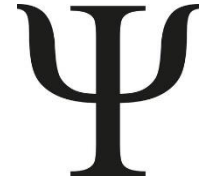




The University of Texas at El Paso
Psychology Department
PSYCH 3347, CRN 17483



BEHAVIOR MODIFICATION

INSTRUCTOR: Patricia Juarez Mendoza

TERM: Fall 2023 **Meeting Times:** M & W 12:00 – 1:20 PM **Classroom:** Education 114

Office: Psychology 102B **Office Hours:** M & W 10:30-11:40 and 1:30-2:30, or by Appt.
Phone: 915-747-6289 **Email:** pjuarez32@utep.edu

TEACHING ASSISTANT (TA)

TA's contact information will be provided as soon as one is assigned.

COMMUNICATION

Blackboard & Email:

UTEP email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their UTEP email for university and course-related information and announcements.

Students are expected to use their **UTEP accounts** and are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently (minimum of twice/week) to stay current with University-, College – or Department-related communications, some of which may require responses within specific time limits.

Blackboard is a resource for you where you can find a copy of this document, some course materials, information on assignments, and extra credit opportunities, resources and other useful information. You are responsible for staying informed about possible changes.

COURSE PREREQUISITES

1301 Introduction to Psychology, 3201 Experimental Psychology and its corresponding lab.

REQUIRED TEXT

Martin, G. & Pear, J. (2019). Behavior Modification: What it is and how to do it. 11/E. Routledge / Monte

Recommended Text

Ramnero, J. & Torneke, N. (2008/**2011**). The ABCs of Human Behavior: Behavioral Principles for the Practicing Clinician. New Harbinger Publications, Inc. (*Available at the UTEP Library as an eBook*)

COURSE DESCRIPTION

This course will offer an overview of the history, theoretical principles, research methodologies, procedures and techniques of Behavior Modification, their current perspectives and contributions to Contextual Psychotherapies (also known as Third Generation Behavior Therapies), and how these are used to promote empirical and practical behavior change at the personal level, as well as in Clinical, Educational, Sports, Health and Organizational contexts.

LEARNING OUTCOMES - By the end of the semester the student will be able to:

1. Describe the major areas of application of Behavior Modification techniques, and how these can impact a wide range of problematic/dysfunctional and functional behaviors in Clinical, Educational, Sports, Health and Organizational contexts.
2. Using a **Functional Analysis of Behavior** (i.e. **ABC analysis**), describe, measure and record private and overt behaviors according to empiric, observable domains, in order to establish a baseline, determine behavioral objectives and measure the impact of behavior modification programs.
3. Based on a comprehensive understanding of the theoretical principles, procedures and techniques of Behavior Modification (i.e. **Classic Conditioning, Operant Conditioning and Verbal Behavior**), apply the **Functional Analysis of Behavior**, to be able to identify, understand and explain the contingencies of how specific contextual variables (i.e., Antecedents and Consequences) either prevent desired behaviors or maintain problematic/dysfunctional behaviors.
4. Identify, justify and set the foundations to be able to implement and evaluate specific Behavior Modification / **Behavior Therapy** programs to address a variety of target behaviors at the **personal level**, as well as in Clinical, Educational, Sports, Health and Organizational contexts.

COURSE EVALUATION

Exam 1 (Describing and Measuring Behavior)	20
Exam 2 (Classical Conditioning)	15
Exam 3 (Operant Conditioning)	30
Exam 4 (Verbal Behavior, Implementing, Ethics)	15
Movie Analysis (2.5 pages)	15
Personal Behav. Mod. project (3 pages)	20
(Class and Blackboard participation max.	10)
Perfect Attendance	5
TOTAL	120

80% of your total grade

GRADING AVERAGES

100% = 100 points

(Keep in mind that there are already 25 **EXTRA CREDIT** points build in into the evaluation activities throughout the semester)

A = 100 - 90 %

B = 89 - 80 %

C = 79 - 70 %

D = 69 - 60 %

F = 59 - 0 %

COURSE ASSIGNMENTS AND EVALUATION ACTIVITIES

Exams and Assignments will be done and submitted through **Blackboard**.

Exams

There will be **4** exams throughout the semester, covering all the content and skills, from the chapters assigned and from the material covered in class, up to the date of the exam. Be prepared to demonstrate your understanding of key theoretical concepts and strategies reviewed (**multiple and true/false questions**), as well as demonstrate your ability to respond to practical **open questions** implementing the processes reviewed in the course.

Exam Rules:

The following rules will be enforced during tests: (1) Students will not be allowed to go to the bathroom once a test has started. (2) No headphones caps, hats, or hoodies will be allowed. (3) Students who arrive late will not be allowed to take the test if another student has already finished and has left the classroom.

For Assignments:

Format: Letter - Arial 12 Margin - 1in Line spacing - 1.5 No cover page

Always include your name, name of the class and semester – Fall 2023

Movie Analysis (15 points – 2.5 pages)

The Miracle Worker (2000) - <https://www.youtube.com/watch?v=u8TlpEd5ovA>

1. Describe the child's and her parents' learning process using the concepts and strategies of Operant Conditioning reviewed in your readings and in class (**10 pts – 1.5 pages**)
2. What personal impact did the movie have on you? (**3 pts - .5 page**)
3. Mention 2 -3 personal/professional commitments of how I may apply what I learned from this movie. (**2 pts - .3 page**)

Personal Behav. Mod. project (two parts, 10pts each = 20 points)

Part 1 – 10 pts.

1. Identify one personal **behavioral excess** that you would like to modify (preferably a health or self-care related behavior) – define this behavior according to all observable domains that apply (topography, frequency, duration, intensity, latency, quality, inappropriate situations), whether this behavior is overt or private, whether it is an observable/measurable behavior, a general label, an emotion/sensation or the result of a behavior (2 pts - .5 page)
2. Answer the questions presented in Table 3.1 – page 27 Identify if there are health and/or other personal factors that may be influencing the chosen behavior (5 pts - 1 page).
3. Include your completed **FUNCTIONAL ANALYSIS OF BEHAVIOR-General** form (3pts.)

Part 2 – 10 pts.

4. Submit a photo/pdf file of your Functional Analysis of this behavior over a typical week (5 pts)
5. Summarize your hypothesis/conclusions describing the pertinent Classical and Operant conditioning processes that explain your chosen behavior (4 pts - 1 page)
6. Describe what could be the most adequate behavior modification process to modify your behavior (3 pts - .5 page)

CLASS POLICIES

Attendance and the Drop Deadline

Given the experiential and practical nature of this course, and the fact the material and skills are learned in a sequential way that build upon each other, **ATTENDANCE IS ESSENTIAL** for meeting the course objectives. So, by missing any class, you will miss key presentation and practice exercises. Please take this into account and leave absences for **true emergencies**.

*When, **in the judgment of the instructor**, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a **grade of W before the course drop deadline** and **with a grade of F after the course drop deadline**.*

Students who miss **more than three classes** (unexcused absences) risk being withdrawn from class with a **grade of W** if absences occur prior to the first eight sessions, or an **F** if the total of class sessions missed exceeds **three after the first four sessions of the course**.

Students wishing to drop a course and receive a grade of W must do so prior to the **Drop Deadline on Nov. 3**. Dropping a course after that time will result in an **automatic grade of F**.

It is the responsibility of the student to inform each instructor of extended absences.

Confidentiality

Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in a referral to the Office of Student Conduct and Conflict Resolution.

Cell Phones and Pagers

Using cell phones and earbuds during class is prohibited. Please be considerate of your professor and classmates by setting your phones to be in silent mode while in the classroom. Disturbances and distractions may result in asking you to leave the class and your attendance will not be accounted for this day. If it is absolutely necessary to take an emergency phone call or text, please leave the classroom and return as soon as possible.

Classroom Behavior

Students are expected to treat all others in the classroom with respect. This includes paying attention during class activities and discussions, not holding side conversations or engaging in any activities that disturb other members of the classroom (e.g., texting, emailing, dominating discussions, disrespectful behavior). The culture of the learning environment is one of challenging ideas not individuals. Personal attacks will not be tolerated.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Office of Student Conduct and Conflict Resolution

Academic Dishonesty

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. All such acts of academic dishonesty shall be reported to the Office of Student Conduct and Conflict Resolution

Students with Disabilities: Americans with Disabilities Act

The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing The Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodation, and assists the instructor in providing accommodation.

If you have or suspect you may have a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at cass@utep.edu or visit Room 302, Union Building East. For additional information, visit the CASS Website at <http://sa.utep.edu/cass/>.

Title IX Statement

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's **Title IX Coordinator(s)**:
Sandy Vasquez , Title IX Coordinator (Investigation of concerns related to Faculty and Staff)
915.747.5662 svasquez@utep.edu

Dr. Ryan C. Holmes, Deputy Title IX Coordinator (Investigation of concerns related to Students)
915.747.8694 rholmes@utep.edu

Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)
915.747.5648 cmandalis@utep.edu

COURSE OUTLINE

Keep in mind that this schedule is subject to change. I will notify you of any changes through Blackboard, email, or during class. However, it is your responsibility to stay informed of any change.

The numbered chapters refer to the chapters in the Martin, G. & Pear, J. (2019) book.

Dates	Content / Topics	Readings
August 29, 30	Introduction to the Course – Discussion of course objectives, requirements and assignments. Historical and Theoretical basis – Behaviorism, Functional Contextualism, Behavior Modification Objectives, Characteristics	Preface 1 28
September 4*, 6 *No class	Areas of application Defining & Explaining Behavior (Topographical Domains)	2 3
September 11, 13* *Fall Census Day	Measuring, Monitoring and Recording Behavior Behavior Modification: Evaluation and Research	4
September 18, 20	Assessment and Functional Analysis of Behavior – Self-monitoring EXAM 1 = 20 points	22
September 25, 27	RESPONDENT (CLASSICAL, PAVLOVIAN) CONDITIONING of Reflexive Behavior Emotional Responses & Psychopathology	5
October 2, 4	Fear & Anxiety Applications Avoidance & Escape	5
October 9, 11	EXAM 2 = 15 points OPERANT CONDITIONING - Positive Reinforcement	6
October 16, 18	Conditioned Reinforcement – Social Attention & Affirmations Operant Extinction Developing Behavioral Persistence with schedules of	7 8

	reinforcement	10
October 23, 25	Differential Reinforcement procedures to decrease behavior Negative Reinforcement – Escape & Avoidance Conditioning	14 16
October 30 November 1 Nov. 3 - Fall Drop/Withdrawal Deadline	Decreasing Behavior with Punishment Operant Stimulus Discrimination and Generalization	15 11
November 6, 8	Movie Analysis due = 15 points Fading: Changing the Stimulus Control of a Behavior Shaping: Getting a new behavior to occur Channing: Getting a new sequence of behavior to occur Antecedent Control: Modeling, Physical guidance and Situational Inducement	12 9 13 20
November 13, 15	Respondent and Operant Conditioning together Generalizing Behavior to new settings – making it last Token Economies	17 18 24
November 20, 22	EXAM 3 = 30 points	
November 27, 29	Rule Governed Behavior – Relational Frame Theory Motivation & Self-control	19 21, 25
December 4, 6* *LAST CLASS	Dominance, problems and treatment for Verbal/Relational Behavior Behavior Therapy for Psychological Problems Planning, Applying and Evaluating Behavioral programs Ethical Issues Personal Behavior Mod. Project due = 20 points	26, 27 23 29
December 11	FINAL EXAM	
December 19	Grades are due	
December 20	Grades are posted to student records; students are notified of grades and academic standing	

PLEASE NOTE THAT IT IS EXTREMELY IMPORTANT THAT YOU ARE NOT OUT OF TOWN ON THE DAY OF THE FINAL TEST.