Psychology 510, Behavior Analysis and Behavior Change  
Fall 2016 Syllabus, Section 001, 3 credit hours  
Class Meets: Tuesday, 5:00-7:45, Kinard 119 

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Office Hours: Kinard Rm. 310, Tues. 4:00-5:00  

Prerequisites to taking this course: PSYC 101 or EDUC 210  


Course Goals:  
- Become familiar with the basic principles and procedures of applied behavior analysis (ABA) (behavior modification).  
- Be able to appropriately integrate the various principals and procedures to develop and carry out an effective intervention plan.  

Student Learning Outcomes:  
Students in PSYC 510 will:  
1. demonstrate knowledge of the basic principles and procedures of behavior modification to include behavioral assessment, applied behavior analysis, behavior therapy, cognitive-behavior therapy.  
2. 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. apply methods used to influence behavior, i.e., reinforcement, punishment, modeling, stimulus control, etc..  
6. evaluate the effectiveness of behavior modification procedures and change those procedures if needed.  
7. use behavior modification procedures to 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. Simulations

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.

My goals for the class are that there be a very high comfort level with a focus on cooperative learning and real world application.

**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 of syllabus).
3. Critical Analysis of Behavior (see p. 6-7 of syllabus)
4. Class participation
5. Reading/Study Quizzes. Quizzes will be given at the beginning of many classes. The purpose of quizzes is to encourage reading of assignments prior to class and to promote review of information from the previous class. Quizzes will range from 10 to 15 points each and will contain various question formats.
Attendance Policy: Class participation and attendance are important. **When more than 1 absence is 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. 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 Tues. and you turn it in on Thurs., 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 Copies of Assignments: All written work is to be submitted typed and using APA style formatting, if applicable. Assignments may be submitted by e-mail or handed in in paper form.

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.

Students with disabilities: Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact Gena Smith, Program Director, Office of Disability Services, at 323-3290. Once you have your official notice of accommodations from Services for Students with Disabilities, please inform me as early as possible in the semester.

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/victimsassistance/
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.

- 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
- 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
- Increasing/deciding positive/negative self-talk
- Increasing positive relationship style
- Increasing/decreasing positive/negative self-talk


(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.):

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**
   a) Write an overall behavioral goal you want to achieve by changing a behavior this semester.
   b) *Operational Definition/behavioral objective*: 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**

   *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

<table>
<thead>
<tr>
<th>Date/Time/Place</th>
<th>Antecedent (A)</th>
<th>Target Behavior (B)</th>
<th>Consequence(s) (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened before behavior occurred?</td>
<td>To include Frequency/Duration/Latency</td>
<td>What happened following behavior?</td>
<td></td>
</tr>
</tbody>
</table>

   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. A data table which provides a summary of the data and a baseline average number.
   e. Describe how you conducted the self-observation and the specific type of recording method used (integrate key concepts from your reading and class lectures).
   f. Analyze the patterns that have emerged during baseline data collection.
   g. Develop a hypothesis as to why the targeted behavior is or is not occurring at the level you are seeking. Integrate course concepts.
   h. 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**

   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:** 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.****

5. **Sign your intervention plan.**

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

Part II. Final Project Report (90 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.**
   
   a. Description of overall goal and behavioral objective (target behavior) to include operational definition.

2. **Method** - 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 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**
   
   a. Present data collected before, during, and after intervention in graphs and/or tables (e.g. baseline graph and table and intervention graph/table). 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
   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.

Your proposal and report should be typed 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. -5 pts if you lost proposal.**

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Critical Analysis of Behavior: (65 points)

Please follow the guidelines listed, and integration of class terminology/concepts is a must. (Hint: see exam study guides and class lecture notes in addition to course readings).

Critical Analysis of Behavior: Identify a situation where you notice specific behaviors that are of interest or concern to you (e.g. you have a friend who drinks too much in certain situations, you work at a place where employees really like their boss and have a lot of respect for him/her, you work in a place where employees are not motivated, you have been on a sports team where the coach excels at motivating the players to perform, a group is able to get members to conform to an expectation even when members may not personally want to, etc…). Observe the specific situation a minimum of three times, specifically noticing the behavior(s), outcome(s) and how the principals learned in this class apply. In your critical analysis (5-7 pages, double-spaced), address and provide the following:

i. A description of the situation.
ii. The dates and your specific observations on each date using the A-B-C Model.
iii. Clearly identify specific behaviors and outcomes of interest and/or concern (please do not mention specific names due to confidentiality of those you know).
iv. Identify the antecedents to the behavior(s).
v. Identify the consequences/outcomes to the behavior(s).
vi. How does conditioning, reinforcement, self control, shaping, motivation, extinction, stimulus discrimination, punishment, etc… impact the behavioral outcome?

vii. What target behavioral outcome(s) would you like to see instead or would like to see maintained? Using the principals learned in class, how would you specifically modify the behavior or what specifically would you do to maintain the outcome?

*Your grade will largely be determined on your ability to provide an in-depth critical analysis of the behavior by integrating key concepts learned in class.*

Graduate Student Requirement (100 Points)

Students who are taking this course for graduate credit have an additional requirement. The focus of this requirement is to create something that is useful, practical and applicable to your area of study and future career that utilizes the principles of behavior modification. Examples include but are not limited to: a
Power Point presentation to be used in training of staff or clients, a pamphlet for clients or the public which explains or offers a procedure/strategy for behavior change, a document or handout that explains a problem behavior and offers steps for changing that behavior. The project should clearly utilize the concepts from PSYC 510 in an applicable, clear, useful manner. Graduate students should consult with the professor prior to beginning on the project.

<table>
<thead>
<tr>
<th>Assessment and Grading:</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three exams</td>
<td>A = 90%* 616-685 pts</td>
</tr>
<tr>
<td>Self-Change Project Proposal</td>
<td>B = 80% 548-615</td>
</tr>
<tr>
<td>Self-Change Project: Final Project</td>
<td>C = 70% 479-547</td>
</tr>
<tr>
<td>Critical Analysis of Behavior</td>
<td>D = 60% 411-478</td>
</tr>
<tr>
<td>Quizzes</td>
<td>TOTAL POINTS FOR CLASS 685 pts</td>
</tr>
<tr>
<td>Graduate Student Project</td>
<td></td>
</tr>
</tbody>
</table>

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:

Reference Citation- Journal Article:

# Tentative Class Schedule: PSYC 510
## Fall 2016 Syllabus, Section 001, 3 credit hours


<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Events, Reading, Assignments</th>
</tr>
</thead>
</table>
| 1    | 8/23  | Introduction  
Settings & uses for behavior modification  
A-B-C Model of behavioral intervention  
Overview of behavior modification projects  
Behavior Therapy  
Historical perspective  
Ethical considerations | M&P Ch 1, 2  
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) |
| 2    | 8/30  | Self-directed applications  
Developing a successful plan  
Rules and Goals  
Defining, assessing behavior; charting baseline data | M&P Ch 17, 20, 21 |
| 3    | 9/6   | Defining, assessing behavior; charting baseline data (cont.)  
“Willpower” & self-control | DUE: Operational definition due of the target behavior you want to change for self-directed project  
M&P 26  
**Begin collecting baseline data for your self-directed project** |
| 4    | 9/13  | Reinforcement to strengthen behaviors  
Conditioned reinforcement  
Extinction to decrease behaviors | Collect baseline data  
M&P Ch 3, 4, 5 |
| 5    | 9/20  | EXAM 1 (WEEKS 1-4)  
Intermittent Reinforcement | Collect baseline data  
M&P Ch 6 |
| 6    | 9/27  | Escape & Avoidance Conditioning  
Punishment | Collect Baseline data  
M&P Ch 13, 12 |
| 7    | 10/4  | Intermittent Reinforcement to Decrease Behavior  
Stimulus Generalization, Discrimination  
Functional Assessment | M&P Ch 7,8,23  
Begin collecting intervention data  
Due: Part 1 of Self-Directed Project |
| 8    | 10/11 | Fading, Shaping ,Chaining & Modeling | M&P Ch 9,10,11,18  
Continue collecting intervention data |
| 9    | 10/18 | EXAM # 2 (WEEKS 5-9) | Continue collecting intervention data |
| 11   | 10/25 | Generalization and Discrimination  
Respondent and Operant Conditioning | M&P 16, 14,15  
Due: Critical Analysis Due  
Continue collecting intervention data |
| 12   | 11/1  | Motivation  
Application Activities | M&P Ch 19,  
Continue collecting intervention data |
| 13   | 11/15 | Token Economies  
Cognitive Behavior Modification  
Application Activities | M&P Ch 27,25  
Continue collecting intervention data |
| 14   | 11/22 | Clinical Behavior therapy  
Putting it all together | M&P Ch 28  
Due: Final Self-directed Project |
| 15   | 4/29  | Final Exam | Exam is cumulative! |