NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

Syllabus - PSY485 - Behavior Modification/Behavior Therapy
Instructor: Rebecca Brown, M.S., Ph.D.  Office: None on Campus
E-mail: brownr6@onid.orst.edu  Telephone: 541-318-7341

IMPORTANT: Please check-in with Dr. Brown at brownr6@onid.orst.edu to begin PSY485.

Instructor's Office Hours: Geography and the nature of Distance Education preclude my having scheduled office hours; however, you may contact me by telephone or by e-mail whenever the need arises.

COURSE OBJECTIVES
1. Learn concepts and theories of Behavior Modification/Behavior Therapy
2. Apply these concepts and theories through:
   a. Written discussion via Internet correspondence with instructor/other students
   b. Analyzing own and others' individual and group behavior
3. Connect concepts and theories to real world issues and events through:
   a. Applying reading material to discussion exercises and personal experience.
   b. Designing one behavior change program

TEXTBOOK AND READINGS
• Martin, G., & Pear, J. Behavior Modification: What it is and how to do it. Pearson, 10th Ed. 2014
• Links to Supplemental Readings will be available on the PSY485 web site.

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

REQUIREMENTS
Internet: Students must have access to and ability to use computers, the internet, and email. For more information related to necessary technology and skill, go to http://ecampus.oregonstate.edu/forms/browsercheck/.

Students will use e-mail and the Canvas Course Web Site at https://oregonstate.instructure.com/ to communicate with me and with other students.

Students should check the Announcements page on the PSY 485 web site daily. Discussion Board Forums will be used for weekly assignment discussions with other students and with the instructor. Weekly reading assignment schedules, study questions and learning exercises will be found in each week’s module in Modules. The course syllabus is posted in the Start Here: Course Information module. Supplemental reading material will be accessed from the Canvas PSY 485 web site.


This is not a self-paced course. Students are expected to follow the weekly schedule given in this syllabus and to finish all course work during the Winter 2017 quarter.
**Examinations:** There will be two proctored exams worth 300 points each. The Midterm Exam will cover material presented in Weeks 1-5. The Final Exam will cover material presented in Weeks 7-10. Exams will contain multiple choice and matching questions. Exams will be based on the reading, Internet discussion forums, and projects. Exams will be proctored (administered by a pre-arranged proctoring agent) online using Canvas technology.

Arrangements must be made with OSU Statewide and a proctoring agent local to you for administering the test. The proctor must have access to the internet to administer the test electronically. If you are planning to use a proctor other than OSU Ecampus Testing, you should begin the process for designating a proctor during the first week of the term. You may use ProctorU, if you make arrangements through OSU Ecampus Testing ecampustesting@oregonstate.edu.

Instructions for designating a proctor may be viewed on the E-campus web site at http://ecampus.oregonstate.edu/services/. In addition to sending your proctor information to the OSU e-campus, please send me your proctor's name, organization and email in case I need to contact her/him. If you are using Ecampus Testing or ProctorU, just let me know, I don't need a name and email for those proctors.

**Projects:** Students will apply behavior modification/behavior therapy concepts by designing one behavior change program. This will involve analyzing target behaviors along with environmental supports for the behaviors, planning treatments, applying treatment concepts and designing treatment evaluation. Project Guidelines are in the Start Here: Course Information module. The program is due at the beginning of Week 8.

**Participation:** Students are expected to read text assignments, complete learning exercises, and participate in online written discussions with the instructor and other students. All discussion board activities are asynchronous. Students are expected to participate in discussion board activities a minimum of three times each week, spaced throughout the week. Online discussions consist of writing brief informal essays on assigned topics, and replying to others' discussion board contributions. The discussion board is a vital part of your learning experience in this class. Participation on the discussion board accounts for 200 of the 1000 points comprising your grade.

**Communication:** Students are responsible for maintaining communication with me. In general, I read my email every day and will respond to your communications within 24 hours. I will notify you when I plan to be away from my e-mail for longer than 24 hours. I acknowledge receipt of every e-mail assignment. If you submit an assignment to me and do not receive an acknowledgement within 24 hours, please send a follow-up asking if I received it.

I want to hear from you if you have questions about anything related to the coursework, (e.g.; If you don't understand something, if you are having trouble with an assignment, if your life causes disruptions in your school work, etc.) You may call me on the telephone; however, I prefer email so I have a note to file in your student folder to remind me of our interchange.

**Incompletes**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student completed most of the work (in other words, usually everything but the final exam or term paper). If you have any difficulty that might prevent your completing the coursework, please don't wait until the end of the term; let me know right away.
SUMMARY OF GRADING:
The relative contribution of requirements to total points is:
Midterm Exam (Week 6)  300
Final Exam (Week 11)  300
Behavior Change Project (Week 8)   200
Weekly Discussion Board Participation (Weeks 1 through 11)  200
TOTAL 1000

Grade Assignments: Grades will be calculated by dividing the total number of points you have earned by 1000. Letter grades will be assigned on the following schedule:
93.5-100%       A
90-93.4%       A-
87.5-89.9%      B+
83.5-87.4%      B
80-83.4%       B-
77.5-79.9%      C+
73.5-77.4%      C
70-73.4%       C-
67.5-69.9%      D+
63.5-67.4%      D
60-63.4%       D-
Below 60%   F

Grading and Feedback Policies. I will evaluate students’ Discussion Board performance for the first 3 weeks during Week 4, assigning a preliminary grade based on 67 points (1/3 total discussion board points possible) and making suggestions for improvement if fewer than 67 points are received. I will evaluate again during Week 11 and post a final discussion board grade based on 200 points. Improvement during the 2nd two-thirds of the course will improve your percentage Discussion Board grade overall. Exams will be graded automatically with scores available as soon as the exam is submitted. There will be one optional extra credit opportunity provided after all midterm exams have been completed. Behavior change programs will be graded and feedback provided by the end of Week 11. Students are welcome to email me if there are grading questions.
Topics and Reading Schedule:
It is important that you follow this schedule in order to be ready for exams during the weeks in which they are scheduled and to complete the exercises and discussion board assignments in a timely fashion. You will be reading most of the Martin and Pear text this term plus a few supplemental readings. Links to supplemental reading and other material will be posted in the Canvas weekly module some weeks. Please study each week’s task list in Modules on the Canvas PSY 485 web site before beginning that week’s work.

Week 1
Chapter 1 Introduction
Chapter 2 Areas of application: an overview
Chapter 3 Respondent (Classical Pavlovian) Conditioning of Reflexive Behavior
Supplemental Reading accessed from the Week 1 module on the Canvas PSY 485 website: “John B Watson: A Science Odyssey” and “B.F. Skinner by Dr. George Boeree”

Week 2
Chapter 4 Increasing a Behavior with Positive Reinforcement
Chapter 5 Increasing a Behavior with Conditioned Reinforcement
Chapter 6 Decreasing a Behavior with Operant Extinction
Supplemental Reading accessed from the PSY 485 course web site: A Brief Survey of Operant Behavior by B. F. Skinner

Week 3
Chapter 7 Getting a New Behavior to Occur with Shaping
Chapter 8 Developing Behavioral Persistence with Schedules of Reinforcement
Chapter 9 Responding at the Right Time and Place: Stimulus Discrimination and Stimulus Generalization
Chapter 10 Changing the Stimulus Control of a Behavior with Fading

Students should arrange for exam proctoring as directed in "Exams and Proctoring" on the OSU Ecampus web site http://ecampus.oregonstate.edu/services/. In addition to sending your proctor information to OSU Ecampus, please send me your proctor’s name, organization and email in case I need to communicate with him/her. Please schedule your midterm exam to be proctored during Week 6.

Week 4
Chapter 11 Getting a New Sequence of Behaviors to Occur with Behavior Chaining
Chapter 12 Differential Reinforcement Procedures to Decrease Behavior
Chapter 13 Decreasing Behavior with Punishment
Chapter 14 Establishing Behavior by Escape and Avoidance Conditioning

Week 5
Chapter 15 Respondent and Operant Conditioning Together
Chapter 16 Transferring Behavior to New Settings and Making It Last: Generality of Behavioral Change
Chapter 17 Antecedent Control: Rules and Goals
Chapter 18 Antecedent Control: Modeling, Physical Guidance, and Situational Inducement

Week 6
Midterm Exam.

Week 7
Chapter 20 Behavioral Assessment: Initial Considerations
Chapter 21 Direct Behavioral Assessment: What to Record and How
Chapter 25 Token Economies

Week 8
Your Behavior Change Program Design is due Monday
Chapter 19 Antecedent Control: Motivation
Chapter 23 Functional Assessment of Problem Behavior
Chapter 24 Planning, Applying and Evaluating a Behavioral Program
Chapter 22 Doing Behavior Modification Research

If you have not so already, please make an appointment with your proctor to take your Final Exam during Week 11.
Week 9
Chapter 26 Helping an individual to develop self-control
Chapter 27 Approaches to Behavior Therapy: Cognitive Restructuring; Self-Directed Coping Methods; and
Mindfulness and Acceptance Procedures
TBA Supplemental Readings accessed from the Canvas PSY485 web site.

Week 10
Chapter 28 Psychological Disorders Treated by Behavioral and Cognitive Behavioral Therapies
Chapter 29 Giving it All Some Perspective: A Brief History
Chapter 30 Ethical Issues

Week 11
Please take your Final Exam on Monday, Tuesday, Wednesday, Thursday, or Friday,

OSU Student Conduct and Community Standards Policy: Students are expected to conduct themselves according to the OSU Student Conduct Code: http://ecampus.oregonstate.edu/services/policies/conduct.htm or http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html

Academic Honesty: All of the work you turn in must be your own, in your own words (unless citations are used), and your exams must be completed without help from others. Deviating from these standards will be considered academic dishonesty, and may result in an "F" grade for the assignment or for the course. See OSU Student Conduct Code for further description of academic dishonesty. http://ecampus.oregonstate.edu/services/policies/conduct.htm or http://studentlife.oregonstate.edu/studentconduct/offenses-0

Students with Disabilities: Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS). Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.