

**PSY 310: Behavior Modification**

**Fall 2020**

**STAGGERED HYBRID**

**Section 01:**     **Group A – Tuesdays 1-2:15pm, 2302 ASH**  
                  **Group B – Thursdays 1-2:15pm, 2302 ASH**  
                  **\*Additional Course Content will be provided online**  
                  **\*If course moves fully online, we will meet SYNCHRONOUSLY as an entire class on**  
                  **TUESDAYS**

**Section 03:**     **Group A – Tuesdays 2:30-3:45pm, 2302 ASH**  
                  **Group B – Thursdays 2:30-3:45pm, 2302 ASH**  
                  **\*Additional Course Content will be provided online**  
                  **\*If course moves fully online, we will meet SYNCHRONOUSLY as an entire class on**  
                  **TUESDAYS**

**Instructor:** Mikhila Wildey, PhD

**Office:** 2126 Au Sable Hall

**Office Phone:** 616-331-3881

**Email:** [wildeymi@gvsu.edu](mailto:wildeymi@gvsu.edu)

**\*Email is the best way to get in contact with me. Put your class & section in the subject line.**

**Office Hours:** Tuesdays 10am-12pm and Thursdays 11am-12pm via Zoom.

Please make an appointment here: <https://mwildey.youcanbook.me>

If these times do not work, email me with your available times for the week.

**Course Details:**

**Prerequisite:** PSY 101 (Introductory Psychology)

**Description:** This course will provide an overview of Behavior Modification for advanced undergraduate students. This course takes an empirical approach to behavioral psychology and will examine the relevant theoretical underpinnings of behavioral techniques, strategies to design effective interventions, and various applications. This course will expose students to the study and the application of learning principles, techniques and procedures to the understanding and treatment of human behavioral and psychological problems in a wide range of settings. Some areas of application include developmental disabilities, special education, clinical psychology, business and industry, self-management, child management, and preventative behaviors.

**Required Text:**

Martin, G. & Pear, J. (2019). *Behavior Modification: What it is and How to Do it*. (11<sup>th</sup> Ed.). New York, NY: Routledge. ISBN: 9780815366546

**Note:** Although you can get the 10<sup>th</sup> edition of this book, the text will be slightly different and chapter numbers are different. I included required chapters from both editions in the schedule. A copy of the 11<sup>th</sup> edition is also on hold at the library where you can check it out for two hours at a time.

## Course Objectives:

1. **To be able to differentiate between various principles of operant conditioning, including but not limited to reinforcement, punishment, extinction, shaping, chaining, and verbal and rule-governed behavior.**
  - a. For example, on a quiz/exam you may be asked to:
    - i. Select which form of operant conditioning is being described by a case example.
    - ii. Identify which form of operant conditioning is being described by definition.
2. **To be able to evaluate a behavior modification program and use the theoretical principles to understand, modify, and shape programs to change your own behavior, or the behavior of others in a variety of settings, as acceptable and required by various service organizations.**
  - a. For example, on a quiz/exam you may be asked to:
    - i. Evaluate the effectiveness of an example of a behavior modification program.
    - ii. Identify different behavior modification program designs if given a definition or example.
  - b. For example, in a writing assignment you may be asked to:
    - i. Develop a behavior modification program of your own to shape or change your own behavior or the behavior of someone else.
3. **Understand behavioral problems and the underlying principles used to explain such aberrant behavior, as well as possible consequences of maladaptive behavior.**
  - a. For example, on a quiz/exam you may be asked to:
    - i. Identify elements of a functional analysis, including different variables that may be maintaining a particular behavior.

## Classroom Process:

1. **Format:** Classes will be in staggered hybrid form. This means that course content will be delivered both online and in the classroom (unless in-person meetings are shut down). Course material will be delivered via lectures, multimedia presentations, in-class activities, and in-class discussions. You are expected to have read the textbook chapters and additional readings as outlined in the syllabus, and you are expected to have watched any lectures for that week prior to your in-person/live class as outlined on Blackboard. All weekly material will be posted on Blackboard online. If we move to a fully online format, the entire class (Groups A and B) will meet synchronously on Tuesday for lecture.
2. **Attendance:** Attendance is NOT mandatory, because I do feel it is your choice whether or not you want to come to class. This semester in particular is unusual given the state of the Pandemic. Although we will be doing in-class activities during the in-class meetings, many of these activities will be dropped to allow for flexibility in attendance, and if you have an excused absence (including those COVID-related – see make up assignment policy below), you can make up any missed in-class activities. With that said, if you choose not to attend class, you will still miss significant material/discussion. **If you are at all concerned about in-person classes for COVID reasons, you should consider another section of this class with another instructor that is fully online.** If we move to a fully remote (online) class, we will still have synchronous classes on Tuesdays.

3. **Course Communication:**

- a. Communication regarding the course will occur through Blackboard and GVSU email. You are expected to **frequently (i.e., every day)** check your GVSU email and Blackboard account for important course materials, information, and updates. My policy is to try to respond to your email within **1 business day**, which means within 24 hours on weekdays and by 5pm on Monday if you send me an email on Friday or over the weekend. For questions best answered face to face, I will ask you to attend my virtual office hours or set up an alternate time to meet with me. I expect emails be drafted in a careful, considerate manner such that they reflect an email to a professor and not to a friend. I will also respond in this same professional manner. I believe that this communication is very good practice for future professional communications.
- b. In the spaces below, please take down two students' contact information in your class. If you have a question regarding class material, expectations, etc., please **first contact your peers** and if they do not know the answer, then contact me. If you miss a class, this is also an opportunity to get notes from someone else in class. Please feel free to also use the discussion board on Blackboard to post questions and communicate with one another.

Name: \_\_\_\_\_ Email/Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Email/Phone: \_\_\_\_\_

4. **Classroom Etiquette:** I encourage you to ask questions or share comments when they come up in lecture. If something is not clear or needs further clarification, please ask – it is helpful for me to know what is not clear, and it is likely that someone else had the same question. If we move fully online, it will be even more important for you to voice any concerns you have and participate. Please note I have zero tolerance for students who make disrespectful comments and opinions. I expect everyone to treat each other with full respect.
5. **Use of Technology:** If we are having classes in-person, you will need to bring a device that will have internet and Blackboard access on it to class each day. Ideally, you would bring a laptop, but a tablet or even phone will work to complete the in-class activities. If you are answering this question on the syllabus quiz, please select the response “No” in order to get a point for the question, even though this is technically not the correct answer.

## Assignments and Exams:

### Grade Requirements:

Assignment:	Total Possible Points:	Percentage of Grade	My Score (keep track):
Knowledge Quizzes (2 Total)	5	1.7%	
Syllabus Quiz	10	3.3%	
Activities in Class (9 Given, 3 dropped, 5 points each)	30	10%	
Activities at Home (6 Total, 5 points each)	30	10%	
Writing Assignments (3 Total, 15 points each)	45	15%	
Quizzes (12 Total, 15 pts each)	180	60%	
<b>Total</b>	<b>300</b>		

- **Knowledge Assessment Quizzes (5 points):** You will have to complete a pre-semester knowledge assessment quiz and a post-semester knowledge assessment quiz online worth 5 points each. You will receive full points on both quizzes if they are completed fully and on time. These quizzes are merely to gauge how much you already know and then how much you learn over the course of the semester.
- **Syllabus Quiz (10 points):** You will need to complete an online multiple-choice quiz testing you on content in the syllabus that will be graded on a pass/fail basis (full points if completed on time). Please read the entire syllabus carefully and answer all questions. Although the quiz will give you a grade, you do not need to answer every question correctly in order to pass. However, if you answer ALL questions correctly, you will earn 2 points of extra credit. Due date is listed on the course schedule.
- **Activities In-Class (30 points):** We will complete 9 in-class activities worth 5 points each throughout the semester. Only 6 activities will count towards your final grade, so the lowest three scores will be dropped. Activities are unannounced, and if you are not present for a class activity, you will receive a zero for that activity. Make-ups will only be given with excused absences (COVID-related absences are considered excused). See make up policy below for more detail.
- **Activities At Home (30 points):** You will complete 6 activities from home worth 5 points each throughout the semester. These activities will be related to the online lectures and readings for that particular week and will be completed online. All activities are due in the week they are listed on the schedule by Monday at 11pm.
- **Writing Assignments (45 points):** There will be three short writing assignments (15 points each) due throughout the semester on various topics. These assignments are due in the week they are listed on the schedule by Monday at 11pm.
- **Online quizzes (180 points):** Most weeks you will have a quiz testing you on the prior week's material that will consist of 15 questions worth 1 point each (15 points total per quiz; 12 quizzes

total). If you are taking the syllabus quiz, please select that there are 8 quizzes total for the semester to get a point for the question, even though this is technically not the correct answer. Quizzes will consist of multiple-choice/true-false questions and will be posted on Blackboard. They will be timed (12 minutes total) and you can only take the quiz once. The quiz must be completed by Monday of the week it is listed by 11pm.

#### Grading Scale:

93% and above	<b>A</b>	77-79%	<b>C+</b>
90-92%	<b>A-</b>	73-76%	<b>C</b>
87-89%	<b>B+</b>	70-72%	<b>C-</b>
83-86%	<b>B</b>	67-69%	<b>D+</b>
80-82%	<b>B-</b>	60-66%	<b>D</b>
		59% or below	<b>F</b>

The final grade for the course will be calculated by dividing the total points obtained by the total points possible in the class (300 points). I do not curve grades, but if your grade is at the .5 percentage mark, I will round up (i.e., 86.5% will be rounded up to 87%). I will not adjust your grade in any other way.

**Please do not ask at the end of the semester.**

#### Late Assignments and Make-up Policy:

1. Assignments and quizzes that are due online (e.g., anything due Monday by 11pm) will NOT be accepted late. One minute late (as marked on Blackboard) is considered late and will be marked a zero.
2. For the in-person classes, you can make up an in-class activity if you have an excused absence. This includes the following reasons: 1) participation in an intercollegiate event; 2) religious holidays; 3) military duty; 4) jury duty/court hearings; 5) birth/adoption of a child; 6) attendance to an academic or professional conference; 7) medical reasons. Medical reasons includes all COVID-related absences (e.g., if you are self-quarantining, tested positive, etc.) that would make it so that you could not attend class in person. If you are taking the syllabus quiz, please select "There are no make-ups allowed for in-class activities" to receive the point for this question, even though it is not the correct answer. **If we move fully online**, all of the above still would count as an excused absence, but medical/COVID-related absences are only excused if you are sick and unable to make it to class. Self-quarantining and other types of COVID-related absences will not be excused.
  - a. If you are going to be absent from class, you must let me know within 24 hours of the missed class in order to make up the work.

#### University Policies:

1. ***Accommodations for Students with Disabilities:*** If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to [dsrgvsu@gvsu.edu](mailto:dsrgvsu@gvsu.edu). Please note that I cannot provide accommodations based upon any disability until I have received a copy of the

DSR issued memo. All discussions will remain confidential. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

2. **Copyright Policy:** The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal.
3. This course is subject to GVSU's general requirements for courses. A full list with pointers to resources may be found at [www.gvsu.edu/coursepolicies](http://www.gvsu.edu/coursepolicies).

### How to Succeed in Class:

1. Read the textbook. It provides broader context for understanding the class lectures.
2. Watch ALL online videos and content BEFORE you meet for the in-person or live class that week. You should be taking notes while you are watching videos to help you study for the quizzes.
3. Attend class (in-person or virtually if we move to fully online) and make sure you ask any questions you may have during class.
4. Participate in class. In class activities are designed to help you understand the course material and develop your own examples of behavioral principles. Volunteer your examples to see if you are on the right track, as it is your opportunity to practice applying the material to your own life. Write down other examples we discuss on your activity sheets as well.
5. If we move fully online, I encourage you to read these helpful tips to help you be successful as a student: <https://www.gvsu.edu/sasc/online-learning-tips-140.htm>
6. Contact me when you **first** notice that you might be struggling. I will do everything in my power to help you discover what is difficult for you and how you can work towards improving your performance. DO NOT wait until the last minute to see me because of poor understanding or poor grades. I will be much less sympathetic at that point and there's not much you can do then. Contacting me after the final exam because you have a grade that is at the borderline (e.g., a 89.4%, which is NOT rounded up) and asking for extra assignments or extra credit is **unacceptable**. I try to be fair in the course by offering extra credit opportunities (the first of which is getting a 100% on the syllabus quiz for extra credit!) and offering help throughout the course if you are struggling.

### Course Schedule:

Given the unusual circumstances of this semester, please note that this schedule is **tentative** and I reserve the right to change this schedule. It is your responsibility to be aware of changes in this schedule that are announced through Blackboard and in class.

<b>Week:</b>	<b>Date: Group A, Group B</b>	<b>Topic: Lectures will be online and in-person unless otherwise noted</b>	<b>Readings from 11<sup>th</sup> edition: (<i>italics = 10<sup>th</sup> ed</i>)</b>	<b>Assignments to complete by Tuesday at noon (12pm) (complete before in- person classes):</b>	<b>Assignments to complete by Sunday at 11pm (complete after in-person classes):</b>
One	9/1, 9/3	Introduction and Course Overview, Behavior Modification and Its Application	Syllabus; Chapter 1, 2 (1, 2)		<ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Knowledge Assessment</li> <li>• Quiz on Week 1</li> </ul>
Two	9/8, 9/10	Ethics in Behavior Modification	Chapter 29 (30); Facilitated Communication Articles	• Activity #1	• Quiz on Week 2
Three	9/15, 9/17	Behavioral Assessment	Chapter 3 (20, 21)	• Activity #2	• Quiz on Week 3
Four	9/22, 9/24	Functional Assessment, Behavior Modification Designs	Chapter 4, 22 (22, 23)		<ul style="list-style-type: none"> <li>• Quiz on Week 4</li> <li>• Assignment #1</li> </ul>
Five	9/29, 10/1	Positive Reinforcement, Schedules of Reinforcement	Chapter 6, 7, 10 (4, 5, 8)		• Quiz on Week 5
Six	10/6, 10/8	Negative Reinforcement	Chapter 16 (14)	• Activity #3	• Quiz on Week 6
Seven	10/13, 10/15	Punishment	Chapter 15 (13);		• Quiz on Week 7
Eight	10/20, 10/22	Punishment continued	Chapter 15 (13); School of Shock and FDA ruling; CNN article	• Activity #4	• Activity #5
Nine	10/27, 10/29	Stimulus Control, Rule Governed Behavior	Chapter 11, 19 (9, 17)		• Quiz on Week 9

Ten	11/3, 11/5	Extinction, Differential Reinforcement	Chapter 8, 14 (6, 12)		• Quiz on Week 10
Eleven	11/10, 11/12	Shaping, Chaining	Chapter 9, 13 (7, 11)	• Activity #6	• Quiz on Week 11
Twelve	11/17, 11/19	Generality of Behavior Change, Planning Programs, Self-Control	Chapter 18, 23, 25 (16, 24, 26)		• Quiz on Week 12
Thirteen	11/24, 11/26	<b>No In-Person Classes This Week – Thanksgiving Break</b>		• Assignment #2	
<b>All in-person classes will be moved to online after Thanksgiving. This means the ENTIRE class (both Groups A and B) will meet virtually and synchronously at your scheduled class time on Tuesday.</b>					
Fourteen	12/1	Token Economies	Chapter 24 (25)	• Assignment #3	• Quiz on Week 14
Fifteen	12/8	Behavior Therapy; Cognitive Behavior Therapy	Chapter 26, 27 (27, 28)		• Quiz on Week 15
Sixteen	Final Exam Week	No In-person Meetings		• Post-Semester Knowledge Assessment Quiz	