North Carolina Agricultural and Technical State University

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Open Educational Resources Syllabus Review   Distance Education and Extended Learning

2020

Behavior Modification

North Carolina Agricultural and Technical State University

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COURSE SYLLABUS

College Name: College of Health and Human Services

Department Name: Psychology

Course Name: Behavior Modification

COURSE INFORMATION

- Course Number/Section: PSYC 337
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.

NOTE: Students are responsible for reading, understanding, and following the syllabus.

    :   AM ☐ / PM ☐ –   :   AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

COURSE PREREQUISITES

PSYC 101 or PSYC 110; junior standing or above.

COURSE DESCRIPTION

This course is a survey of relevant research and techniques making use of either learning theory or behavioral principles in the treatment of deviant behavior. Special emphasis is placed on the use of operant conditioning procedures in the prevention and treatment of abnormal behavior.

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as "General Education."

SLO 1: Design and implement a behavior modification treatment plan.
SLO 2: Master techniques to modify behavior.
SLO 3: Integrate applicable behavior modification principles in daily life.
SLO 4: Understand how to track, record, and report research progress data.
SLO 5: Complete an APA style data analysis report based on research findings from course behavior modification project.

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it*. Routledge.

REQUIRED MATERIALS:

SUGGESTED COURSE MATERIALS

SUGGESTED READINGS/TEXTS:

SUGGESTED MATERIALS:

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 0%	F
79% - 77%	C+			

For GRADUATE COURSES: See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Discussion Board	7	10%
Behavior Modification Report Components (Chart / Graph)	6	10%
Progress Journal	6	5%
Quizzes	11	5%
Exams	2	40%
Final APA Research Report	1	20%
Behavior Modification Outcome Presentation	1	10%
Total	**34**	**100%**

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit https://hub.ncat.edu/administration/its/computer-recommendations.php.

MAKE-UP EXAMS

See << Update Academic Year >>Undergraduate Bulletin:

https://www.ncat.edu/provost/academic-affairs/bulletins/index.php

EXTRA CREDIT

LATE WORK

SPECIAL ASSIGNMENTS

For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)

For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements (34 CFR 668.22). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).

- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university's mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit https://hub.ncat.edu/administration/its/dept/ats/index.php.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at https://www.ncat.edu/campus-life/student-affairs/index.php.

STUDENT HANDBOOK

https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf

OTHER POLICIES *(e.g., Copyright Guidelines, Confidentiality, etc.)*

STUDENT HANDBOOK

https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php

Graduate Catalog

SEXUAL MISCONDUCT POLICY

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

https://www.ncat.edu/registrar/ferpa.php

STUDENT COMPLAINT PROCEDURES

https://www.ncat.edu/current-students/student-complaint-form.php

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
  https://www.ncat.edu/provost/academic-affairs/bulletins/index.php

- Graduate Catalog
  https://www.ncat.edu/tgc/graduate-catalog/index.php

- Student Handbook
  https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis

for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean**.

For GRADUATE STUDENTS: Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Developing a Behavior Modification Program	ULO 1: Define behavior, behavior modification, and behavioral assessment. (SLO 1, 4, 5) ULO 2: Outline steps for designing and implementing self-control programs, and for preventing relapse. (SLO 1, 4, 5) ULO 3: Summarize steps to help ensure that results of a successful program are maintained. (SLO 1, 4, 5) ULO 4: Summarize guidelines for conducting a functional assessment of problem behavior. (SLO 1, 4, 5)	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it.* Routledge. a. Chapters 1 , 23, 24, 26 2. **Complete:** Discussion Board #1 (ULO N/A)
	Unit 2: Developing a Behavior Modification Program: Part 2	ULO 1: Outline research designs commonly used when doing research in behavior modification. (SLO 1, 4, 5)	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it.* Routledge. a. Chapters 17, 20, 21, 22

		ULO 2: Summarize strategies for effectively using rules and goal setting to influence behavior. (SLO 1, 4, 5) ULO 3: Describe the minimal phases of a behavior modification program. (SLO 1, 4, 5) ULO 4: Explain why it is important to record accurate data during a baseline and throughout a program. (SLO 1, 4, 5) ULO 5: Summarize strategies for recording behavior. (SLO 1, 4, 5)	2. **Complete:** Discussion Board #2 (ULO 1 – 5) 3. **Complete:** Progress Journal #1 (ULO 1 – 5) 4. **Complete:** Quiz #1 (ULO 1 – 5)
	Unit 3: Behavior Modification Using Conditioning or Reinforcement Techniques	ULO 1: Define positive reinforcement. (SLO 2, 3) ULO 2: Describe factors that influence the effectiveness of positive reinforcement. (SLO 2, 3) ULO 3: Describe factors that influence the effectiveness of conditioned reinforcement in behavior modification programs. (SLO 2, 3) ULO 4: Describe generalization and discrimination of respondent behavior. (SLO 2, 3) ULO 5: Discuss several applications of respondent conditioning principles. (SLO 2, 3)	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it.* Routledge. a. Chapters 3, 4, 5 2. **Complete:** Behavior Modification Report Components (Chart / Graph) #1 (ULO 6) 3. **Complete:** Quiz #2 (ULO 1 – 5)

		ULO 6: Develop behavior modification tracking system from baseline to present. (SLO 2, 3)	
	Unit 4: Operant Extinction and Shaping	ULO 1: Define operant extinction. (SLO 2, 3) ULO 2: Describe factors that influence the effectiveness of operant extinction. (SLO 2, 3) ULO 3: Define shaping. (SLO 2, 3) ULO 4: Identify dimensions of behavior along which shaping can occur. (SLO 2, 3)	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it*. Routledge. a. Chapters 6, 7 2. **Complete:** Discussion Board #3 (ULO 1 – 4) 3. **Complete:** Progress Journal #2 (ULO 1 – 4) 4. **Complete:** Quiz #3 (ULO 1 - 4)
	Unit 5: Schedules of Reinforcement and Stimulus Learning	ULO 1: Define intermittent reinforcement. (SLO 2, 3) ULO 2: Compare intermittent and continuous reinforcement. (SLO 2, 3) ULO 3: Compare and contrast stimulus discrimination and stimulus generalization. (SLO 2, 3) ULO 4: Describe factors that influence the effectiveness of stimulus discrimination training. (SLO 2, 3) ULO 5: Develop behavior modification tracking system from baseline to present. (SLO 4)	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it*. Routledge. a. Chapters 8, 9 2. **Complete:** Behavior Modification Report Components (Chart / Graph) #2 (ULO 5) 3. **Complete:** Quiz #4 (ULO 1 – 4)
	Unit 6: Fading and Behavioral Chaining	ULO 1: Define fading. (SLO 2, 3) ULO 2: Describe factors that influence the	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it*. Routledge. a. Chapters 8, 9 2. **Complete:** Discussion Board #4 (ULO 1 – 4)

		effectiveness of fading. (SLO 2, 3) ULO 3: Define behavior chain. (SLO 2, 3) ULO 4: Describe factors that influence the effectiveness of chaining. (SLO 2, 3)	3. **Complete:** Progress Journal #3 (ULO 1 – 4) 4. **Complete:** Quiz #5 (ULO 1 – 4)
	Unit 7: Decreasing Behavior with Differential Reinforcement or Punishment	ULO 1: Define differential reinforcement. (SLO 2, 3) ULO 2: Define punishment. (SLO 2, 3) ULO 3: Describe factors that influence the effectiveness of differential reinforcement. (SLO 2, 3) ULO 4: Describe factors that influence the effectiveness of punishment. (SLO 2, 3) ULO 5: Develop behavior modification tracking system from baseline to present. (SLO 4)	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it.* Routledge. a. Chapters 12, 13 2. **Complete:** Behavior Modification Report Components (Chart / Graph) #3 (ULO 5) 3. **Complete:** Quiz #6 (ULO 1 – 4)
	Unit 8: Midterm Exam	ULO 1: Summarize various behavior modification techniques. (SLO 1 – 5) ULO 2: Monitor and record behavior modification progress. (SLO 4)	1. **Complete:** Discussion Board #5 (ULO 1) 2. **Complete:** Progress Journal #4 (ULO 2) 3. **Complete:** Exam #1 (ULOs units 1 – 8)
	Unit 9: Behavior Modification Through Conditioning	ULO 1: Define escape conditioning and avoidance conditioning. (SLO 2, 3) ULO 2: Identify and produce examples of escape and avoidance conditioning in everyday life. (SLO 2, 3)	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it.* Routledge. a. Chapters 14, 15 2. **Complete:** Behavior Modification Report Components (Chart / Graph) #4 (ULO 5) 3. **Complete:** Quiz #7 (ULO 1 – 4)

		ULO 3: Identify respondent and operant components of emotions. (SLO 2, 3) ULO 4: Identify respondent and operant components of thinking. (SLO 2, 3) ULO 5: Develop behavior modification tracking system from baseline to present. (SLO 4)	
	Unit 10: Generality of Behavior Change	ULO 1: Identify the different types of generality. (SLO 2, 3) ULO 2: Summarize the guidelines for programming generality of behavior change. (SLO 2, 3)	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it*. Routledge. a. Chapter 16 2. **Complete:** Discussion Board #6 (ULO 1 – 2) 3. **Complete:** Progress Journal #5 (ULO 1 – 2) 4. **Complete:** Quiz #8 (ULO 1 - 2)
	Unit 11: Modeling and Motivation	ULO 1: Define contingency-shaped behavior and rule-governed behavior. (SLO 2, 3) ULO 2: Summarize strategies for effectively using rules to influence behavior. (SLO 2, 3) ULO 3: Describe a behavioral view of motivation. (SLO 2, 3) ULO 4: Explain how using motivating operations in the design of behavior modification programs increases their effectiveness. (SLO 2, 3) ULO 5: Maintain behavior modification tracking	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it*. Routledge. a. Chapters 18, 19 2. **Complete:** Behavior Modification Report Components (Chart / Graph) #5 (ULO 5) 3. **Complete:** Quiz #9 (ULO 1 – 4)

		system from baseline to present. (SLO 4)	
	Unit 12: Clinical Approaches to Behavior Therapy	ULO 1: Explain prominent cognitive behavior therapies. (SLO 3) ULO 2: Critically discuss current research on the effectiveness of cognitive-behavior therapies. (SLO 3) ULO 3: Briefly describe common behavioral treatments for a variety of psychological conditions. (SLO 3)	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it.* Routledge. 　a. Chapters 27, 28 2. **Complete:** Discussion Board #7 (ULO 1 – 3) 3. **Complete:** Progress Journal #6 (ULO 1 – 3) 4. **Complete:** Quiz #10 (ULO 1 – 3)
	Unit 13: Ethical Issues in Behavior Modification	ULO 1: Explain a behavioral view of ethics. (SLO 3) ULO 2: Critically discuss ethical guidelines for developing and applying behavior modification techniques. (SLO 3) ULO 3: Develop behavior modification tracking system from baseline to present. (SLO 4)	1. **Read Textbook:** Martin, G., & Pear, J. (2019). *Behavior modification: what it is and how to do it.* Routledge. 　a. Chapters 30 2. **Complete:** Behavior Modification Report Components (Chart / Graph) #6 (ULO 3) 3. **Complete:** Quiz #11 (ULO 1 – 2)
	Unit 14: Final APA Research Report	ULO 1: Complete an APA report on a behavior modification program. (SLO 5)	1. **Complete:** Final APA Research Report #1 (ULOs from units 1 – 14)
	Unit 15: Behavior Modification Outcome Presentations	ULO 1: Present an APA style behavior modification project. (SLO 5)	1. **Complete:** Behavior Modification Outcome Presentation #1 (ULOs from units 1 – 15) 2. **Complete:** Exam #2 (ULOs from units 1 – 15)

* These descriptions and timelines are subject to change at the discretion of the instructor.