PSY 310: Behavior Modification
Fall 2014

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Department
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Office hours: M 5:30 – 6:00 (or by appointment), 2115 ASH

2132 Au Sable Hall
Monday 6:00 – 8:50
Pre-requisites: PSY 101
CRN: 22782

Required Text:


Additional required readings will be placed on course reserve

Course Description:
This course is designed as 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. Please note that you will be asked to critically examine empirical data and the rationale for behavioral interventions. 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.

Grading:
Grades will be calculated by dividing the total number of points earned by the total number of possible points (430). A letter grade will be assigned based on the grading scale listed below.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Examinations (3 @ 100pts each)</td>
<td>93% and above A</td>
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<tr>
<td>Final Exam</td>
<td>90% - 92% A-</td>
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<tr>
<td>Behavior Modification Project</td>
<td>87% - 89% B+</td>
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<tr>
<td>In-class activities and assignments</td>
<td>83% - 86% B</td>
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<tr>
<td>Total</td>
<td>80% - 82% B-</td>
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<tr>
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<td>77% - 79% C+</td>
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<td></td>
<td>73% - 76% C</td>
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<td>70% - 72% C-</td>
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<tr>
<td></td>
<td>67% - 69% D+</td>
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<td></td>
<td>60% - 66% D</td>
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<td>59% and below F</td>
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Note: I do not offer extra credit to students on an individual basis under any circumstances. Please do not ask if you may complete an extra credit assignment to bring up a low grade.

Course Requirements and Assignments

Exams (4 @100 pts. 400 points total)

There will be a total of four examinations in this class (3 unit exams and 1 final exam). The dates for each examination are listed on the course schedule. Each examination will be worth 100 points and will consist of multiple-choice, true/false, matching, and/or short answer/essay questions. The final examination in this course is cumulative. The content on the exams will be drawn from the textbook, assigned readings, and lecture. Please note that not all content from the text will be covered in lecture, and not all content in lecture is in the textbook. For the exams, students are responsible for all content in assigned readings and lecture.

Exam Policies: Make-up exams are only allowed in the case of an unavoidable emergency. An unavoidable emergency may include the following: serious illness, funeral, or unexpected car trouble. In order to make up an exam you MUST have documentation. Documentation can include: doctors note, towing or car repair receipt, program from funeral, etc. You must provide this documentation within 24 hours of the missed exam. Please note that make-up exams must be completed within 1-week of the scheduled exam date. Failure to notify me in advance, provide documentation, or complete the exam within the time frame, will result in a zero.

During exams, you will be required to turn off all digital devices, such as cell phones, pagers, MP3 players, iPods and hand-held computers. Any student identified with such a device powered on during an examination will receive an F on the test at the instructor's discretion.

Behavior Modification Group Project (100 pts)

As part of this course, you will be asked to design a project in which you apply the principles of behavior modification to your own or another's behavior. As a group, you will decide on a general topic of behavior that all in the group will target, will track individual data on that behavior, and will use a behavior modification treatment to change that behavior. You will be required to work on your project from the beginning of the course by putting into practice what you are learning in class and in your reading. As part of this project, you will search the relevant literature, design a program of behavior modification, collect and document data on the frequency, duration, rate, and/or latency of the behavior, and write a 10-12 page group paper integrating these components. All individuals should work on ALL aspects of the paper. Failure to do this will result in point reduction on the paper. All papers will be turned into Blackboard. You are required to upload your paper to Blackboard before the beginning of the class in which it is due. This paper is described in greater detail later in another document.
In-class activities and assignments: (30 pts. total)
There will be several unannounced in-class activities and assignments that are required throughout the term. These assignments are typically completed in class but may also require you complete tasks outside of class. In order to receive points for the assignments, you must be present in class. There are no excused absences for these assignments. Therefore, even if you have a valid excuse, you will not be able to make up the points.

Course Policies

Attendance: Lecture attendance is essential for earning a satisfactory grade in this class. Attendance will not be taken during lectures. If you do need to miss a class period, please be aware of the following: (1) I will not “re-teach” the lecture to you or help you complete the lecture notes (you must consult with a peer in this class), (2) I present a significant amount of content that is not in the textbook and this content in often on the quizzes, and (3) Announcements about assignments and exams may be made during lecture and not updated on Blackboard.

Lecture notes: Typically, I will post my lecture notes on blackboard prior to lecture. These notes typically outline the lecture, and do not contain all important information. Therefore, it is recommended that you take notes during lecture, as you will be held accountable for the lecture content, including information that is not posted on the slides. Although I will make every effort to post slides prior to lecture, it is not guaranteed. It is likely that there will be days that slides are not posted prior to class. In addition, be aware that I provide these notes at my discretion – I reserve the right to discontinue providing notes at any point during the semester if I find that it is not an effective method of providing information. Please do not email me and ask when the slides will be posted. In addition, some slides may be changed/added after I post.

Preparation for lecture: I expect that all students will be fully prepared for lecture. This is defined as reading the assigned text prior to the lecture and identifying any questions for clarification. I often plan small group activities/discussions for during lecture, and it is essential that you are prepared to fully participate/benefit from these activities.

Electronic Devices: All electronic devices (cell phones, iPods, etc.) are to be TURNED OFF and PUT AWAY during lecture. It is unacceptable to have your cell phone out and on your desk during lecture. Please refrain from text messaging, emailing, surfing the web, etc. during lecture. This is very disruptive to other students. Laptop computers are permitted for taking course notes only. If it becomes apparent during the term that laptops are being used for other purposes (emailing, instant messaging, surfing the web, etc.) I reserve the right to institute a “no laptop policy”.

Canceled Classes: If classes are canceled at the university, any exam or assignment missed due to the cancellation will take place at the next scheduled class meeting time. If I cancel a class, I will notify the class via email/Blackboard.
Assignment Submissions: Assignments must be turned in at the beginning of class on the due date. You may turn in a hard copy OR submit the assignment on Blackboard. Via Blackboard is preferred. The format of some operating systems/software is not always compatible with Blackboard, please ensure that your software/file format is compatible. Emailed submissions WILL NOT be accepted under ANY circumstances. If an assignment is not turned in at the beginning of class, late penalties will apply. Please see the individual assignment descriptions for specific late penalties.

University Policies

Accommodations for Students with Disabilities: If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or Disability Support Services (DSS) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if that student discusses the specific need with me and the accommodation appears to be justified. Furthermore, if you have a 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.

Academic Integrity: Students are expected to adhere to the university’s policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

Plagiarism: As described in Section 223.01 of the Student Code, “any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students … Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.” In sum, copying the work of any other individual, whether that of another student, researcher, author or editor is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences.

If you have questions regarding the appropriate use of citations and plagiarism, please contact the instructor BEFORE turning the assignment in. Please note that taking extensive content word-for-word from a journal, book or website is considered plagiarism.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>8/25 Syllabus, Introduction Behavior Modification</td>
<td>Chapter 1, 2, 29</td>
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<tr>
<td>Week 2</td>
<td>9/1 Labor Day Break</td>
<td>No Class</td>
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<td>Week 3</td>
<td>9/8 Ethics Measuring Behavior</td>
<td>Chapter 30 Chapter 20, 21</td>
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<td>Behavior selection due</td>
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<td>Week 4</td>
<td>9/15 Research Designs</td>
<td>Chapter 23</td>
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<tr>
<td>Week 5</td>
<td>9/22 Exam 1 Group Project Work Time</td>
<td>Chapter 1, 2, 20, 21, 23, 29, 30 Meet with group</td>
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<td>Project proposal due</td>
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<td>Week 6</td>
<td>9/29 Positive Reinforcement</td>
<td>Chapter 3, 4</td>
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<td>Project proposal due</td>
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<tr>
<td>Week 7</td>
<td>10/6 Schedule of Reinforcement</td>
<td>Chapter 13</td>
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<td>Negative Reinforcement</td>
<td>Chapter 6</td>
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<td>Week 8</td>
<td>10/13 Intermittent Reinforcement Punishment Extinction</td>
<td>Chapter 7, Chapter 12, Chapter 5</td>
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<td>Week 9</td>
<td>10/20 Exam 2</td>
<td>Chapter 3, 4, 5, 6, 7, 12, 13 Drop Deadline 10/25 Data update 1 due</td>
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<td>Week 10</td>
<td>10/27 Stimulus Discrimination/Generalization Fading/Shaping/Chaining</td>
<td>Chapter 8</td>
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<td>Chapter 9, 10, 11</td>
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<td>Week 11</td>
<td>11/3 Stimulus Control: Rules, Modeling and Motivation</td>
<td>Chapter 17, 18, 19</td>
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<td>Week 12</td>
<td>11/10 Generality of Behavior Change</td>
<td>Chapter 16</td>
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<td>Data update 2 due</td>
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<tr>
<td>Week 13</td>
<td>11/17 Exam 3 Group work time</td>
<td>Chapter 8, 9, 10, 11, 16, 17, 18, 19</td>
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<td>Week 14</td>
<td>11/24 FBA/Token economies Self-control</td>
<td>Chapter 22, 25</td>
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<td>Chapter 26</td>
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<td>Final project due</td>
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<tr>
<td>Week 15</td>
<td>12/1 CBT/ACT Catch up/review</td>
<td>Chapter 27</td>
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<tr>
<td>Finals</td>
<td>12/8 6:00pm</td>
<td>Final Examination: Cumulative</td>
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*This schedule is tentative and likely to change.*

**Behavior Modification Project and Paper**

This project will involve completing scholarly reading in behavior modification, and applying the principles of behavior modification that you learn this course. You will design, implement, and evaluate a behavior modification plan. This project has several different
components and will require significant time effort throughout the entire semester. You are encouraged to select a project that is meaningful to you and members of the group rather than simply meeting a course requirement.

**Groups**

You will be working in groups of 3-4 students. You may select your own group members if you wish. If you find that your interests are not similar to your group members, please talk with me early in the semester, and I may be able to find you a group with similar interests.

**Group Work Participation**

It is expected that all group members will fully participate and contribute to this project. This includes: attending group meetings, actively participating in group meetings, responding to emails from group members, completing tasks in a timely manner, and ensuring assigned tasks are high-quality. A small portion of your grade is based on group member ratings. In addition, the following policies apply:

1. It is recommended that you take data on group participation. This may include keeping a sign-in sheet for group meetings, recording assigned tasks and due dates, etc. This is optional and does not need to be turned in, however if there are problems in the group, it is typically better to have data.
2. If a group member is not fully participating, please talk with the group member early in the term. If you are not comfortable, I am happy to facilitate a discussion.
3. If the problem persists after attempts for discussion have been made, the group may request that the member leave the group. I will review the situation and make a decision. The individual will then be required to complete the project independently.
4. Group Ratings: If a group member receives consistently low ratings from all group members, the maximum points on the project for that member will be 70%, regardless of the grade on the projects. This is non-negotiable and final.

For this assignment, you will be required to write a 10-15 page group paper based on the behavior modification program you have designed to modify some behavior. Each group will turn in ONE paper, although ALL members of the group are expected to participate in ALL aspects of creating this paper. I strongly encourage you to ALL work on ALL aspects of this paper, rather than delegating certain parts to certain people. This approach tends to prevent problems with people not carrying their own weight, and since you are graded based on the TOTAL paper, you should have contact with ALL parts.

**Project Requirements**

Step 1: Select a behavior to modify

Due 9/8/2014
Identify a general behavior category that the group would like to modify. It is likely that your individual behaviors will have different operational definitions, but it is helpful if there is some unifying general topic for the whole group. Because, at this point, you may have no idea how to do the project, you are expected to frequently consult with me as a group to begin to develop some project ideas. As a word of caution, you should begin working on this project as soon as possible, because if you procrastinate, you will not be likely to collect sufficient data to evaluate your project. I am willing to devote time to provide direction to you, but it is your responsibility to seek out that assistance. Here are some topics that you may consider for your project:

- Smoking cessation/reduction
- Weight control
- Physical fitness/maintenance
- Time management/procrastination
- Stress management/increasing balance of activities
- Class performance (test scores, reading), improving study habits
- Child discipline/behavior problems (if you have your own child)
- Discrimination training
- Stimulus control
- Animal training (if you have your own pet, preferably a dog)

You can work with humans or non-humans. You may identify other topics of interest to you as well. Please let me know ASAP what topic you are considering so I can provide you with some feedback. All members of your group should come to some consensus as to the general topic of behaviors that each member will be modifying. All members of the group are required to implement the treatment and track individual data. There may be some individual variability in terms of the specific topography of the behavior (for example, you may choose to target exercise, but some members may engage in sit-ups, others in weight-lifting, others in running, etc.). You should just be thoughtful to make your general topic of the paper sufficiently broad to cover all group members’ topography. Each group member will have their own operational definition of their behavior within that general topic of behavior change. You may not choose to do any project that aversive control, including but not limited to corporal punishment, or any procedure that results in physical or psychological harm.

Step 2: Research your topic to select an appropriate treatment

Go to the library and begin to search for at least five scholarly articles related to the type of behavior that you want to work on. Below you will find a list of suggested relevant journals that may contain appropriate articles for your project. Please remember that articles from popular magazines (e.g., Psychology Today, Newsweek, Good Housekeeping, Cosmopolitan, People, etc.) are not acceptable sources for your project. The studies that you identify must utilize a behavioral technique for modifying a behavior. When you identify five articles that may be appropriate, read the articles and learn more about the selected topic. Pay attention to how the study was conducted, how data was collected, the methodology used, etc. You will use these articles to design your project and will discuss these articles in your project.
paper. You will be required to appropriately cite and discuss them in your project paper. The journals listed below are likely to contain studies that are (1) behavioral in nature, and (2) relevant to your topics. I highly recommend examining the Journal of Applied Behavior Analysis. It is the premier academic journal in the area of Behavior Modification.

- Behavior Modification
- Behavior Research and Therapy
- Behavior Therapy
- Child and Family Behavior Therapy
- Journal of Applied Behavior Analysis
- Journal of Behavior Therapy and Experimental Psychiatry
- Journal of Clinical and Consulting Psychology
- Journal of Organizational Behavioral Management
- Journal of Behavioral Education
- Journal of Positive Behavior Interventions
- American Journal of Mental Retardation
- Animal Learning and Behavior
- Applied Animal Behaviour Science
- Child Development
- Exceptional Child
- Health Education Research
- Journal of Abnormal Psychology
- Journal of Abnormal Child Psychology
- Psychological Report
- Education and Treatment of Children

Please allow adequate time to complete this task. It is likely that you will need to find and read more than 5 scholarly articles before sufficiently narrowing your topic. DO NOT simply select the first five studies that you come across. The studies should specifically address your topic, use a behavioral modification technique, and be published in a scholarly journal. In addition, these articles should guide your decision on the type of treatment you implement.

Step 3: Design your project

Due 9/29/14

Design your project, and consult with me to ensure that it is appropriate and feasible. You must determine the following when designing the project:

1. Provide an operational definition for each group member's behavior. I encourage each group member to have his/her own behavior to modify, although it is possible that all group members will have the same behavior. NOTE: if you your collecting data on a behavior that you would rather not report (for example, your weight), you can create a pseudo-name for the data.
2. Determine how you will measure each group member’s behavior. Your measurement systems may be similar across all group members, or it may be very different (it depends on the behaviors that you are trying to change).
3. Determine how you will collect data. Be sure to establish the procedures
and the frequency of data collection (for example, if you are trying to increase physical activity, when will you take your measurements, every two days? weekly?) Describe your data collection procedures in enough detail that a complete stranger could pick up the description and collect data.

4. What intervention or treatment will you use to modify the target behaviors? Describe the intervention/treatment in detail.

5. How will you ensure that the treatment is implemented as intended? Determine a method for collecting data on fidelity of implementation.

6. What type of behavior modification design will your group utilize? You should obtain written permission from the individual you are intending to do this project on (including yourself), and sign the attached consent document. Every group member should turn in his/her own consent document. You will turn this in to me. After designing the project, your group must complete a project proposal. The project proposal should contain the following information:

   1. A description of your group topic
   2. The APA citation AND a paragraph long summary for each of your five studies
   3. The operational definitions for each group member’s target behavior. In addition, you must describe how you will measure each target behavior
   4. Describe a plan for data collection and monitoring (how will your group ensure that you are collecting the data and monitoring the effectiveness of the treatment)
   5. Describe the intervention or treatment
   6. Describe how you will monitor fidelity of implementation?
   7. What type of behavior modification design will you use?

   The purpose of this proposal is to ensure that your group is on the right track prior to beginning data collection. This project proposal is meant to be brief, but be sure to include enough detail that I can understand your project. Please type your responses to the above items. You may simply number each one of your responses.

**Step 4: Implement your project**

Once you have designed your project, and I have approved it, you should begin collecting systematic data. **You must collect baseline data prior to implementing your project.** Data should be collected and summarized on a regular basis. You will be required to provide a data update at two points during the semester: 10/20/14 and 11/10/14. Your data updates must include the following:

   1. You group topic
   2. A graph depicting your data.
   3. A summary of your fidelity of implementation data (you do not need to provide a graph)

   You must turn in a summary, and be prepared to discuss your data in class. Data
collection should be complete by the end of Thanksgiving break in order to have adequate time to complete your paper.

**Step 5: Summarize your completed project**

After you have implemented your project, each group should write a 10-12 page paper discussing the group project. The paper should be written and typed in accordance with APA style. The paper should be modeled after the articles you have read, and should include the following:

1. Introduction (including discussion of the articles you read),
2. Methods (what you did exactly, what you used to change the behavior),
3. Results (discuss and display the individual data you collected)
4. A graph of your data
5. Discussion (explain what the data mean, did the intervention work, why or why not, what principles would have enhanced the effectiveness, how your project relates to class material), implications and future directions (what could have been done differently that would have helped, problems with the research methods, etc.),
6. References (in accordance with APA style).
7. Include any data collection forms, intervention materials, supporting documents as appendices.

I highly recommend that you edit and proofread your papers before turning it in; the first draft is rarely the best one, and errors will negatively impact your grade. The final paper is due at the beginning of class on 11/24/14.

**Paper Grading Rubric**

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<tr>
<th>Project Component</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Topic Selection</td>
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<td>9/8</td>
</tr>
<tr>
<td>Project Proposal</td>
<td>10</td>
<td>9/29</td>
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<tr>
<td>Data Update 1</td>
<td>5</td>
<td>10/20</td>
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<tr>
<td>Data Update 2</td>
<td>5</td>
<td>11/10</td>
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<tr>
<td>Final Paper</td>
<td>80</td>
<td>11/24</td>
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<tr>
<td>• Introduction Methods</td>
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<tr>
<td>• Results</td>
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<td>• Discussion</td>
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<td>• Graph</td>
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<td>• APA format</td>
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<td>• Writing</td>
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<td>Total</td>
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Depending on interest within the course another option of a group presentation will be allowed. This will be a 15-20 minute presentation of electronic slides/graphics that include the elements noted within the “Final Paper” portion of the rubric above. The exception would be that “Presentation” would supplant
“writing”. Groups choosing this option will be required to completed all of the prior components of the project. Also, the final graph(s) and electronic portions of the presentation will be submitted via Blackboard by the same due date as is required for the paper. Date(s) for presentations will be determined based on the number of groups choosing this option.

More specific expectations for the content areas within the Final Paper (or group presentation) will be provided within the course.

Read the following notice about your project. Fill out the bottom portion after you have read it and return it to your professor BEFORE YOUR START YOUR PROJECT. IF YOU DO NOT TURN IN THIS NOTICE BEFORE YOU START THE PROJECT, YOU WILL NOT RECEIVE CREDIT FOR YOUR PROJECT PAPER.

1. **Confidentiality Issues:** All students and the professor will keep all information about the student’s project confidential, unless required by law to do otherwise. In the event that the instructor decides to later publish portions of this project to illustrate its teaching effectiveness, I understand that any relevant variables or characteristics that could be used to identify me will be altered or changed in order to preserve my confidentiality.

2. **Consent Issues:** If your project involves working on the behavior of anybody but your own, you should obtain written permission from that person, his/her parents, his/her legal guardians, or his/her owners (in the case of pets). This should be obtained before you proceed with the project.

3. **Therapy Issues:** Doing a behavior modification project for a college course is an educational activity and is not intended or indicated to be a form or take the place of psychotherapy. **You are not to conduct a project as therapy, including goals such as reducing clinical depression, anxiety disorders, or other DSM-IV/V diagnoses.** You could do more harm than good. Students who have psychological difficulties should consult the GVSU Counseling Center located in the Student Services Building. If you are already in therapy and the project relates in any way to the psychological condition for which you are being treated, you must consult your therapist regularly for help and supervision in designing and carrying out the behavior modification project.

4. **Physical Health Issues:** You should not design a project that could conceivably harm your physical or psychological health as exemplified by the following cases: a) you want to lose a great deal of weight quickly; b) you want to lose weight but are already within the standard healthful weight range for your height and age; c) you have a serious medical disorder that could be affected by your project behavior. You also are not permitted to design a project that involves aversive control, or any method that could reasonably result in psychological or physical harm. If you have any reason to believe that your project will result in any of these or other negative consequences, you should consult with a medical or
licensed mental health professional and get approval prior to implementing your project.

5. **Alternate Activity:** If you have a legitimate reason why you would prefer not to implement this project to alter your own or another’s behavior, please contact the instructor and she will arrange for an alternate activity. This will require analysis of an existing, fictitious behavior modification data set and literature search of that literature.

6. **HRRC Contact:** If you have any questions or concerns pertaining to the rights of human subjects, please feel free to contact me (Scholten) via email. You may also contact Dr. Hendersen, the chair of the Department of Psychology at 331-2195, or the Human Research Review Committee, Dr. Paul Reitemeier (331-3417) if you have any questions about your rights as a research participant.
I have read the above project notice and agree to follow its recommendations.

Signature: ________________________________

Printed Name: ________________________________

Date: ___________________________________________