

PSYC 8610 IA: Behavior Modification
 CRN 51135
 On-line at BlazeView
 John H. Hummel, Ph.D., BCBA
jhummel@valdosta.edu
 706.352.5428

John H. Hummel, Ph.D., (706) 352.5487 this is my office phone. If you need to talk with me it is best to FIRST email me and give a couple days/times and your phone number so I can call you. You can call my number and leave a message including your name, phone #, and a good day/time for me to call you back

REQUIRED TEXTBOOK(S)

Martin, G., & Pear, J. (2011). *Behavior modification: What it is and how to do it* (9th ed.).

Englewood Cliffs: Prentice Hall.

COURSE DESCRIPTION

Prerequisite: PSYC 7020, RSCH 7100, advanced standing, and approval of instructor.

The study of changes in human motivation, adjustment, and achievement as a function of the systematic application of principles derived from operant, respondent, and social learning theories. The student will be trained in defining, observing, and recording behavior in various environments. Techniques of behavior therapy will be illustrated. Although there is an applied emphasis, a general knowledge of learning theory is recommended.

Email and Attachments:

Most of the interactions we will have this term involves email. How you construct emails reflects your level of professional development. Here are some rules that we will ALL follow. **First**, every email you send me MUST have your course # in the subject line or I will delete the email w/o opening it. **Second**, every email must have a (a) formal greeting/salutation, (b) a message body, and (c) a closing. **Last**, Compose emails using the conventions of standard English (e.g., no texting). Send emails ONLY using your VSU email account (emails from other sources—Yahoo, etc.) will be deleted w/o opening them. **ATTACHMENTS**. All attachments must have a correct filename or I will delete them w/o opening them. The format for attachments is: 1st initial Surname 4 digit course # 1-3 word description of the content. For example, if Ima A. Student sent me her first assignment (Study Question [SQ] answers for chapter 1) her filename would be: **I Student 8610 SQs C1**

GENERAL COURSE OBJECTIVES-Specific objectives/questions for each chapter in the text are provided in this syllabus. You should learn the answers to the assigned study questions because they are the basis for each exam.

By the end of the term students completing PSYC 8610 will:

1. identify target behaviors that are observable and measurable
2. operationally define target behaviors
3. examine cultural diversity when they identify and operationally define target behaviors and when they choose strategies to change behaviors and to maintain them in the natural environment.
4. measure behavior using frequency and/or duration
5. analyze data to determine effectiveness of treatment and to calculate interobserver reliability
6. use single subject methodology to determine if changes in behavior were a result of the treatment
7. conduct computer searches to identify research relevant to their behavior change projects and

“visit” various Internet sites associated with behavior analysis

8. change the behavior of a person
9. define, explain, compare/contrast, and develop examples operant procedures, research designs, and different studies
10. identify procedures to change behaviors and the advantages and disadvantages of using each
11. identify from examples and write examples of classical conditioning
- 12.. identify procedures based on classical conditioning
13. practice communicating via email
14. summarize and review a journal articles (reflecting APA style)
15. write up their behavior change projects in appropriate APA style.
16. identify from examples and write examples of observational learning and its components.

During the term we will address the following General Education Outcomes (VSU's) and the Department of Psychology and Counseling's outcomes by thoroughly covering Study Questions for each Unit we cover:

General Education Outcomes:

3. Ss will use the computer and information technology when appropriate
4. Ss will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Ss will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials.

Departmental Outcomes:

5. Identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation
8. Compare and contrast theoretical perspectives within psychology
12. Interact effectively and work productively with others.

By the end of the term students completing PSYC 8610 will:

1. identify target behaviors that are observable and measurable
2. operationally define target behaviors
3. examine cultural diversity when they identify and operationally define target behaviors and when they choose strategies to change behaviors and to maintain them in the natural environment.
4. measure behavior using frequency and/or duration
5. analyze data to determine effectiveness of treatment and to calculate interobserver reliability
6. use single subject methodology to determine if changes in behavior were a result of the treatment
7. conduct computer searches to identify research relevant to their behavior change projects and “visit” various Internet sites associated with behavior analysis
8. change the behavior of a person
9. define, explain, compare/contrast, and develop examples operant procedures, research designs, and different studies
10. identify procedures to change behaviors and the advantages and disadvantages of using each
11. identify from examples and write examples of classical conditioning
- 12.. identify procedures based on classical conditioning
13. practice communicating via email
14. summarize and review a journal articles (reflecting APA style)
15. write up their behavior change projects in appropriate APA style.
16. identify from examples and write examples of observational learning and its components.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (related to objectives)

A. Each student will word process **PARAPHRASED** answers to the assigned SQs (all SQs come from the text and are available at BlazeView) and send them to me on or before the due dates specified in the schedule (see pages 6-7). You are NOT allowed to quote answers to SQs from the text. I have sent each of you an APA handout for you to follow as you write your behavior change project (BMP). In the handout is an operational definition of plagiarism that you must follow for both SQs and the BMP. **If I find 5+ words, in the same order, in your BMP or a SQ answer, from a source in your BMP or the text, or another student's answer, you have plagiarized. The first instance of plagiarism results in a zero for the assignment; the second instance results in an F for the course plus I will complete a statement of concern and file it with the COE.**

You may submit, **at least 48 hours before their due dates**, the **first 6 sets** of SQs for a free grade. SQs submitted for a free grade will be scored/recorded and feedback concerning corrections will be given. If you revise and receive a higher score, that will replace the free grade score.

B. Each student will complete a field **based self-modification program** that has been pre-approved by the instructor in order to gain hands on experiences relevant to conducting single subject research. You are **NOT ALLOWED TO QUOTE FROM YOUR SOURCES IN THE BMP.**

Behavior Change Project

The behavior change project gives you an opportunity to practice what you are learning about behavior modification. Without this practice, your knowledge will change but your skills may not. The following should provide some useful introductory information. [Additionally, there are web sites such as, <http://mentalhelp.net/psyhelp/chap11/> that have suggestions on how to approach a self-modification.]

1. Choosing a behavior.

You will be trying to change a behavior of YOURSELF. The behavior must be OBSERVABLE and MEASURABLE. This behavior is called your TARGET BEHAVIOR (TB). You will write a careful and complete OPERATIONAL DEFINITION of the target behavior.

2. Measuring your target behavior.

Your will measure the target behavior as often as possible (but at least 4 times per week and at least 5 times per phase) using a measure (usually either frequency or duration) which tells the current status of the TB and whether it changes during the BMP; this is the BASELINE data and is used to help determine what treatment you'll use to change the behavior.

3. Treatment

While you establish the operant level of the TB (baseline) you will also be developing a behavioral TREATMENT procedure to try to change the level (increase or decrease depending on the TB and your goal) of the TB. Most projects use some form of REINFORCEMENT to change the behavior (rather than aversive methods). Be sure the reinforcement is CONTINGENT on the TB and that it is immediate and consistent.

4. Design

To evaluate the effectiveness of your treatment, you must follow a SINGLE-SUBJECT RESEARCH DESIGN. You will likely use either an ABA, ABAB, CHANGING CRITERION, or a MULTIPLE BASELINE design (other S-S designs will be presented but these are the most frequently employed). Be sure you follow all the requirements of the design you select.

5. Graphing

Your results will be displayed on a graph. Once your TB and operational definition are approved, I will send you a data collection sheet (DCS) you will use to collect data. Once you have collected a couple days of data you will send me your DCS and I will make an Excel sheet with a graph of the data. You will update the Excel sheet and data each day (if you have difficulty send the updated Excel to me and I'll update the graph). The design of the project will be illustrated by the PHASE CHANGE LINES and the data you collect will be plotted by consecutive days or sessions. You must graph your data daily. Graphs will be constructed using EXCEL

6. Project Report

There are several sample BMPs at the BlazeView site you can use as a model for your report.

The data gathered in the project will be incorporated into a research report. Each report will conform to APA style (APA materials are on the BlazeView website) and will have the following sections:

A. Introduction-in this 1-2 page section you will justify the general importance of the topic on which you chose to work, citing several references to research that are relevant to your project, and STATE THE PURPOSE OF THE PROJECT. This section of the document immediately follows the project's title on page 3. The introduction does NOT have another heading besides the paper's title. This section should be 2-3 pages in length and thoroughly review existing behavioral (single-subject designs) studies on the TB. **Note: you must find at least 6 behavioral studies and cite at least 10 sources (one of the sources will likely be your text, and another could be general information about the topic [e.g., why drinking water is important; why exercise is important, etc.] you find on the Internet). Most of your behavioral sources will come from JABA (<http://seab.envmmed.rochester.edu/jaba/jabaindx.asp>). Your sources do NOT have to perfectly fit your TB or your personal demographics (i.e., if you are attempting to increase your exercise, you do not have to have sources that use only college students—any exercise article in JABA will work; if you are trying to increase water intake, any article dealing with fluids will work, AND most dealing with food could work).**

B. Method-in this 1-3 page section, you will describe the details of what you did in your project using the following subheadings: Participant/Setting(s), Behavior and Operational Definition, Measurement, Design, and Treatment.

C. Results-in this 1-2 page section you report the results (by phase) of your project and display your graph(s). You will also report interobserver reliability in this section. **Do not** discuss the results in this section. You each will compute an effect size for each phase of your study (see BlazeView for information) using Cohen's d (1988).

D. Discussion-In this section you discuss your project's results in relation to your purpose and the literature you reviewed. You will explain the importance of your results and you should identify any weaknesses or limitations of the project and what you learned that you would now do differently.

E. References-in the reference section you provide a complete APA reference for each source cited in the report.

F. Include with your report the printout of the computer searches you ran, your raw data sheets, and your graph(s). **Note: you must download and electronically store your sources but you do NOT have to submit them, or the raw data sheets, with your BMP UNLESS I request that you do so.**

It is your responsibility to check with the instructor at each step along the way. ALL "STEPS" OF YOUR BMP **MUST BE APPROVED BY THE INSTRUCTION BEFORE BEING IMPLEMENTED.**

Projects are graded on how well you present your findings and your methods. An "unsuccessful" project (where the planned behavioral change didn't occur) could still earn an A if it is completed properly and is well written.

You will submit your BMP twice, once on **July 16th**, and the final version on **July 24th**. I will score/record both and provide feedback on the first version so you can correct mechanical problems (APA, etc.) for the final report.

Projects are graded using the following protocol and weights:

| | |
|-----------------------------------------------|--------|
| Abstract | 2 ___ |
| Introduction [17] | |
| Justify the importance of the project. | 5 ___ |
| Cite other research/correct form. | 10 ___ |
| State the purpose. | 5 ___ |
| General cohesiveness | 10 ___ |
| Method [18] | |
| Participant(s) described | 2 ___ |
| Target Behavior clearly stated | 2 ___ |
| Op. def. complete and concise | 1 ___ |
| IOR (how computed; BMP requirements) | 1 ___ |
| Measurement including how it is reported | 4 ___ |
| Design identified and described | 4 ___ |
| Treatment clearly described | 4 ___ |
| Results [27] | |
| Data clearly reported for each phase | 6 ___ |
| Effect size for phases 2...n | 6 ___ |
| Interobserver reliability (results) per phase | 5 ___ |
| Final Graph | 5 ___ |
| Discussion [28] | |
| Results discussed in relation to purpose | 3 ___ |
| Importance of results | 3 ___ |
| Weaknesses and limitations of study | 3 ___ |
| What you'd do differently | 2 ___ |
| APA Style & Grammar | 15 ___ |
| Printout of sources cited (if requested) | 2 ___ |

GRADES: A=90 or higher; B= 80-89; C=70-79; D=60-69

During the term, each of you will: (a) submit **paraphrased** answers to assigned chapter study questions, and (b) complete a behavior modification project that is written in APA style.

Weights of the assessments: Paraphrased answers to SQs =60%; BMP = 40%.

Email and Attachments:

Many of the interactions we will have this term involves email. How you construct emails reflects your level of professional development. Here are some rules that we will ALL follow. First, every email you send me **MUST** have your course # (i.e., 8610) in the subject line or I will delete the email w/o opening it. Second, every email must have a (a) formal greeting/salutation, (b) a message body, and (c) a closing. Compose emails using the conventions of Standard English (e.g., no texting). Send emails **ONLY** using your VSU email account (emails from other sources—Yahoo, etc.) will be deleted w/o opening them. **ATTACHMENTS.** Put your name on the first line of all attachments. All attachments must be either a **Word or Excel document** and must have a correct filename or I will delete them w/o opening them. The format for attachments is: 1st initial Surname 4 digit course # and 1-3 word description of the content. For example, if Ima A. Student sent me her first BMP assignment (initial draft due July 16)) her filename would be: **I Student 8610 BMP1**. Her second assignment (final BMP) would be: **I Student 8610 BMP final**

Study Questions for each chapter (in the order covered) are below. You must type and answer (PARAPHRASED using proper English and PROOF [pay attention to squiggly lines!]) each of the Qs assigned and submit to me electronically. The SQs, by chapter, are in Word documents at BlazeView—USE THE SQs AT BlazeView TO WORD PROCESS YOUR ANSWERS—SEND EACH SET OF COMPLETED SQs TO ME AS AN ATTACHMENT.

(Note: do the SQs in alphabetic order, A-L, below)

- A Chapter 1: Introduction. SQs 1-18 and 21
- B Chapter 20 Indirect measures of behavior. SQs 1-3, 7-12,14-18, and 20
- C Chapter 21: Direct measurement of behavior SQs 1-3, 5-11, 15, 17-18, 21-26
- D Chapter 22: Research designs. SQs 1-22, 25, and 27
- E Chapter 3: Positive Reinforcement SQs 11-7, 9-19
- F Chapter 4: Reinforcers. SQs 1-4, 7-9, 15
- G Chapter 6: Intermittent schedules: SQs1-12, 14-15, 18, 21-22, 25-26, 30, 35-36
- H Chapter 10 Shaping: SQs 1-5, 7, 10, and 20
- I Chapter 5: Extinction. SQs 1-10, 12-16, 20-21
- J Chapter 8: Stimulus Discrimination Training. SQs1-7, 9-10, 16-16, 21-24
- K Chapter 12: Punishment. SQs 1, 3-7, 9-13, 20, 22-23, 25-26
- L Chapter 13: Negative Reinforcement. SQs 1-3, 5-6, 11

The following website is for the Journal of Applied Behavior Analysis. It allows you to search the database for JABA articles that are relevant to your self-modification project. You need at least 6 behavioral articles and this is a good place to look for them.

<http://www.envmmed.rochester.edu/wwwrap/behavior/jaba/jabahome.htm>

| | |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 6 | Go over Syllabus; APA style; begin constructing answers to SQs for Chapters 1, 20, and 21 review syllabus--Ss should buy the textbook; there also are web sites with sample papers and hyperlinks you should examine. This is on HOW TO DO A SELF MODIFICATION PROJECT (the Mentor site will have several sample projects from previous years, and papers on how to graph): http://mentalhelp.net/psyhelp/chap11/ |
| 6/13 | SQs for Chapters 1, 20, and 21 due by midnight (submit at least 48 hours before due for a free grade) |
| 6/16 | Submit Target Behavior (TB) and its operational definition and how to count the TB; once approved I'll send you a Data Collection Sheet—begin counting the TB. Once you have 3-4 days of data send the DCS to me and I'll make an Excel for the data. |
| 6/18 | SQs for chapter 22 due by midnight (submit at least 48 hours before due for a free grade) Review sample BMPs (BlazeView); find/store at least 10 sources (minimum of 6 single subject research articles); construct draft references page, and draft your title page and introduction¹ |
| 6/23 | SQs for chapters 3 and 4 due by midnight (submit at least 48 hours before due for a free grade) |
| 6/26 | SQs for chapter 6 due by midnight NO FREE GRADE |
| 6/27 | I will send you an Excel showing your grades thus far (midterm is 6/29) |
| 6/30 | SQs for chapter 10 due by midnight NO FREE GRADE |
| | |

¹ I suggest that you write a 300-500 word PARAPHRASED summary (include description of subjects, setting, treatment, design, results, and discussion) of each article. This will allow you to organize the sources based on similarities and differences in the BMP.

| | |
|-------------|----------------------------------------------------------------------------------------------------------------|
| 7/4 | Holiday |
| 7/5 | SQs for chapter 5 due by midnight NO FREE GRADE |
| 7/9 | SQs for chapter 8 due by midnight; NO FREE GRADE |
| 7/12 | SQs for chapter 12 due by midnight; NO FREE GRADE |
| 7/16 | Submit draft (title page, intro., method, results (with graph), discussion, and references) by midnight |
| 7/19 | SQs for chapter 13 due by midnight; NO FREE GRADE |
| 7/24 | Submit final BMP by midnight |
| 7/28 | I will send you your grades (Excel) |

**After copying and pasting the form below into an email to me, put your name in the blank and send to me.
Send the form to me functions as your acknowledgement of these requirements.
jhummel@valdosta.edu**

I, _____, am enrolled in PSYC 8610 (summer II of 2012). I have read the syllabus and understand the rules concerning (a) email and (b) attachments, & (c) course requirements (paraphrasing answers to SQs, not quoting from sources in the BMP, the free grade opportunity for the first 6 sets of SQs, and that assignments will NOT be accepted late for any reason—they can all, however, be turned in early).