Syllabus

Course Information:
PSYC 5361 Behavior Modification
Fall 2018
Online Course

Instructor Information: Megan Swisher, PhD
Office hours: By appointment
Telephone: (214) 289-1860
Email address: mswisher@uttyler.edu (preferred method of contact)

Course Catalog Description
An exploration of behavioral learning principles and application of these learning principles for children and adults. Both research and effective intervention and treatment planning is emphasized. **Prerequisite:** PSYC 3225/3125 or equivalent and consent of the instructor.

Student Learning Outcomes
After successfully completing this course, students will be able to:

- Explain the history and development of the behavior modification approach.
- Describe the application of behavior modification procedures in a variety of applied settings with a variety of clinical populations.
- Use positive reinforcement to increase behavior.
- Decrease behavior using extinction.
- Incorporate stimulus discrimination and stimulus generalization in behavioral interventions.
- Use shaping, fading, and chaining to modify behavior.
- Eliminate inappropriate behavior using punishment.
- Capitalize on antecedent control procedures.
- Explain the steps in a functional behavioral assessment.
- Demonstrate entry level skills in applying common clinical behavioral techniques (e.g., relaxation training, systematic desensitization).
- Demonstrate an understanding of the ethical application of behavioral techniques.
Assignments & Assessments

• **Discussion Questions** – 400 points
  Response to four discussion questions and participation in each discussion thread will be required throughout the semester. A grading rubric will be provided in Canvas.

• **Quizzes** – 300 points
  There will be three quizzes throughout the semester that cover the material from specific chapters, readings, and discussions.

• **Presentation** – 150 points
  Select a disorder and research evidenced-based treatment interventions using behavioral modification principles. Create a 15-20 slide Power Point presentation that provides an overview of the disorder, reviews evidenced-based treatment strategies/interventions, and provides a hypothetical case study. At least 5-10 scholarly resources should be used for this assignment (e.g., texts and peer-reviewed journal articles from the UT library). A grading rubric will be provided for this assignment and will be placed in Canvas. Note: you will be required to share the presentation with the class.

• **Final Exam** – 150 points each
  This will be a comprehensive final exam.

Evaluation and Grading
There is a total of 1000 points available in the class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Points Earned</th>
<th>Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Discussion Questions</td>
<td>400</td>
<td>900 – 1000</td>
<td>A</td>
</tr>
<tr>
<td>Quizzes</td>
<td>300</td>
<td>800 – 899</td>
<td>B</td>
</tr>
<tr>
<td>Presentation</td>
<td>150</td>
<td>700 – 799</td>
<td>C</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
<td>600 – 699</td>
<td>D</td>
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Required Texts

Related Readings
Other related readings will be added to Canvas throughout the semester.

Course Policies (attendance, make-up assignments, etc.)
Course participation is an integral part of learning; therefore, you are asked to check the announcements weekly and participate in discussion threads during designated weeks. All assignments will incur a 5% late penalty for each day they are late up to 25%. Assignments will not be accepted that are more than a week late.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
</tr>
</thead>
</table>
| 1 Aug 27 | Introductions  
              Review Syllabus  
              Introduction to Behavior Modification | *Martin & Pear*  
              Ch. 1 Introduction  
              Ch. 2 Areas of Application: An Overview  
              **Introductions** |
| 2 Sep 3 | Reinforcement | *Martin & Pear*  
              Ch. 4 Increasing Behavior with Positive Reinforcement  
              Ch. 5 Increasing Behavior with Conditioned Reinforcement  
              **Discussion Question 1** |
| 3 Sep 10 | Extinction  
             Shaping | *Martin & Pear*  
              Ch. 6 Decreasing a Behavior with Extinction  
              Ch. 7 Getting a New Behavior to Occur with Shaping  
              **Quiz 1** |
| 4 Sep 17 | Schedules of Reinforcement  
              Stimulus Discrimination & Generalization | *Martin & Pear*  
              Ch. 8 Developing Behavioral Persistence with Schedules of Reinforcement  
              Ch. 9 Responding at the Right Time & Place: Stimulus Discrimination & Stimulus Generalization  
              **Discussion Question 2** |
| 5 Sep 24 | Fading  
             Behavioral Chaining | *Martin & Pear*  
              Ch. 10 Changing the Control of a Behavior with Fading  
              Ch. 11 Getting a New Sequence of Behaviors to Occur with Behavioral Chaining |
| 6 Oct 1 | Differential Reinforcement  
             Punishment | *Martin & Pear*  
              Ch. 12 Differential Reinforcement Procedures to Decrease Behavior  
              Ch. 13 Decreasing Behaviors with Punishment  
              **Discussion Question 3** |
| 7 Oct 8 | Escape & Avoidance Conditioning  
              Respondent & Operant Conditioning | *Martin & Pear*  
              Ch. 14 Establishing Behavior by Escape & Avoidance Conditioning  
              Ch. 15 Respondent & Operant Conditioning Together  
              **Quiz 2** |
| 8 Oct 15 | Transferring Behaviors | *Martin & Pear*  
              Ch. 16 Transferring Behaviors to New Settings & Making it Last  
              **Discussion Question 4** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Oct 22</td>
<td>Antecedent Control</td>
<td>Martin &amp; Pear&lt;br&gt;Ch. 17 Antecedent Control: Rules &amp; Goals&lt;br&gt;Ch. 18 Antecedent Control: Modeling, Physical Guidance &amp; Situational Inducement&lt;br&gt;Ch. 19 Antecedent Control: Motivation</td>
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<tr>
<td>10 Oct 29</td>
<td>Behavior Assessment</td>
<td>Martin &amp; Pear&lt;br&gt;Ch. 20 Behavior Assessment: Initial Considerations&lt;br&gt;Ch. 21 Direct Behavioral Assessment: What to Record &amp; How</td>
</tr>
<tr>
<td>11 Nov 5</td>
<td>Behavioral Assessment</td>
<td>Martin &amp; Pear&lt;br&gt;Ch. 23 Functional Assessment of Problem Behavior’&lt;br&gt;Ch. 24 Planning, Applying, &amp; Evaluating a Behavioral Program</td>
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<tr>
<td>12 Nov 12</td>
<td>Token Economies</td>
<td>Martin &amp; Pear&lt;br&gt;Ch. 25 Token Economies&lt;br&gt;Ch. 26 Helping an Individual to Develop Self-Control</td>
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<tr>
<td>13 Nov 19</td>
<td>Thanksgiving Break</td>
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<tr>
<td>14 Nov 26</td>
<td>Clinical Applications</td>
<td>Martin &amp; Pear&lt;br&gt;Ch. 27 Approaches to Behavior Therapy: Cognitive Restructuring, Self-Directed&lt;br&gt;Ch. 28 Psychological Disorders Treated by Behavioral &amp; Cognitive-Behavioral Therapies</td>
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<tr>
<td>1 Dec 4</td>
<td>Presentations</td>
<td>Martin &amp; Pear&lt;br&gt;Ch. 30 Ethical Issues&lt;br&gt;&lt;br&gt;Presentations Due&lt;br&gt;Discussion Question related to Presentations</td>
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<tr>
<td>16 Dec 11</td>
<td>Final Exam</td>
<td>Final Exam</td>
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**University Policies:**

**Grade Replacement/Forgiveness and Census Date Policies**<br>Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks
violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.