

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology_____

Course No. PD660_____

Title of Course: Behavior Modification_____

Date: August 1, 2015_____

Please check: X New
 Revision

I. Catalog Description (Credit Hours of Course): This course involves understanding and application of learning theories in real life and clinical settings, and learning the principles of applied behavior analysis. (2)

II. Co- or Prerequisite(s):

III. Purposes or Objectives of the Course (optional):

- 1) Know and understand the theories and principles of behavior modification
- 2) Critically evaluate the utility of behavior modification techniques.
- 3) Evaluate and conceptualize behavior and psychological problems using the behavioral frame of reference.

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will design an intervention using appropriate behavior modification techniques for a specific behavioral problem.
- 2) The student will describe the basic behavior modification principles and any ethical controversies about using them.
- 3) The student will discuss empirical evidence supporting or not supporting the use of behavior modification techniques in therapeutic settings.

Add additional SLOs as needed

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See syllabus attached
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

**PONCE HEALTH SCIENCES UNIVERSITY
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

SYLLABUS

| | |
|---------------------------|--|
| COURSE TITLE | Behavior Modification: Theory and Practice |
| CODING | PSY 660 |
| CREDIT HOURS | 2 credits |
| CONTACT HOURS | 30 |
| PREREQUISITE | None |
| PROFESSOR | |
| TEACHING ASSISTANT | |
| OFFICE HOURS | |
| EMAIL ADDRESS | |
| SEMESTER | |

COURSE DESCRIPTION

This course serves as an adjunct to the Cognitive and Cognitive-Behavioral Therapy course also to be taken during the first semester of the second year. Its main goal is the development of an advanced understanding of the multiple ways in which behavior may be altered through interactions with the environment. Students will be able to gain a solid working knowledge of Learning Theories as they apply to real life contexts and to clinical settings. The course will introduce the student to the different theoretical traditions of the field. The student will learn the principles of Applied Behavioral Analysis. They will also learn about other technological advances of the field based on Respondent/Classical and Social Learning approaches. By the end of the course the student will be able to design a behavior modification program for a particular problem or situation.

GENERAL OBJECTIVES

Knowledge of the theory and technique of behavior modification and of its applicability to diverse clinical and non-clinical settings.

SPECIFIC OBJECTIVES

By the end of course the students will:

- a. Know and understand the theories and principles of behavior modification
- b. Understand and use the behavioral language
- c. Evaluate and conceptualize behavior and/or psychological problems using the behavioral frame of reference.

- d. Understand the empirical bases of behavior modification
- e. Be familiar with the literature in this area of psychology
- f. Be able to critically evaluate the utility of the techniques discussed.
- g. Comprehend the behavior modification principles including conditioning, reinforcement schedules, stimulus control, conditioned emotional reactions, among others.
- h. Know, compare, and critically evaluate the ethic controversies related to the field of behaviorism in relation to other therapeutic modalities.

COURSE OUTLINE

1. Behavior Modification: General overview
 - a. Origins, development, and definition
 - b. Premises and characteristics of BM.
 - c. Erroneous assumptions about BM

Readings for next Session:

Chapters 1 & 2, Kazdin, A. (2000). *Behavior Modification in Applied Settings*

Chapter 1, Goldfried, M. R., and Davidson, G. (1994) *Clinical Behavior Therapy*

2. Behavioral Assessment and treatment programs
 - a. Traditional evaluation vs. Behavioral evaluation

- b. Characteristics of behavioral evaluation
- c. Functional analysis:
 - i. What is functional analysis?
 - ii. Importance of functional analysis
 - iii. Methodology of the behavior modification program design.
- d. Traditional diagnosis categories vs. behavior classification of non-adaptive conduct.
- e. Initial Interview: the behavioral format
- f. Steps in the design of a behavioral program.

Readings for next Session:

Chapters 3 & 4, Kazdin, A. (2000). *Behavior Modification in Applied Settings*

- 3. Behavior modification procedures
 - a. Reinforcement: Positive and Negative

Readings for next Session:

Chapters 6 & 7, Kazdin, A. (2000). *Behavior Modification in Applied Settings*

Chapter 10, Goldfried, M. R., and Davidson, G. (1994) *Clinical Behavior Therapy*

- 4. Behavior modification procedures
 - a. Punishment
 - b. Introduction to Extinction Techniques
 - c. Extinction principles

Readings for next Session:

Chapters 8, Kazdin, A. (2000). *Behavior Modification in Applied Settings*

- 5. Extinction procedures
 - a. Specific considerations for the application of extinction procedures
 - b. Extinction techniques
 - c. Practical applications

Readings for next Session:

Chapter 5 & 6, Goldfried, M. R., and Davidson, G. (1994) *Clinical Behavior Therapy*

- 6. Behavior modification techniques
 - a. Relaxation and systematic desensitization
 - i. Historical aspects
 - ii. J. Wolpe's experiment
 - iii. Guides for deep, progressive, systematic muscular relaxation training.
 - iv. Guides for hierarchy construction in visualization techniques
 - b. Guides for applying Systematic desensitization
 - c. Applications

Readings for next Session:

Chapter 7, Goldfried, M. R., and Davidson, G. (1994) *Clinical Behavior Therapy*

- 7. Assertiveness training
 - a. History
 - b. Definitions
 - c. Theory
 - d. Method and techniques
 - e. Practical applications

Readings for next Session:

Chapters 9, Kazdin, A. (2000). *Behavior Modification in Applied Settings*

Chapters 10, Kazdin, A. (2000). *Behavior Modification in Applied Settings*

- 8. Behavioral Self-control
 - a. What is behavioral auto-control?
 - b. Methods and techniques
 - c. Practical applications

Readings for next Session:

Chapters &, Kazdin, A. (2000). *Behavior Modification in Applied Settings*

9. Ethical aspects of Behavior Modification
 - a. Historical background
 - b. Ethical implications
 - c. Ethical concepts and their relation with psychotherapy
10. Final Examination

ACTIVITIES

Conferences
Readings
Discussions
Practice inside and outside the classroom

RESOURCES

Visual aids
Case presentations
Case vignettes
Exercises in class

STUDENT'S EVALUATION CRITERIA AND GRADING SYSTEM

Written exams
Behavior modification project in agreement with professor (to be turned in by the end of the course)
Homework practice assignments

OTHER IMPORTANT INFORMATION

Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and "invisible" prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the

corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

TEXTBOOK

Kazdin, A. (2000). *Behavior Modification in Applied Settings*. Belmont: Wadsworth Publishing

Goldfried, M. R., and Davidson, G. (1994) *Clinical Behavior Therapy, Expanded Edition*. New York: Interscience - John Wiley & Sons

BIBLIOGRAPHY

Ammerman, R., and Hersen, M. (1993). Handbook of Behavior Therapy with children and adults: A developmental and longitudinal perspective. Iowa: Longwood Division Allyn and Bacon.

Bellack, A., and Hersen, N. (1993). Behavior analysis and Treatment. New York: Plenum Press.

Bellack, A., and Hersen, N. (1993). Handbook of behavior therapy in the psychiatric setting. New York: Plenum Press.

Buceta, J., and Bueno, A. (1994). Modificación de conducta y salud. Espana: Grupo Anaya.

Finch, A., Nelson, M., and Ott, E. (1993). Cognitive behavioral procedures with children and adolescents: A practical guide. Iowa: Longwood division, Allyn and Bacon.

Goldfried, M. R., and Davidson, G. (1981). Handbook of psychological assessment. New York, Pergamon Press.

Kratochwill, T. and Morris, R. (1993). Handbook of psychotherapy with children and adolescents. Iowa: Longwood division, Allyn and Bacon.

Last, C., and Hersen, M. (1993). Adult behavior therapy casebook. New Jersey: Prentice Hall.

Merluzzi, T. and Glass, C.R., and Gerrest, M. (1981). Cognitive Assessment. New York: Guilford Press.

Navas, J. (2002). Manual de modificación de conducta y cognoscitiva. Fundamentos teóricos, perspectiva ética actual, procedimientos evaluativos y diseño de programa, visión de psicopatología, relación terapéutica y técnicas de cambio. Puerto Rico, Publicación de autor (PSYPRO).

Navas J. (1998). Conceptos y teorías del aprendizaje. Puerto Rico: Editorial publicaciones puertorriqueñas.

Persons, J. (1989). Cognitive Therapy in practice. A case formulation approach. New York: W.W. Northon and company.

Rees, S. and Graham, R. (1991). Assertion Training. New York: Routledge, Chapman and Hall Inc.

Rimm, D. and Masters, J. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt Brace Jovanovich Publishers.

Sanders, M. and Das, M. (1993). Behavioral family interventions. Iowa: Longwood division, Allyn and Bacon.

Spiegler, D. (1993). Contemporary behavioral therapy. California: Myfield Publisher company.

APPENDIX

INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: "the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner".

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. using words or thoughts of authors without giving due credit.
- b. presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. not using quotation marks to identify the exact words of an author.
- e. taking information from Internet without citing the source.
- f. buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.