

**PSY 310: Behavior Modification
Fall 2025**

HYBRID: Meets Mondays and Wednesdays IN CLASS and remaining coursework is ONLINE

Section 02 – 1-1:50pm in LMH 176

Section 06 – 2-2:50pm in LMH 176

Instructor: Mikhila Wildey, PhD

Virtual Office Hours: Mondays 10:30-11:30am, Thursdays 12-1pm

Please make an appointment here: <https://calendly.com/wildeymi>

*If these times do not work, [email me your availability](mailto:wildeymi@gvsu.edu) M-F 9am-4pm

*You do NOT need to let me know you want to meet with me before scheduling a time online – just schedule it!

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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. (2024). *Behavior Modification: What it is and How to Do it*. (12th Ed.). New York, NY: Routledge. ISBN: 9781032233154

Course Objectives:

1. Differentiate between various principles of operant conditioning, including but not limited to reinforcement, punishment, extinction, shaping, chaining, and verbal and rule-governed behavior.
2. Evaluate a behavior modification program and use the theoretical principles to understand, modify, and shape programs to modify behavior in a variety of settings and service organizations.
3. Describe behavioral problems and the underlying principles used to explain such aberrant behavior, as well as possible consequences of maladaptive behavior.

Classroom Process:

1. **Format:** This course is a hybrid course, which means that course content will be delivered both online and in the classroom. Specifically, the course is a “flipped” format, where informational material will be delivered asynchronously online, and twice a week in-person classes will be reserved for quizzes, in-class activities, multimedia presentations, and in-class discussions. The course is set up so that asynchronous material **must be completed prior to the in-person classes per the course schedule**. You will be tested on this asynchronous material each week.
2. **Attendance:** Attendance is NOT mandatory, and it is your choice whether you want to attend class. However, your grade will suffer if you do not attend class. There will be a content quiz or a graded in-class assignment nearly every class period. There are no make-ups for these quizzes and assignments given some of the scores will be dropped at the end of the semester, so coming to class is the only way to get these points.
3. **Classroom Etiquette:** First, I prefer to be addressed as Dr. Wildey or Professor Wildey by students. I use this same title in other professional capacities, including in my clinical work. If you see me outside of school in a non-professional setting or you have graduated and are no longer a student, you can call me by my first name. Second, I encourage you to speak up in class, especially if you have questions or need further clarification, as it is the best way for me to get to know you and it is likely another student may have the same question. Please be mindful of the language you use when you choose to speak up and the impact you may have on others through your comments. Even if your intent is not to create harm, words are still powerful and can impact others.
4. **Course Communication:**
 - a. Communication regarding the course will occur through Blackboard and GVSU email. You are expected to **regularly (i.e., every day)** check your GVSU email and Blackboard account for important course materials, information, and updates.
 - b. My policy is to try to respond to your email within **2 business days**, which means within 48 hours on weekdays and by 5pm on Tuesday if you send me an email on Friday or over the weekend. I generally will not check or respond to emails after 5pm or on weekends.
 - c. For questions best answered face to face, I will ask you to attend my office hours or set up an alternate time to meet with me.
 - d. Please draft emails to me in a professional capacity. Professional means that you should begin the email by addressing me by my preferred title (Dr. Wildey or Professor Wildey), write your content and proofread it and make sure it is not written in text short-hand, and sign with your name. I believe these exchanges are important for professional development and should be how you communicate in all professional capacities unless the person you are communicating with tells you otherwise.

- e. In the spaces below, write two students' contact information. Please contact these students FIRST if you have a question about the course (e.g., finding a particular assignment, not understanding a specific direction, etc.). If they cannot answer your question, then reach out to me.

Name: _____ Email/Phone: _____

Name: _____ Email/Phone: _____

5. **Required to bring for in-person classes:**

- a. A portable, internet-connected device (e.g., ideally a tablet or laptop) to **every class as all quizzes and in-class work will be completed on this device.**
- b. Martin & Pear (2019) required textbook- This textbook should already be on your laptop/device as it is on GVSU SAVE, but if you purchased a physical copy, you will need to bring it with you. If you are taking the syllabus quiz, please select "A notebook and a pencil" as the correct answer for what you should bring to class with you if you are able to (even though it isn't the correct answer – this is to check if you are reading and to ensure you get credit for this question).

6. **Required for Asynchronous Material:**

- Computer or laptop with reliable, high-speed internet access
- Computer with a sound card and speakers, and an operating system that meets current Blackboard browser requirements (Windows 7 or above, OS 10.10 or above)

Assignments and Exams:

Assignment:	Total Possible Points:	Percentage of Grade
Knowledge Assessment (2 Total)	12	3.0%
Syllabus Quiz	6	1.5%
In-Class Activities (12 given, 1 dropped, 4 points each)	44	11.0%
Embedded Questions from Asynchronous Material (11 weeks, 8 points per week)	88	22.0%
Writing Assignments (3 Total, 30 points each)	90	22.5%
In-Class Quizzes (11 given, 1 dropped, 16 points each)	160	40.0%
Total	400	100%

- **Knowledge Assessment (12 points):** You will have to complete a pre-semester knowledge assessment quiz and a post-semester knowledge assessment quiz online worth 6 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 (6 points):** You will need to complete an online 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 and answer all questions carefully. Although your quiz grade does not matter, if you answer ALL questions correctly, you will earn 1 point of extra credit.
- **In-Class Activities (44 points):** For our in-person classes, we will be doing 12 collaborative activities throughout the semester worth 4 points each and the **lowest score** will be dropped. These assignments are graded as pass/fail based on completion. If you are taking the syllabus quiz, please select “You will be graded on how well you write your responses” as the correct answer for how in-class activities are graded (even though it isn’t the correct answer – this is to check if you are reading and to ensure you get credit for this question).
- **Embedded Questions from Asynchronous Material (88 points):** To stay engaged with the asynchronous material, you will answer 4 embedded questions worth 2 points each per week across 12 weeks of online lectures. These questions encourage note-taking and active participation.
- **Writing Assignments (90 points):** There will be three short writing assignments (30 points each) due throughout the semester on various topics.
- **In-Class quizzes (160 points):** There will be 11 in-class quizzes, with the **lowest score** dropped. Each quiz will have 8 multiple-choice/true-false questions (2 points each, 16 points total possible per quiz) covering the week's material and readings. Quizzes will be given at any time during the class period on specific days listed course schedule.

Grading Scale:

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

The final grade for the course will be calculated by dividing the total points obtained by the total points possible in the class (400 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. The Knowledge Assessments, Syllabus Quiz, In-Class Activities, Embedded Questions, and In-Class Quizzes must be submitted on time or you will receive a zero for that activity or quiz. Blackboard will mark anything that is submitted even a few seconds past the deadline as late. If you are taking the syllabus quiz, please select “Make-up quizzes and activities are allowed for any legitimate reason” as the correct answer for whether make-ups are allowed for in-class quizzes and activities (even though it isn’t the correct answer – this is to check if you are reading and to ensure you get credit for this question).
2. Writing assignments are subject to a 5-point penalty (i.e., 10%) if turned in up to 24 hours late, 10-point penalty (i.e., 20%) if turned in 24-48 hours late, and a 15-point penalty (i.e.,

30%) if turned in 48-72 hours late. Writing assignments are marked a zero if they are turned in late beyond the 72-hour window.

University Policies:

1. **Accommodations for Students with Disabilities:** If you need 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. 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. **AI Policy:** The use of artificial intelligence (AI) tools and applications (including, but not limited to, Copilot, ChatGPT, DALL-E, and others) for course assignments and assessments does not support the learning objectives of this course and is prohibited unless otherwise specified by the course instructor for a specific circumstance. Using them in any way for this course outside of the instructor's direct permission is a violation of the course's expectations and will be addressed through GVSU's academic misconduct policy.
4. 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.

How to Succeed in This Course:

1. **Self-Management is key.** Online courses require perseverance, self-discipline, self-motivation, and the ability to work independently – much more so than face-to-face courses. Be sure to:
 - a. Log into Blackboard at least 4-5 times/week or once/day
 - b. Stay organized by writing down all of the due dates for this course in your personal/work calendar
 - c. Plan consistent and regular weekly study times. You may need to block out specific (and consistent) times in your schedule each week solely to work on this class. Put the time(s) in your schedule/planner.
 - d. Visit <https://www.gvsu.edu/sasc/online-learning-tips-140.htm> for additional tips and videos to help you better succeed in an online class.
2. **Read the textbook.** It provides broader context for understanding the class lectures.
3. **Watch ALL of the online lectures each week.** When watching lectures, take good notes. Pretend that you are in-class and needing to take notes. Go back and re-watch aspects you didn't understand. *Plan on spending double the time of the lecture as you watch it, to account for notes and stopping and re-watching.*

4. **Turn in all assignments on time.** Easy points can be lost when students do not complete assignments on time. Missing assignments will substantially lower your grade in the course.
5. **Prepare for weekly unit quizzes.** You should make sure you feel confident about the material and feel like you know it very well before taking the quiz. You should be re-reading your notes daily and testing yourself on the course material (this method is one of the best at ensuring you retain the information).
6. **Communicate with me!** Email me or make an appointment to meet with me on Zoom if you need to discuss anything pertaining to this course. You don't need to email me first to let me know that you want to meet with me or are struggling – simply book a time during my office hours and then we can chat about your concerns. I enjoy meeting and talking with students, and I want you to succeed in this course! In addition, 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., an 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.
7. **Need Additional Support? Connect with Psych Friends!** Psych Friends Peer-to-Peer Mentors are trained, upper-level psychology and behavioral neuroscience students ready to help you succeed. They offer support in key areas like study strategies, exam prep, understanding major requirements, career/grad school planning, and student well-being. Follow on Instagram **@gvsu.psychfriends** and schedule your online or in-person meeting at **gvsu.edu/navigate**.

Course Schedule:

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. **Bolded items under assignments and classes are graded.**

Week:	In-Class Dates (Mon & Weds):	Topic	Assignments and Readings to be completed before class Monday:	Monday Class:	Wednesday Class:
One	8/25, 8/27	<ul style="list-style-type: none"> Intro Course Overview, Behavior Modification & Its Application 	<ul style="list-style-type: none"> Syllabus (read this week) Chapters 1, 2 (complete this week) 	<ul style="list-style-type: none"> Knowledge Assessment #1 (In Class) 	
Two	9/1, 9/3	<ul style="list-style-type: none"> Ethics in Behavior Modification 	<ul style="list-style-type: none"> Syllabus Quiz Chapter 29 Facilitated Communication Articles Embedded Questions (not graded) 	NO CLASS	<ul style="list-style-type: none"> Activity #1 Quiz #1
Three	9/8, 9/10	<ul style="list-style-type: none"> Behavioral Assessment 	<ul style="list-style-type: none"> Chapter 3 Embedded Questions #1 	<ul style="list-style-type: none"> Activity #2 	<ul style="list-style-type: none"> Quiz #2
Four	9/15, 9/17	<ul style="list-style-type: none"> Behavior Modification Designs Functional Assessment 	<ul style="list-style-type: none"> Chapter 4, 22 Embedded Questions #2 	<ul style="list-style-type: none"> Activity #3 	<ul style="list-style-type: none"> Quiz #3
Five	9/22, 9/24	<ul style="list-style-type: none"> Positive Reinforcement Schedules of Reinforcement 	<ul style="list-style-type: none"> Writing Assignment #1 Chapter 6, 7, 10 Embedded Questions #3 	<ul style="list-style-type: none"> Activity #4 	<ul style="list-style-type: none"> Quiz #4
Six	9/29, 10/1	<ul style="list-style-type: none"> Negative Reinforcement 	<ul style="list-style-type: none"> Chapter 16 Embedded Questions #4 	<ul style="list-style-type: none"> Activity #5 	<ul style="list-style-type: none"> Quiz #5
Seven	10/6, 10/8	<ul style="list-style-type: none"> Punishment 	<ul style="list-style-type: none"> Chapter 15 Embedded Questions #5 	<ul style="list-style-type: none"> Activity #6 	<ul style="list-style-type: none"> Quiz #6

Eight	10/13, 10/15	<ul style="list-style-type: none"> • Punishment continued 	<ul style="list-style-type: none"> • Chapter 15 • School of Shock and FDA ruling; CNN article • Embedded Questions #6 		• Activity #7
Nine	10/20, 10/22	<ul style="list-style-type: none"> • Work on Writing Assignment #2 		NO CLASS	NO CLASS
Ten	10/27, 10/29	<ul style="list-style-type: none"> • Stimulus Control • Rule Governed Behavior 	<ul style="list-style-type: none"> • Writing Assignment #2 • Chapter 11, 19 • Embedded Questions #7 	• Activity #8	• Quiz #7
Eleven	11/3, 11/5	<ul style="list-style-type: none"> • Extinction • Differential Reinforcement 	<ul style="list-style-type: none"> • Chapter 8, 14 • Embedded Questions #8 	• Activity #9	• Quiz #8
Twelve	11/10, 11/12	<ul style="list-style-type: none"> • Shaping • Chaining 	<ul style="list-style-type: none"> • Chapter 9, 13 • Embedded Questions #9 	• Activity #10	• Quiz #9
Thirteen	11/17, 11/19	<ul style="list-style-type: none"> • Generality of Behavior Change • Planning Programs • Self-Control 	<ul style="list-style-type: none"> • Chapter 18, 23, 25 • Embedded Questions #10 	• Activity #11	• Quiz #10
Fourteen	11/24, 11/26	<ul style="list-style-type: none"> • Work on Writing Assignment #3 		NO CLASS	NO CLASS
Fifteen	12/1, 12/3	<ul style="list-style-type: none"> • Token Economies • Behavior Therapy • Cognitive Behavior Therapy 	<ul style="list-style-type: none"> • Writing Assignment #3 • Chapter 24, 26, 27 • Embedded Questions #11 	• Activity #12	• Quiz #11
Sixteen	Final Exam Week	<ul style="list-style-type: none"> • Knowledge Assessment #2 PSY 310-01 - Monday 12/8 - 12-1:50pm PSY 310-06 – Wednesday 12/10 2-3:50pm			