

COURSE SYLLABUS

Division: Theoretical and Behavioral Foundations
Program Area: Educational Psychology
Course: EDP 7420 Introduction to Behavioral Psychology
Call Number: 10755
Credit Hours: 4 credits
Term / Year: Fall 2009
Location: 1163 Old Main
Day / Time: Tuesday 5:00 – 8:40 PM
Instructor: Paul G. Chrustowski, Ph.D.
Phone: Mobile: (586) 942-6763
E-mail: ak0070@wayne.edu
or csppsych@cavtel.net
Website: www.drchrustowski.com
Office Hours: Before or after class or by appointment

Course Description:

Basic principles and theories of behavioral psychology; theoretical and applied aspects of operant and respondent conditioning and social learning.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Demonstrate an understanding of the major learning theories and principles of respondent (classical) conditioning, operant conditioning, cognitive-behavioral modification, social learning, and principles of cognitive mediators of learning such as motivation, attribution & self-efficacy.
2. Demonstrate a basic understanding of the historical foundations of the major learning theories.
3. Apply the principles of these learning theories to common problems or development of new behavior repertoires.
4. Demonstrate the ability to operationally-define, systematically observe, and record the frequencies of target behaviors.
5. Demonstrate the ability to evaluate the effectiveness of behavioral interventions.
6. Demonstrate an understanding of behavior management techniques applied to classroom situations.
7. Demonstrate an understanding of the relationship of behavioral principles and learning theory to the roles and responsibilities of a school psychologist.
8. Demonstrate the ability to design and implement a behavior modification program which includes: an observable and operationally-defined target behavior, a systematic means of observing and recording the frequency of the behavior, an intervention with a

- theoretical basis designed to produce behavior change, and a means by which to measure and evaluate the effectiveness of the intervention.
9. Demonstrate the ability to read, discuss, and critically evaluate contemporary behavioral research.
 10. Demonstrate basic competence in writing in an APA format.

Required Texts:

1. American Psychological Association (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington DC: APA.
2. Driscoll, M. P. (2005). *Psychology of learning for instruction* (3rd ed.). Boston: Allyn & Bacon
3. Martin, G. & P., Joseph (2007). *Behavior modification: What it is and how to do it*, (8th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
4. Wayne County Regional Educational Service Agency (2003). *Guidelines for conducting functional assessment and developing behavior intervention plans*. Wayne, MI: WCRESA. (free download from website)

Students in the School and Community Psychology Program are also required to purchase the following text:

5. House, S. N. (Ed.) (2002). *Behavior intervention manual: Goals, objectives, and intervention strategies*. Columbia, MO: Hawthorne Educational Services, Inc.

Although not required texts, additional course content was derived from the following resources:

6. Lefrancois, G. R. (2000). *Psychology for teaching* (10th ed.). Belmont, CA: Wadsworth/Thompson Learning.
7. Maher, C. A. & Forman, S. G. (Eds.). (1987). *A behavioral approach to education of children and youth*. Hillsdale, NJ: Lawrence Erlbaum Associates.
8. Miltenberger, R. G. (2008). *Behavior Modification: Principles and Procedures*, (4th ed.). Belmont, CA: Thompson Wadsworth.
9. Rathvon, N. (2003). *Effective school interventions: Strategies for enhancing academic achievement and social competence*. New York: Guilford Press.
10. Shapiro, E. S. & Kratochwill, T.R. (Eds.). (2000). *Behavioral assessment in schools*, (2nd ed.). New York: Guilford Press.
11. Sundel M. & Sundel S. (2005). *Behavior change in the human services* (5th ed.). Thousand Oaks, CA: Sage Publishing.
12. Watson, S. T. & Steege, M. W. (2003). *Conducting school-based functional behavioral assessments: A practitioner's guide*. New York: Guilford Press.

Assignments:

1. Complete reading assignments as listed in the class schedule prior to lecture and participate in lecture discussions.
2. Each student will choose one article from the contemporary behavioral literature, summarize the research in one page for submission to the instructor, and present a brief oral presentation to the class.

Required Practicum Experience:

Each student will complete a single-subject behavior modification case study, preferably of a school-aged child. The purpose of this practicum is for students to apply their understanding of basic behavioral principles in behavioral changes and to demonstrate the ability to design and implement a behavior modification program. The project must be approved by the instructor and results presented in APA style and format. (See sample). This will be discussed more in class.

Evaluation & Grading:

The following is the grading scale of the Educational Psychology Department:

A	93 - 100%
A-	90 - 92.9%
B+	87 - 89.9%
B	83 - 86.9%
B-	80 - 82.9%
C+	77 - 79.9%
C	70 - 76.9%
F	69 and below

The final grade will be comprised of the following:	Exam #1	21%
	Exam #2	21%
	Exam #3	21%
	Project	20%
	Quizzes	12%
	Presentation	<u>5%</u>
		100%

Exams

Exams will be multiple choice and short answer. They will not be cumulative per se, however information discussed early in the course will have a direct bearing on later information.

Project

The project will be evaluated on the basis of adherence to APA format and style, and study design, *not on the effectiveness of the intervention.*

Quizzes

Quizzes will be given weekly. These quizzes have multiple important purposes including: 1.) determining if we need to review some concepts more thoroughly or move on to a new topic, 2.) encouraging completion of assigned readings, 3.)

encouraging regular lecture attendance, 4.) encouraging review of lecture notes rather than “cramming” for the exams, and 5.) serving as study aides for exams. Quizzes will be administered at the beginning of class and will be very brief (e.g. 5 minutes). We will have at least 12 quizzes. Students will have the option of dropping their two lowest quiz grades at the end of the term.

To exemplify the importance of continual progress monitoring in behavioral approaches to education and behavior change, students will be required to graph their own quiz scores using the provided chart.

Contemporary Behavioral Research Presentation

Each week, at least one student will be expected to offer a brief (few-minute) summary of an article he/she read in a contemporary journal. The article must be about behavioral research. The presentation must include the title of the research, author, journal where it was published, the subjects utilized, the hypothesis, the independent and dependent variables, a summary of the research procedures, and whether the results supported the hypothesis. A brief critique of the research is also expected. This information should also be submitted in written format to the instructor and should be no more than one or two pages in length.

Class Policies:

- Students are expected to attend each class session at the assigned time and with the assigned readings completed.
- Most lecture notes are available for download by students on the instructor’s website, www.drchrustowski.com. Students are highly encouraged to download notes for lectures and the week’s group discussion activity prior to class.
- If you plan to miss a class, please alert the instructor beforehand via phone or e-mail and arrange to obtain lecture notes. If a student misses a quiz without prior notification of the instructor of the absence, the quiz score will be zero. If a student misses a quiz with prior notification, there will be no penalty, and the student will have the option of a make-up quiz.
- Students will be expected to take the exams and submit the completed project on the scheduled date. In the case of any emergencies that prevent you from doing so, please alert the instructor beforehand. Grades of incomplete are discouraged and cannot be granted without written request by the student.
- Please place phones on vibrate while in class.

Academic Dishonesty:

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the Undergraduate Bulletin, the Undergraduate Student Handbook, The Student Due Process Policy and any other formal documents that are created for students at WSU. It is each

student's responsibility to read these documents and to be aware which actions are defined as academic dishonesty. You will sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Sanctions include failure in the course involved, probation and expulsion. Students are advised to think carefully and thoroughly, ask for help when needed, and make smart decisions about their academic work.

For students in the School and Community Psychology Program:

PROFESSIONAL BEHAVIOR AND NASP STANDARDS

Consistent with NASP's goals, and as outlined in the School and Community Psychology program's portfolio requirements document, you are expected to maintain good conduct in six areas of professional work behavior:

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

Your in-class performance and practica experiences will be evaluated on these characteristics and the 11 NASP domains applicable to this course. (See the detailed description of the NASP domains in the Student Handbook.) Because these work characteristics are critical to the development of successful psychology practitioners, problems in these areas will require intervention by the department faculty as a whole.

Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Typical Structure of Class (subject to change based on class progress and needs):

- 5:00 – 5:30 Small group discussion activity.
- 5:30 – 5:45 Presentation of the results of the group activity.
- 5:45 – 6:00 Quiz
- 6:00 – 6:15 Break
- 6:15 – 6:30 Review of quiz answers
- 6:30 – 7:15 Lecture on new topic
- 7:15 – 7:30 Break #2 (if needed)
- 7:30 – 8:15 Continue lecture of new material
- 8:15 – 8:40 Student presentations on contemporary behavioral research, discussion of projects

Class Schedule:

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Class 1: September 8	Course overview;	Course syllabus,
	APA style;	sample APA format,
	Introduction to behavior modification and its applications.	Martin & Pear chapters 1 & 2
Class 2: September 15	Historical contexts of behaviorism & learning theories; Major historical theorists: Hull, Pavlov, Watson, Thorndike's laws, Skinner;	Martin & Pear chapter 29; Driscoll chapter 1
	Ethical considerations & multicultural sensitivity	Martin & Pear chapter 30
Class 3: September 22	Classical (respondent) conditioning;	Martin & Pear chapter 14
	The therapeutic applications of classical conditioning through systematic desensitization.	Martin & Pear part of chapter 28
	Introduction to operant conditioning—increasing a behavior through reinforcement.	Martin & Pear chapter 3; Driscoll chapter 2

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Class 4: September 29	The interaction of respondent and operant conditioning;	Martin & Pear chapter 15
	Conditioned reinforcement.	Martin & Pear chapter 4
	Decreasing behavior with extinction;	Martin & Pear chapter 5
	Establishing behavioral persistence with schedules of reinforcement.	Martin & Pear chapter 6
Class 5 October 6	<i>Project proposals due.</i>	
	Decreasing behavior through differential reinforcement of low rates;	Martin & Pear chapter 7
	Stimulus discrimination training;	Martin & Pear chapter 8
	Gradual change models: fading,	Martin & Pear chapter 9
	Shaping.	Martin & Pear chapter 10
Class 6: October 13	Exam #1	
	Gradual change models continued: Behavioral Chaining;	Martin & Pear chapter 11
	Decreasing undesirable behavior with punishment;	Martin & Pear chapter 12

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Class 7: October 20	Aversive control: escape & avoidance conditioning.	Martin & Pear chapter 13
	Behavioral transference;	Martin & Pear chapter 16
	Goal-setting and behavioral / instructional objectives;	Martin & Pear chapter 17
	Measuring progress toward goals—understanding the basics of reliability & validity in assessment;	Web notes
Class 8: October 27	Capitalizing on existing behavioral control: rules & goals, modeling, guidance, & situational inducement.	Martin & Pear chapter 18
	Direct behavioral assessment; Functional behavioral assessment;	Martin & Pear chapter 20
	Dealing with data: what and how to record behavioral data;	Martin & Pear chapter 21
	Tools for observing and recording behavior: <i>BASC SOS</i> [®] , <i>BASC POP</i> [®] , <i>WatchMinder</i> [®] ;	Web notes
	Intro to basic stats: measures of central tendency (mean, median & mode).	Web notes
Class 9: November 3	Functional Behavioral Assessment (FBA)	Martin & Pear chapter 22; WCRESA download
	Evaluating behavioral outcomes through multiple baseline designs.	Martin & Pear chapter 23
Class 10: November 10	Exam #2:	
	Behavioral psychology applied to special needs populations: intro to school psychology—BIPs, FBAs, MDRs	Web notes

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Class 11: November 17	Planning, applying, & evaluating a treatment program	Martin & Pear chapter 24
	Token Economies	Martin & Pear chapter 25
	Applying behavioral principles to the classroom	Web notes
	Positive Behavioral Support (PBS)	Web notes
Class 12: November 24	Applying behavioral strategies to self-control;	Martin & Pear chapter 26
	Mediators of learning and behavior change: motivation, self-efficacy, attribution theory & metacognition.	Martin & Pear chapter 19; Driscoll chapter 9
Class 13: December 1	Cognitive behavioral modification;	Martin & Pear chapter 27
	Clinical intervention packages: flooding; participant modeling, cognitive rehearsal, self-instruction training, stress inoculation training; covert sensitization, habit reversal.	Martin & Pear chapter 28
Class 14: December 8	Projects due	
	Different approaches to instruction: comparing and contrasting: the meaningful verbal learning of Ausebel; the constructivist approach of Bruner's discovery learning; and Gagne's behavioral theory of instruction.	Driscoll chapters 4, 7 & 10.
	Review (tying up any loose ends).	
Class 15: December 15	Exam #3	