

Psychology 510, Behavior Analysis and Behavior Change
Fall 2015 Syllabus, Section 002, 3 credit hours

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Class Meets: Mon/Wed, 9:30–10:45am, Kinard 102

Office Hours: Kinard Rm.300
Mon. 11:00am - 12:15pm
Wed. by appt.

Prerequisites to taking this course: *PSYC 101 or EDUC 210*

Required Textbook: Martin, G. & Pear, J. (2011). *Behavior Modification: What It Is and How To Do It* (9th Edition). Upper Saddle River, New Jersey: Pearson Prentice Hall.

Student Learning Outcomes:

Students in PSYC 510 will:

1. become familiar with the basic principles and procedures of behavior modification to include behavioral assessment, applied behavior analysis, behavior therapy, cognitive-behavior therapy.
2. be able to identify behaviors and apply specific principles of behavior modification to real-life situations.
3. learn to assess antecedents and consequences that influence behavior.
4. use observation and recording methods to assess targeted behaviors.
5. understand and apply methods used to influence behavior, i.e., reinforcement, punishment, modeling, stimulus control, etc..
6. learn to evaluate the effectiveness of behavior modification procedures and change those procedures if needed.
7. use behavior modification procedures to analyze and solve case examples.
8. use self-reflection and critical analysis to apply behavior modification/analysis principles to current events.
9. develop and implement a behavioral self-management program and
 - a. learn to use behavior modification to change own behavior.
 - b. describe how goal setting may be used to prompt desired behaviors.
 - c. name and describe behavior tactics for changing behavior (reinforcement, stimulus control, aversive control and its limitations, etc....).
 - d. evaluate the effectiveness of own behavior change strategies.

Psychology Department Learning Goals: (this course directly applies to and integrates Psychology Department program learning goals and Liberal Arts Education goals)

Knowledge, Skills, and Values Consistent with the Science and Application of Psychology

Goal 1. Knowledge Base of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2. Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Goal 3. Critical Thinking Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Goal 4. Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues.

Goal 5. Values in Psychology. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology

Goal 6. Information and Technological Literacy. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Goal 7. Communication Skills. Students will be able to communicate effectively in a variety of formats.

Goal 8. Sociocultural and International Awareness. Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Goal 9. Personal Development. Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Goal 10. Career Planning and Development. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings

Class Format:

The class will be taught in such a way as to increase the likelihood that each student will both understand the course content and be able to *apply* course content in "real world" situations. Methods of instruction may include the following:

1. Discussion groups
2. Lecture and video presentations
3. Group problem solving with sample cases
4. Outside experiences
5. Student presentations

It is very important that each student be an active member of the class by volunteering in discussions and problem-solving strategies. The instructor will not force participation by focusing on individuals. Rather, it will be the responsibility of each student to take the appropriate initiative.

Course Requirements:

1. Three exams will be given; each will contain various question formats. The final exam will be integrative and cumulative in nature.
2. Self-Directed Behavior Change project. (see pgs. 4-6).
3. Kids on Race Assignment (see p. 7)
4. Class participation
5. *Possible* Extra Credit Opportunities –
 - a. Research Participation. All research projects have been approved by the Winthrop University Institutional Review Board (IRB) and are supervised by one or more Winthrop faculty. If available, you will have the opportunity to participate in one or more research studies. These will be announced in class. Each experiment lasts anywhere from a few minutes to 2 or more hours. *5 extra credit points per hour of participation will be applied towards your class grade and you may earn a maximum of 10 class extra credit points.* If you participate less than one hour, I will round this up to 5 extra class points. I will not see your responses to any of the experiments. Experiment spots are limited and available on a first come, first serve basis.

Assessment and Grading:		Grading Scale:	
Three exams	300 pts	A = 90% and above	D+ = 67%-69%
Self-Change Project Proposal	70 pts	B+ = 87-89%	D = 60%-66%
Self-Change Project: Final Project	80 pts	B = 80%-86%	F = 59% and below
AC360: "Kids on Race" Assignment	<u>100 pts</u>	C+ = 77%-79%	
TOTAL POINTS FOR CLASS	550 pts	C = 70%-76%	
Graduate Students:			
Research Paper	<u>+ 100 pts</u>		
TOTAL POINTS FOR CLASS	650 pts		

Attendance Policy: Class participation and attendance are important. ***When more than 3 absences are unexcused, 10 points per absence will be deducted from your overall grade.*** In addition, it is important to be on time because of planned activities. If you arrive after attendance is taken, you may be counted absence. Participation is considered in grading.

Possible Changes in Syllabus: Unanticipated circumstances may require slight changes in the syllabus. The instructor has the discretion to make changes or modifications to the syllabus if needed, however students will be provided notice of these changes and deadlines may be adjusted accordingly.

Late Assignments: There will be a 5-point *per day* penalty for late assignments (e.g. if assignment is due Mon. and you turn it in on Wed. 10 points will be deducted from total grade). *Assignments will not be accepted one week past due date and thus will result in an automatic zero.* In extenuating circumstances, the due date may be extended beyond one week but ***only if you have contacted me before the due date*** to discuss situation and possible extension.

Submit Paper Copies of Assignments: All written work is to be submitted typed and using APA style formatting, if applicable. I will ***NOT*** be receiving assignments by email.

Make-up exams: Make-up exams will be given only in cases of illness or family emergencies. I must be notified ***before the exam***. If you fail to notify me by phone or email before the exam, a score of zero will be given for the exam. If we schedule a make-up exam and you fail to show-up to take the make-up exam, no additional make-up exams are allowed and a score of zero will be given.

Course Incompletes: An incomplete for this course will be given only in very unusual circumstances with appropriate documentation supporting that you are not able to complete the course at this time.

Cell Phone Usage: Cell phones are to be turned off or muted during class. Talking on the cell phone or text messaging during class is strictly prohibited. If this guideline is not followed, you will be asked to leave class and you will be counted as absent for that class period.

Winthrop's Academic Success Center (ASC) is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.

Students with Disabilities/Need of Accommodations for Access: Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Disability Services.

Academic Misconduct: As noted on the Student Code of Conduct Statement, "Responsibility for good conduct rests with students and adult individuals." Cheating, plagiarism, or other dishonest or inappropriate behaviors result in consequences. These behaviors will result in a grade of zero on the assignment or test that is affected and could result in a grade of F in the course. The full policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online *Student Handbook* (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

Office of Victims Assistance (OVA): provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students' access support services for academic problems resulting from victimization. OVA is located in 204 Crawford , (803) 323-2206; after-hours emergency, call Campus Police at (803)323-3333, or the local rape crisis center, Safe Passage-24-hour hot-line,(803)329-2800. For more information please visit: <http://www.winthrop.edu/victimassistance/>

COURSE ASSIGNMENTS

1) SELF DIRECTED BEHAVIOR CHANGE PROJECT

The self-directed behavior change project is to be submitted in two parts. Due dates are specified in the syllabus. We will discuss in class how to select a target behavior for this project. Listed below are some examples. You are welcome to choose some other behavior not on the list, pending instructor approval.

- | | |
|--|---|
| <ul style="list-style-type: none"> Increasing assertiveness Decrease insomnia/increasing sleep Increasing/decreasing phone calls Decreasing road rage Decreasing anger/yelling Decreasing tobacco consumption Decreasing physical punishment Increasing exercise Decreasing controlling behaviors Decreasing alcohol/drug consumption Decreasing text messaging while driving | <ul style="list-style-type: none"> Increasing healthy eating habits Increasing use of a daily organizer Increasing productive work habits Decreasing depression Decreasing obsessive/compulsive behaviors Decreasing phobic/fear reactions Increasing/decreasing positive/negative self-talk Increasing positive relationship style Increasing task performance (test scores, tennis, meals cooked at home) Decreasing calorie intake |
|--|---|

Part I. Proposal for Self-Directed Behavior Change Project (70 points).

(Note: If you do not complete the Part 1: Contract and Proposal assignment, you receive a score of a zero for both the proposal and the Final Project Report.):

Paper should be single spaced and integration of concepts being learned is critical to earning a good grade.

Develop your Intervention Plan

Using the outline below you will expand on each section to describe your proposed intervention plan.

1. Measurable Goals (5pts)

- a) Write an overall behavioral goal you want to achieve by changing a behavior this semester.
- b) *Operational Definition:* Select one behavior (target behavior) you are going to change that will help you reach your overall goal and write a behavioral objective to include an operational definition that is specific and measurable.
- c) Explain how and why you selected this goal and behavioral objective.

2. Baseline data observation, recording, and graphing methods (25pts)

Baseline Data Collection: Present an assessment of your baseline level of behavior to include observation and self-recording. Your assessment must include the following:

- a. An “ABC” diary/chart with an “antecedent—behavior—consequences” format. (*Be sure to record both when target behavior is and is not occurring.*)

******At this time, just observe, don't change your behavior.******

e.g. ABC Analysis

Date/Time/Place	Antecedent (A)	Target Behavior (B)	Consequence(s) (C)
	What happened before behavior occurred?	To include Frequency/Duration/Latency	What happened following behavior? (thoughts and behaviors)

- b. Collection of baseline data with a frequency/duration/latency count for at least 14 days.
- c. Develop a line or bar graph representing your baseline data. Be sure to label x and y axis'.
- d. Describe how you conducted the self-observation and the specific type of recording method used (integrate key concepts from your reading and class lectures).
- e. Analyze the patterns that have emerged during baseline data collection.
- f. Develop a hypothesis as to why the targeted behavior is or is not occurring at the level you are seeking. Integrate course concepts.
- g. Explain how you will continue data collection during your intervention phase (type of data, recording method).

3. Conduct a literature review related to your behavioral change goal (15pts)

Provide a brief summary of *at least 3* research articles (published in 2000 or later; peer reviewed or journal articles, not website or website articles). The summary is to include a *paragraph on each article* that:

- a) briefly summarizes the article
- b) highlights the behavioral modification techniques used to change that type of behavior
- c) 2-3 sentences of what you learned from the article that you will integrate into your self-change plan.

**Three research articles are required and MUST to be cited in APA format at the end of your summary. Once you have included three research articles, you may supplement with legitimate website resources.*

4. Proposed behavior/intervention plan to change behavior: (25 pts) Include:

- a. Specific steps and strategies you will implement to change behavior (reinforcements, extinction, etc.).
- b. How you will manage situations and consequences (i.e. self-efficacy steps, strategies for self-control as these help minimize the causes of the behavior, etc.).
- c. What are possible obstacles to your goal of changing the target behavior and ways of overcoming these obstacles? Include alternatives you will try if things don't work out the way you planned.
- d. The various types of rewards and reinforcement schedules you are utilizing.
- e. How you will maintain commitment and prevent relapse?
- f. How will you review progress?

*****Integrate the behavioral terminology/concepts you read about in literature review articles and also those you have learned in lectures and readings. This will be a large part of your grade.*****

- g. Sign your intervention plan.

** Note: You *may* need to revise/modify your plan when provided feedback by professor.

APA STYLE FOR CITATION IN PAPERS:**Within body of paper:**

As stated by Reeves, Kanan, & Plog (2000),

The results of the study.....(Reeves, Kanan, & Plog, 2010).

[The author's name is followed by the year the article was published]

Reference Citation- Book:

Reeves, M., Kanan, L., & Plog, A. (2010). *Comprehensive Planning for Safe Learning Environments: A School Professional's Guide to Integrating Physical and Psychological Safety: Prevention through Recovery*. New York: Routledge Publishing.

Reference Citation- Journal Article:

Brock, S. E., Nickerson, A. B., Reeves, M. R., Woitaszewski, S., & Savage, T. (2011). Development, evaluation, and future directions of the PREPaRE School Crisis Prevention and Intervention Training Curriculum. *Journal of School Violence, 10*, 34-52.

Article found through web: VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources of psychology undergraduates. *Journal of Bibliographic Research, 5*, 117-123. Retrieved October 13, 2001, from <http://jbr.org/articles/html>

2. Part II. Final Self-Directed Project Report (80 points). Use the following format. (For the final project you will need to respond to and/or integrate the feedback provided by professor in your proposal and then elaborate further to complete requirements listed below.)

**Your project grade will not be based upon the amount of behavior change, but rather on the thoroughness for which you address the required areas listed above and integrate course concepts.*

**Use study guides for exams and class lecture notes to help integrate key terminology.*

1. Introduction (5pts)

- a. Description of overall goal and behavioral objective (target behavior) to include operational definition.

2. Method (20pts) - Actual Intervention Plan Implemented

- a. Describe in detail the actual intervention plan and steps you implemented. This should contain more strategies than listed in your proposal as you have now learned more in class that you can integrate. Use class concepts and principles to describe plan and be specific on explaining how you collected data, the recording method used, the length of data collection, antecedent control, reinforcement, cognitive strategies, shaping, fading, etc...
 - i. How did you manage the situation, consequences, obstacles and challenges?
 - ii. What type of rewards and reinforcement schedules were used?

3. Results/Discussion/Critical Analysis (35pts)

- a. Present data collected before, during, and after intervention in graphs and/or tables (e.g. baseline graph and intervention graph). *You should have at least 6 weeks of intervention data, in addition to your baseline data.*
- b. Present a critical analysis of your project.
 - i. Identify patterns and themes which emerged.
 - ii. What behavior principles helped your intervention plan to be successful and/or what behavior principles implemented were not as successful as hoped? Discuss your results and outcomes integrating key concepts from class. Be sure to consider the effectiveness of the intervention in relation to improvement over baseline and/or to whether the objective was met within the timeline you specified.
 - iii. Describe how you dealt with problems and report any changes or adjustment you needed to make to your intervention plan (e.g. maintain commitment or lack thereof, effectiveness of reinforcements and reinforcement schedules, etc..)

4. Maintenance and Generalization (15pts)

- a. What, if anything, would you do differently next time?
- b. How do you plan to maintain and generalize your results (i.e. stimulus and response generalization)?
- c. How will you apply the skills you learned throughout this project to future behaviors you'd like to change? Think stimulus and response generalization.

5. General Writing Style (5pts): organized, free from grammatical and spelling errors

Your proposal and report should be typed single-spaced (double sided is OK) and be organized as above with appropriate headings. Please don't use plastic covers or binders--just staple in upper left corner.

Be sure to include your proposal (the original copy that I graded and returned to you) when you submit your final project report. -10 pts if you lose proposal.

3.) **“AC360 Kids on Race: The Hidden Race”** - video and reflection paper

<https://vimeo.com/user10419951/review/59156953/a1e0602da8> (video link)

AC360° hired renowned child psychologist and University of Maryland professor Dr. Melanie Killen to design and implement a study that examines children's perceptions of race. The results are the basis for Anderson Cooper's special series "Kids on Race: The Hidden Picture." It questions if individuals make unconscious judgments about people based on skin color and for the children involved in the landmark study, did their answers to the questions change depending on race?

You will be required to watch the video and answer the reflection questions integrating course concepts. Assignment specifics will be posted to Blackboard.

GRADUATE STUDENTS ONLY:

Research Paper. Conduct a literature review on a specific behavior modification program, cognitive-behavior therapy, or topic where behavior modification principles are evident that pertain to your field of study. Research the specific program, therapy, or topic and write a 6-8 page (double-spaced) addressing the following:

- a) specific behavior modification principles that were used;
- b) the efficacy (positive and/or negative outcomes) of the behavior modification principles used to address the topic/target behavior;
- c) research that supports or questions the efficacy of this program/intervention and/or the implications of behavioral principles in relation to the topic; and
- d) what is your opinion of this program/therapy/topic and support this with knowledge you have obtained through your research and in this class?

A *minimum* of 3 researched-based journal articles are required (published after 2005) then you can use supplemental resources/references. Cite references in APA style (see p.5).

Possible topic ideas:

- Interventions for ADHD
- Solitary Confinement
- Aversion Therapy
- Holding Therapy
- Interrogation Procedures (“water boarding”)
- Corporal Punishment
- Anxiety Techniques
 - In-vivo, Imaginal, or EMDR
- ABA techniques with children who have autism
- Diet programs
- Exposure Therapy
- Spanking
- Attachment Therapy
- Time-outs
- Overcoming fears/phobias
- “Shock” therapy
- Classroom management techniques for teachers
- Improving sports performance
- Smoking cessation
- Exercise Programs

*This is not an all exhaustive list of ideas and you may choose other topics. Be sure to talk with me about your topic to be sure it meets the requirements.

Tentative Class Schedule: PSYC 510
Psychology 510, Behavior Analysis and Behavior Change
Fall 2015 Syllabus, Section 002, 3 credit hours

M & P is required reading - Martin, G. & Pear, J. (2011). *Behavior Modification: What It Is and How To Do It* (9th Edition). Upper Saddle River, New Jersey: Pearson Prentice Hall.

Week	Dates	Topics	Events, Reading, Assignments
1	8/26	Introduction Settings & uses for behavior modification	M&P Ch 1, 2
2	8/31 9/2	A-B-C Model of behavioral intervention Overview of behavior modification projects Cognitive Behavior Modification Clinical Behavior Therapy Historical perspective Ethical considerations No Class – Alternate Observational Activity (questions posted on Blackboard)	M&P Ch. 28, 29, 30 (chapters 1,2,29,30 will be on Exam #1; chapter 28 will be covered on final exam but reading now provides ideas for Self-Directed Project)
3	9/7 9/9	No Class – Labor Day Self-directed applications Developing a successful plan “Willpower” & self-control Rules and Goals	M&P Ch 17, 26 Bring questions for Alternate Observational Activity to class for discussion
4	9/14 9/16	Defining, assessing behavior; charting baseline data Continue 9/14 lecture **Begin collecting baseline data for your self-directed project	M&P 20, 21 M&P 22, 23 Due 9/16: Operational definition due of the target behavior you want to change for self-directed project
5	9/21 9/23	Reinforcement to strengthen behaviors Conditioned reinforcement Extinction to decrease behaviors Intermittent Reinforcement Escape & Avoidance Conditioning	M&P Ch 3, 4, 5, 6 Collect baseline data M&P Ch 13
6	9/28 9/30	Class Activity and Jeopardy Study Day & Self-Directed Project	Collect baseline data
7	10/5 10/7	EXAM I (weeks 1-5) Shaping, Motivation	M&P Ch 10, 19 Due 10/7: *Part I of Self-Directed Project *start intervention plan and collecting intervention data
8	10/12 10/14	Differential/Intermittent reinforcement to weaken behavior No class – watch video “ AC360 Kids on Race: The Hidden Race ”	M&P Ch 7 Continue collecting intervention data

9	10/19	Fall Break – no class	
	10/21	Stimulus discrimination & generalization Antecedent control	M&P Ch 8
10	10/26	Developing behavior with fading Developing behavior sequences w/chaining	M & P Ch 9 & 11 Continue collecting intervention data
	10/28	Begin generalization and maintenance of new behaviors	M&P Ch 16
11	11/2	No class – “AC360 Kids on Race: The Hidden Race” – answer reflection questions & work on Self-Directed Project	Continue collecting intervention data
	11/4	Finish: generalization and maintenance of new behaviors Begin: Relapse Prevention, Punishment, Respondent & Operant Conditioning	Due 11/4: AC360 Kids on Race: The Hidden Race” Assignment M&P Ch 12, 14, 15
12	11/9	Finish: Relapse Prevention, Punishment, Respondent & Operant Conditioning	Continue collecting intervention data
	11/11	Class Jeopardy & Review	
13	11/16	EXAM #2 (over weeks 7-12)	
	11/18	Existing stimulus control: rules, modeling, guidance, situational inducement, token economies; planning, applying and evaluating a behavioral program	M&P Ch 18, 24, 25; review Ch 17 Continue collecting intervention data
14	11/23	Cognitive behavior modification	M&P Ch. 27 & 28
	11/25	Thanksgiving Break – no class	Finish collecting intervention data
15	11/30	Cognitive-behavior modification	Due 11/30: Final Self-directed Project Report! (may turn in 11/23 if prefer) NO LATE PAPERS ACCEPTED!
	12/2	Cognitive-behavior modification	
16	12/7	Class Activity & Jeopardy	
	12/8	UNIVERSITY STUDY DAY	
17	12/15 Tues	FINAL EXAM (#3) @ 11:30am	Exam is cumulative

Last Class Dec 7th
Final Exams Dec 9-15th