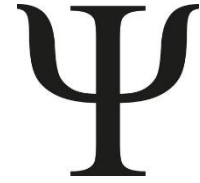




The University of Texas at El Paso  
Psychology Department  
PSYCH 3347 - CRN 26141



## BEHAVIOR MODIFICATION

**INSTRUCTOR:** Patricia Juarez Mendoza

**TERM:** Spring 2024    **Meeting Times:** M & W 12:00 – 1:20 PM    **Classroom:** Psychology 115

**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**, 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	} <b>80% of your total grade</b>
Exam 2 (Classical & Operant Conditioning)	30	
Exam 3 (Operant Conditioning & Verbal Behavior)	30	
Movie Analysis	15	
Personal Behav. Mod. project part 1	10	
Personal Behav. Mod. project part 2	15	
Class and Blackboard participation	max. 10	
Perfect Attendance (cero absences)	5	
<b>TOTAL</b>	<b>135</b>	<b>(35 extra credit points)</b>

## GRADING AVERAGES

100% = 100 points

A = 100 - 90 %

B = 89 - 80 %

C = 79 - 70 %

D = 69 - 60 %

F = 59 - 0 %

## COURSE ASSIGNMENTS AND EVALUATION ACTIVITIES

### EXAMS

There will be **3 in-person exams** scheduled during class time 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.

Keep in mind that there will be **NO study guide provided.**

**PDF files of the PowerPoint slides** presented in class will be uploaded to Black Board in preparation for each exam.

You are responsible for keeping up with the readings of the assigned chapters, as well as for answering the **study questions** included at the end of each chapter.

You will need to bring a **green scantron** for each exam.

Be prepared to demonstrate your understanding of key theoretical concepts and strategies reviewed (**multiple and true/false questions**), as well as to demonstrate your ability to respond to practical **open questions** implementing the processes reviewed in the course.

#### **Exam Rules:**

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.

Keep in mind, that tests can be scheduled at another date for **extraordinary and approved** reasons and should only occur **prior** to the scheduled date of the exam for all class members.

## ASSIGNMENTS

Assignments will be submitted through **Blackboard**.

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

### **MOVIE ANALYSIS (15 points – 2 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 page**)
2. What personal impact did the movie have on you (feel free to offer your opinion on the movie and the assignment, and your main takeaways? (**3 pts - .5 page**)
3. Mention 3 personal/professional commitments of how you may apply what you learned from this movie/assignment. (**2 pts - .3 page**)

### **PERSONAL BEHAVIOR MODIFICATION PROJECT (25 points)**

#### **Part 1 – 10 pts. (1.5 pages + form)**

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/measurable domains that apply** (topography, frequency, duration, intensity, latency, quality, inappropriate situations), identify **whether** this behavior is **overt or covert**, and make sure your chosen behavior is **NOT** a general label, an emotion/sensation **or** the result/consequence of a behavior (**3 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 (**2pts.**)

#### **Part 2 – 15 pts. (1.5 pages + form)**

1. Submit a photo/pdf file of your **Functional Analysis – ABC monitoring sheet** - of this behavior over a typical week (**3 pts**)
2. Summarize your **hypothesis/conclusions** describing the pertinent **Classical and Operant conditioning** processes that explain the variables that are governing your chosen behavior (**4 pts - .5 page**)
3. Describe what could be the most adequate **behavior modification process** to modify your behavior: Include **specific behavior modification techniques** that would help you **decrease your behavioral excess**, and perhaps how you may implement and reinforce an **alternative desired behavior**. Include ways in which you would **evaluate your progress** and how you will be able to **maintain** those changes in the long term (**5 pts - .5 page**)
4. **Final reflection on the class:** what did you enjoy the most from the class, what improvements do you suggest, what are two main takeaways you are taking from the class (**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**.

**If you attend 100% of the classes you will earn 5 extra points towards your final grade.**

*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**.*

In order to accredit the course you must attend to **80% of the classes**, which means you are allowed to miss a total of **6 times**. Keep in mind that these absences include **BOTH: justified or unjustified absences**. **If you go over the 6 “allowed” absences, you will receive a final grade of F.** (*It is the responsibility of the student to inform the instructor of extended absences*).

Students wishing to drop a course and receive a **grade of W** must do so prior to the **DROP DEADLINE on March 28**. Dropping a course after that time will result in an **automatic grade of F**.

### **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](mailto: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. You will be notified of any changes through Blackboard, email, and 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
January 17, 22	<b>Introduction to the Course</b> – Discussion of course objectives, requirements and assignments. Historical and Theoretical basis – Behaviorism, Functional Contextualism, Behavior Modification Objectives, Characteristics	<b>Preface</b> <b>1</b> <b>28</b>
January 24	Areas of application Defining & Explaining Behavior ( <b>Topographical Domains</b> )	<b>2</b> <b>3</b>
January 29, <b>31*</b> <b>*Census Day</b>	Measuring, Monitoring and Recording Behavior Behavior Modification: Evaluation and Research	<b>4</b>
February 5, 7	Assessment and <b>Functional Analysis of Behavior</b> – Self-monitoring Preparation/practice for <b>Personal Project part 1</b>	<b>22</b>
February <b>12*</b> , 14	<b>*EXAM 1 = 20 points</b> <b>RESPONDENT (CLASSICAL, PAVLOVIAN) CONDITIONING</b> of Reflexive Behavior Emotional Responses & Psychopathology  <b>Personal Project part 1 - DUE</b>	<b>5</b>
February 19, 21	Fear & Anxiety Applications Avoidance & Escape	<b>5</b>
February 26, 28	<b>OPERANT CONDITIONING - Positive Reinforcement</b>	<b>6</b>
March 4, 6	<b>Conditioned Reinforcement</b> – Social Attention & Affirmations (Token economies  <b>Operant Extinction</b>	<b>7</b> <b>24)</b>  <b>8</b>
<b>March 11, - 15</b>	<b>SPRING BREAK</b>	



March 18, 20	Developing Behavioral Persistence with <b>schedules of reinforcement</b> <b>Differential Reinforcement</b> procedures to decrease behavior <b>Negative Reinforcement – Escape &amp; Avoidance Conditioning</b>	<b>10</b> <b>14</b> <b>16</b>
March <b>25*</b> , 27  <b>March 28 – DROP / WITHDRAWAL Deadline</b>	<b>*EXAM 2 = 30 points</b>  Decreasing Behavior with <b>Punishment</b>	<b>15</b>
April 1, 3	Operant <b>Stimulus Discrimination</b> and <b>Generalization</b>  <b>Fading</b> : Changing the Stimulus Control of a Behavior <b>Shaping</b> : Getting a new behavior to occur	<b>11</b>  <b>12</b> <b>9</b>
April 8, 10	<b>Channing</b> : Getting a new sequence of behavior to occur Antecedent Control: <b>Modeling, Physical guidance</b> and <b>Situational Inducement</b>  <b>Movie Analysis DUE</b>	<b>13</b> <b>20</b>
April 15, 17	<b>Motivation</b> Respondent and Operant Conditioning together Generalizing Behavior to new settings – making it last Planning, Applying and Evaluating Behavioral programs Self-control	<b>21</b> <b>17</b> <b>18</b> <b>23</b> <b>25</b>
April 22, 24	Rule Governed Behavior – <b>Relational Frame Theory</b> Dominance, problems and treatment for Verbal/Relational Behavior	<b>19</b>
April 29 May 1* <b>*LAST CLASS</b>	Behavior Therapy for Psychological Problems Ethical Issues  <b>*EXAM 3 = 30 points</b>  <b>Personal Project part 2 DUE</b>	<b>26, 27</b> <b>29</b>
<b>May 6 - 10</b>	(Finals)	
<b>May 15</b>	<b>Grades due</b>	
May 16	Grades are posted to student records; students are notified of grades and academic standing	