Modifications to PSY 485 – Behavior Modification - transition from 3 credits to 4 credits

Instructor: [Staff]

In keeping with our proposed program change, I am proposing a change to the course PSY 485. I believe that this change will benefit students and bring the substance and requirements of this course more in line with other quality university programs across the state and nation.

Please refer to the following table, which shows the planned changes for this course at both the undergraduate and graduate levels. The modified course, with additional class time, will allow a wider range of topics to be discussed in class (including recent developments within the field), a greater array of reading assignments, and more time for classroom discussion.

Students will also engage in significantly more writing in this 4-credit format than in the 3-credit format.

<table>
<thead>
<tr>
<th>PSY 485: Behavior Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours of Class Room Lecture &amp; Discussion</strong></td>
</tr>
<tr>
<td>4 hours per week</td>
</tr>
<tr>
<td><strong>Course Reading</strong></td>
</tr>
<tr>
<td>1 Book; Assigned Readings</td>
</tr>
<tr>
<td><strong>Requirements &amp; Grading</strong></td>
</tr>
<tr>
<td>2 Exams: 30% Each; 2 Projects: 10% Each; Discussion/Learning Exercises: 20%</td>
</tr>
</tbody>
</table>
Overview

In this course, we will review the various components of operant and classical conditioning. This course will cover research on behavior modification and behavior therapy with both normal and abnormal animals, human adults, and children. Particular emphasis will be placed on behavior problems, handicaps, eating disorders, time management, self control, stress management, contingency contracts, and cognitive therapies.

Textbook

- Supplemental Readings will be available on the PSY485 web site.

Readings

Reading assignment schedules, study questions and learning exercises will be found each week on the Assignments page. The course syllabus and project guidelines are posted in Course Information in Blackboard. Supplemental reading material will be posted in Course Documents. Other supplemental reading will be accessed through the External Links page on the PSY485 web site. Please explore the PSY485 Web site before beginning course work and read all the information in Assignments/Getting Started.

Student Learning Outcomes for PSY 485/585

Students enrolled in 485 will:
1. Learn concepts and theories of Behavior Modification/Behavior Therapy
2. Apply these concepts and theories through:
   a. Written discussion questions submitted each week and verbal participation in class discussion
   b. Analyzing own and other’s individual and group behavior
3. Connect concepts and theories to real world issues and events through:
   a. Applying reading material to discussion/learning exercises and personal experience.
   b. Designing a behavior change program for oneself or for fictional others

In addition to the above objectives, students enrolled in 585 will:
1. Lead a class discussion in which the student will demonstrate an ability to:
   a. Identify outside empirical reading material that compares behavior modification techniques with other forms of intervention.
   b. Synthesize these selected additional readings with the assigned course materials.
   b. Compare and contrast behavioral modification techniques with other forms of interventions
c. Present an appraisal of the strengths and limitations of behavior modification techniques with regard to the selected problem area.

**Course Website**

Only students registered in the class will have access to this webpage. You will need an ONID account in order to log on to the site. ONID accounts can be obtained at [http://onid.orst.edu](http://onid.orst.edu). Once you have an ONID account, go to [http://my.oregonstate.edu](http://my.oregonstate.edu). From there, select Psychology 485. The website will include a copy of the syllabus, study guides, brief lecture notes, and grades.

**Requirements**

**Projects:** Students will apply behavior modification/behavior therapy concepts by designing two behavior change programs. This will involve analyzing target behaviors along with environmental and mental supports for the behaviors, planning treatments, and designing treatment evaluation. Guidelines are posted in Course Information/Behavior Change Projects.

**Participation:** Students are expected to read text assignments, complete learning exercises and participate weekly in discussions with the instructor and other students.

**Presentation:** In addition to the above, graduate students enrolled in 585 will be asked to lead a class discussion on one of the topics covered in class. For this assignment, they will select additional readings that will allow them to compare and contrast behavioral modification techniques with other intervention strategies for a selected problem area. Guidelines are posted in Course Information/Graduate Presentations.

**Communication:** Students are responsible for maintaining communication with me. I want to hear from you if you have questions about anything related to the coursework, (e.g.; If you don't understand something, if you are having trouble with an assignment, if your life causes disruptions in your school work, etc.) .

**Exams**

There will be two 2-hour exams worth 300 points each. Exam #1 will cover material presented in Lessons 1-4. Exam #2 will cover material in Lessons 6-9. Exams may contain multiple choice, definitions, matching, fill-in items, and essay questions. Exams will be based on assigned reading, class discussion, and learning exercises.

Students who miss an exam without a valid excuse will get a zero on that exam. If you have a valid excuse for missing the exam, you must inform me by phone or e-mail before the test. Written documentation of your excuse for missing the exam is due within one week (e.g., evidence that you were seen by a medical professional, a copy of your boarding pass for an emergency out of town trip). Vacation plans, out of town visitors, and assignments due in other classes do not count as valid excuses because it simply isn’t fair to other students in the class.

If you have a conflict with the scheduled final exam you must inform me in writing by the end of the fifth week of class.

**Grading**

Grades will be based on the number of total points earned, out of 1000 possible points.

The relative contribution of requirements to total points is:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1 (Week 5)</td>
<td>300</td>
</tr>
<tr>
<td>Exam #2 (Week 9)</td>
<td>300</td>
</tr>
<tr>
<td>Project #1</td>
<td>100</td>
</tr>
<tr>
<td>Project #2</td>
<td>100</td>
</tr>
<tr>
<td>Discussion/Learning Exercises</td>
<td>200</td>
</tr>
<tr>
<td>(Graduate Presentation)</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong> (1100 for 585)</td>
</tr>
</tbody>
</table>
PSY 585
In addition to the above, you will be required to present on your projects which will take place at the end of the term. This presentation will be worth 100 points as described above in grading. Please see the instructor for more information on requirements for the presentation at the beginning of class.

Accommodations for Disabilities
"Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098."

Academic Honesty
If you have any doubts about the definitions of cheating or plagiarism, please review the OSU definitions at http://www.oregonstate.edu/admin/stucon/achon.htm. At the very least, if you are caught cheating on a test you will receive an F for the work and will be reported to the Student Conduct and Mediation program. Under university policies, penalties for academic dishonesty can be as severe as failing the entire course. Please keep in mind that submitting an in-class exercise for a friend who is not present is an example of academic dishonesty.

Assignments
Note: Supplemental reading will be placed in Course Documents/Supplemental Reading on the PSY485 web site or accessed through the External Links folder on the web site.

Lesson 1:

Topic I: The Behavior Modification Way
Chapter 1 Introduction
Chapter 2 Areas of application: an overview

Topic II: Basic Principles and Methods
Chapter 3 Getting a behavior to occur more often with positive reinforcement
Chapter 4 Developing & maintaining behavior with conditioned reinforcement

Lesson 2:
Chapter 5 Decreasing a behavior with extinction
Chapter 6 Developing behavioral persistence through the use of intermittent reinforcement
Chapter 7 Types of intermittent reinforcement to decrease behavior
Chapter 8 Doing the right thing at the right time and place is a matter for stimulus discrimination learning

Lesson 3:
Chapter 9 Developing appropriate behavior with fading
Chapter 10 Getting a new behavior to occur: an application of shaping
Chapter 11 Getting a new sequence of behaviors to occur with behavioral chaining

Topic III: AVERSION METHODS and RESPONDENT METHODS
Chapter 12 Eliminating inappropriate behavior through punishment
Chapter 13 Establishing a desirable behavior by using escape and avoidance conditioning

Lesson 4:
Chapter 14 Procedures based on principles of respondent conditioning
Chapter 15 Respondent and operant conditioning together
**Lesson 5:**
Wrap up and **Exam #1**

**Lesson 6:**

**Topic IV: ANALYSIS, ASSESSMENT AND EVALUATION**
Chapter 19 Behavioral assessment: initial considerations
Chapter 20 Direct behavioral assessment: what to record and how
Chapter 21 Functional assessment of the causes of problem behavior
Chapter 22 Doing research in behavior modification
Chapter 23 Planning, applying and evaluating a treatment program

**Lesson 7:**
Behavior Modification project #1 due Wednesday, November 13
Chapter 24 Token economies
Chapter 25 Helping an individual to develop self-control

**Topic VI: SYSTEMATIC DESENSITIZATION & INTRODUCTION TO COGNITIVE METHODS**
Chapter 26 Systematic Self-Desensitization
Chapter 27 Cognitive Behavior Modification

**Lesson 8:**
**Topic VII: OTHER ISSUES**
Chapter 28 Areas of Clinical Behavior Therapy
Chapter 30 Giving It All Some Perspective: A Brief History
Chapter 29 Ethical Issues

**Lesson 9:**
TBA Readings to be posted in Course Documents/Supplemental Reading or accessed from External Links in the PSY485 Course Web Site

**Lesson 10:**
Wrap up and **Exam #2**

**Lesson 11:**
Behavior Modification Project #2 due.
**All work must be submitted to me by midnight.**