and individual activities related to the implementation of behavioral interventions earn up to 10 points.

X. **COURSE OUTLINE**

**Week 1. Course Overview**
January 16, 2018
- Introductions and overview of course/ review of syllabus
- Overview of Behavioral Modification: Foundation and Contemporary Approaches
  **Readings:** Martin, G. & Pear, J., Chapters 1, 2, & 29
  *Kazdin Chapter 1*

**Week 2. Data and Assessments of Behavior**
January 23, 2018
  **Readings:** Martin, G. & Pear, J., Chapters 20, 21, 23
  *Kazdin Chapter 3 & 4*

**Week 3. Behavioral Theories (Principles of Classical Conditioning)**
January 30, 2018
  - Class Assignment 1 Distributed
  **Readings:** Martin, G. & Pear, J., Chapters 3 & 14

**Week 4. Exposure Based Interventions**
February 6, 2018
  - Class Assignment 1 Due
  **Readings:** Martin, G. & Pear, J., Chapter 28

**Week 5. Behavioral Theories (Operant Conditioning)**
February 13, 2018
  **Reading:** Martin, G. & Pear, J., Chapters 4-6
  *Kazdin Chapter 2*
Week 6. Behavioral Theories (Operant Conditioning)
February 20, 2018
- Class Assignment 2 Distributed
- **Reading**: Martin, G. & Pear, J., Chapters 7, 10-12

**Kazdin Chapter 6**

**Annotated Bibliography DUE**

Week 7. Using Positive and Negative Reinforcement, Punishment
February 27, 2018
- Class Assignment 2 Due
- **Readings**: Martin, G. & Pear, J., Chapters 8, 9, 13

**Kazdin Chapter 7 & 8**

Week 8. Self-Control Techniques
March 6, 2018
- **Readings**: Martin, G. & Pear, J., Chapters 15-16, 18-19

**Kazdin Chapter 9**

March 13, 2018: Spring Break, No Class

Week 9. Technique Variations to Enhance Performance
March 20, 2018
- Class Assignment 3 Distributed
- **Readings**: Chapters 17, 24-25

Week 10. Building Behavior Management Programs
March 27, 2018
- Class Assignment 3 Due
- **Readings**: Martin, G. & Pear, J., Chapter 26

**Kazdin Chapters 10 & 12**

Week 11. Response Maintenance and Transfer of Training
April 3, 2018
- **Readings**: Martin, G. & Pear, J., Chapters 22 & 30
- Code of Ethics of the National Association of Social Workers,

**Kazdin Chapter 5 & 13**

Week 12. Behavior Change Presentations (All Presentations Due; Printed Copy in Class)
April 10, 2018
FINAL EXAM: Available April 13th due April 16th
(By 11:59pm through Safe Assign)

Week 13. Behavior Change Presentations
April 17, 2018

Week 14. Behavior Change Presentations
April 24, 2018

Week 15. Behavior Change Presentations
May 3, 2018