**Studies in Behavioral Modification**

HUS 2315 - 3 CREDIT HOURS

St. Petersburg College

Instructor: Dr. Kelly Hallas

E-mail: You may e-mail me in the MYCOURSES course, **preferred method of contact.**

Office Hours: By appointment only through ZOOM and TEAMS

I will make every effort to respond to your emails within 24 – 48 hours.

If you need to reach the HUS program director:

Dr. Latresha Moore, Human Services Program Director

Phone: (727)-497-5015

Email:  bighemmoore.latresha@spcollege.edu

**Course Description:**

This course is the study of the use of basic behavior modification techniques in the human services. Emphasis is placed on the application of Operant Conditioning techniques. Both theory and application of behavioral techniques will be covered with special emphasis on their use in human services including: education, child rearing, clinics, and self-modification. 47 contact hours.

**Course Objectives:** Upon completion of this course students will:

1. Demonstrate an understanding of the basic principles of operant conditioning by:

a. summarizing how to define, observe, and chart human behavior.

b. explaining reinforcement control in the following:

(1) reinforcement and token economy systems

(2) extinction

(3) differential reinforcement

(4) shaping

(5) schedules of reinforcement.

c. discussing stimulus control, distinguishing the following:

(1) stimulus discrimination

(2) generalization training

(3) programming and fading

(4) instruction and imitation training

d. discussing the professional code of ethics relevant to operant conditioning.

2. Organize a basic behavior modification program generalizable to a human service setting through assessment, evaluation and problem solving skills by:

a. choosing meaningful information leading to an appropriate intervention, in which client records are built with accurate information intake and client behavior is noted and accurately reported.

b. forming accurate judgments on client needs, identifying current problems and precipitating events and behavioral consequences.

c. discussing, with accuracy, significant events in the clients personal and social history.

d. balancing observations with related assessments of behavioral modification alternatives.

**Course Text:**

\*\*All readings are available in this MYCOURSES course. You will be able to access each required reading when you enter the module called “BOOK”. The pages can be rotated, enlarged, printed… however you like.

Course at a glance

spring 2024

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| Course | HUS 2315: Studies in Behavior Modification- Spring 2024 |
| Instructor | Kelly Hallas |

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| Project Phase | Starting | Ending |
| Lesson 1 | 1.16.2024 | **1.21.2024** |
| Lesson 2 | 1.22.2024 | **1.28.2024** |
| Lesson 3 | 1.29.2024 | **2.4.2024** |
| Lesson 4 | 2.5.2024 | **2.11.2024** |
| Lesson 5 | 2.12.2024 | **2.18.2024** |
| Lesson 6 | 2.19.2024 | **2.25.2024** |
| Lesson 7 | 2.26.2024 | **3.3.2024** |
| Lesson 8 | 3.4.2024 | **3.10.2024** |
| midterm | 3.8.2024 | **3.10.2024** |

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| Project Phase | Starting | Ending |
| Lesson 9 | 3.18.2024 | **3.24.2024** |
| Lesson 10 | 3.25.2024 | **3.31.2024** |
| Lesson 11 | 4.1.2024 | **4.7.2024** |
| lesson 12 | 4.8.2024 | **4.14.2024** |
| lesson 13 | 4.15.2024 | **4.21.2024** |
| Lesson 14 | 4.22.2024 | **4.28.2024** |
| lesson 15 | 4.29.2024 | **5.5.2024** |
| lesson 16 | 5.6.2024 |  **5.8.2024** |
| final exam |  5.4.2024 | **5.8.2024** |

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**REQUIREMENTS:**

**Discussion Posts:** Regular attendance and active participation are essential to successful completion of this course.Participation affords each student the opportunity to maximize the learning experience.Participation is expected of everyone. You are expected to be prepared to participate in the discussions about the course material. **I suggest you copy and paste the discussion question in your response so you can be sure to address all parts of the question.** Typically each post requires you to respond/leave feedback for 2 class colleagues.

**RUBRIC for Discussion Post: 20 possible points**

0-10 points for thoughtful feedback for two classmates (5 points per feedback response)

0-10 points for answering ALL parts of the discussion with supporting evidence as necessary. When prompted you will need to provide an INFORMED opinion. Clear, concise with few grammatical errors.

20 points possible per discussion post.

**Review/Quizzes:** There are typically weekly quizzes/reviews. You are able to take each quiz twice and only the highest grade will be kept.

**Examinations:** There will be two (2) multiple choice / short answer examinations.All students are expected to take the exam during the scheduled time in the course calendar.

The core of behavioral approaches is measurement (observation). Measuring the behavior of interest is a means of identifying progress or (lack of progress) toward a goal and can serve as a motivator. Accordingly, your knowledge of the material and your long term retention of the same will be measured via exams. Because of the hierarchical nature of behavioral principles, each exam must include cumulative items and concepts. The course readings (text pages) include self-quizzes and review questions. Take a few moments to complete each of them as you read the chapters because the information they cover is very likely to appear on your examinations.

**Development of A Better Me Plan:**

During the first few class sessions you will identify a problem behavior in your personal or business life that, by your judgment, is non-trivial yet manageable. You will develop a personal behavioral modification plan and follow it throughout the course. You will track your progress on an ongoing (daily/weekly) basis (data collection). We will discuss each student’s A Better Me Plan throughout the course and you will create a summary at the end of the course, so make sure you are documenting your progress as you go. *For example, I may submit a few paragraphs (summary) on the behavior I chose and what techniques I used to work on modifying my behavior. I may also choose to include a graph or chart that is a nice visual aid. If I choose to decrease smoking as my personal behavior, I would write a summary of what I tried and include a graph of the times I smoked each day.* **On the due date you will submit a summary of your behavior along with the data you collected and the techniques you employed to assist in changing your behavior.**

*100 Possible Points*

**Behavioral Modification RESEARCH PLAN in Human Services field:**

You will develop an idea for a basic behavior modification program generalizable to a human service setting. You will consider a topic that is of interest to you, (i.e., the school system; mental health clinics; Attention Deficit Hyperactivity Disorder/ADHD; program for individuals with developmental disabilities; parenting programs; teen residential treatment program; substance abuse treatment programs, etc.) and discuss how behavior modification principles and techniques may be applied to this human service setting.

You will select a population (youth, children, veterans etc.…). You will select a location/facility (school system, CASA house, clinic) and you will select a behavior (hitting, smoking, drug use etc....) You are **not completing field** work. This is a research plan. You will need to utilize what you have learned in this course related to behavior modification principles and techniques and decide which behavioral modification principles and techniques might work bestin this setting. You will develop a behavior plan (example plans will be explored throughout this course) and submit your plan to the class towards the end of the semester. The class will provide feedback on your plan. *So, for example I may choose to focus on kindergarten children in a school setting who need to learn to raise their hand (or decrease talking out). I will provide a paragraph or two introducing my population, setting, and behavior. Then I will discuss techniques I would use if working with this population along with why I feel those are the best techniques (ex. If I decide to use positive reinforcement, I will explain why and what it is.) Then I will include step by step instructions that anyone can follow should they want to use my plan with another classroom. Step one: gather baseline data on amount of talking out. Step two: model appropriate behavior. Step three…* *Step seven: reevaluate*. *Your plan will be appropriate for how YOU see an effective plan (it will have the amount of steps and detail that is appropriate for your population and behavior).* **You will submit a one page document which identifies: the population you are focusing on, the facility or location of this population, the behavior you are trying to modify, and a detailed plan of how you are going to modify the behavior.**

Remember to include a bibliography of any resources used. Also remember to cite your sources in the paper as well. Whenever you are using words, facts, statistics etc… that are not your own, you must cite where you found the information. If you do not cite, this will be considered plagiarism and result in an automatic zero.

APA format is expected when producing your bibliography and in text citations.

If you are unfamiliar with APA format, you may want to look at this link <https://owl.english.purdue.edu/owl/resource/560/01/>

*100 Possible points*

**In Vivo Observation:** You will locate and observe a group or dyad on or off campus. In Vivo, which means a group in its “natural setting.” You may try the cafeteria, library, work environment, etc. There must be at least two people and you must observe them for at least 15 minutes.

Type a one-page paper that includes the following information:

- Location of the group, how many people in the dyad/group, male/female?

- Purpose of the group or any other information to provide a feel for how the group appeared (if you can determine the purpose)

- Document the behaviors observed. Apply important concepts

- How did the setting/environment affect the behavior of each individual?

- If you observed more than one group or dyad, compare them.

Keep in Mind:

- Do not mention the names of the people or any other identifying information

- Try to be unobtrusive.

- If you are not able to hear all that is said, you will have to be more sensitive to body language and facial expressions.

*100 Possible points*

**Assignments should be typed in 12 point font and double-spaced. Assignment for drop-boxes should be saved in Word or .rtf format and submitted as an attachment.**

***NOTICE: If an assignment is submitted after the due date an minimum of ½ the points will be deducted. If the assignment is submitted a week or more late, zero points will be awarded. The only exception will be if you have extenuating circumstances (ex: hospitalization, death in the immediate family). In this case communication with me ASAP is requested.***

***ALL coursework is due by 11:59 p.m. Sundays unless otherwise noted in the calendar.***

**IMPORTANT DATES TO REMEMBER: Semester is January 16 – May 10, 2024**

**1/19 – Last day to drop, receive a refund, or change to audit status**

**3/10- 3/16 – College Closed – Spring Break**

**3/29 – 3/31 – College Closed - Spring Holiday**

**04/07 – Last day to withdraw with a grade of “W”**

**Please click the link below to read additional important information**

<https://www.spcollege.edu/current-students/student-affairs/student-right-to-know/student-responsibilities>

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**SYLLABUS ACKNOWLEDGEMENT**

I have thoroughly read the course syllabus and understand the requirements of this course, I have read the syllabus and carefully reviewed the course calendar. I have made note of the due dates for assignments and will check the calendar tab in the course if I need clarification regarding a due date. **I understand that lesson 16 including the final is due Wednesday May 8th.**

I understand that I must earn my grade in this course and that includes submitting quality and relevant responses regarding the lesson for the week. All submissions must demonstrate that I have an understanding of the lesson content. I understand that I will receive the grade that I earn. I will keep in touch with my instructor throughout this course and will advise her on a timely basis if I have difficulties in this course.

**Now please go to the lessons tab and complete the brief survey "Syllabus Acknowledgement”**