

Syllabus for
PSY 250 -- Behavior Management
3 Credit hours
Spring 2016

I. COURSE DESCRIPTION

This course combines instruction, interaction, and supervised experience in changing behavior. Major topic areas include history of behavior analysis, monitoring and record-keeping, terminology, reinforcement techniques, stimulus control, aversive techniques, philosophical and ethical issues, and special areas of application including psychotherapy, education, and global life planning. Prerequisite: PSY 201

II. COURSE GOALS

The purpose of this course is to help the student do the following:

- A. Acquire basic competencies in applied behavioral analysis, sufficient to effectively monitor and change undesired everyday behaviors in self and others. These will be evident from completion of a behavior change project.
- B. Acquire familiarity with, and sophistication in, the ethical and philosophical issues raised by applied behavioral analysis. This will be accomplished by discussion, reading and answering questions over certain chapters and readings.
- C. Acquire the ability to identify and differentiate between the philosophies behind the development of behavioral management on the one hand, and strategies, techniques, and goals required to implement behavior change within this rubric on the other.

III. STUDENT LEARNING OUTCOMES

As a result of successfully completing this course, the student will be able to do the following:

- A. Define and use basic terms and jargon of the field and to identify examples of each.
- B. Understand and discuss various specific applications of behavior analysis.
- C. Write a goal plan, identifying personal and professional applications.
- D. Analyze everyday behavior, including simple chains.
- E. Tabulate, quantify, and portray graphically various kinds of responses.
- F. Identify, criticize, and use the various methods of keeping behavior records, cumulative records, and behavior diaries.
- G. Use the basic schedules of reinforcement, and be able to describe the performance produced by each.
- H. List and describe the positive and negative aspects, and abuses of, punishment.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials Textbook

Miltenberger, R. G. (2012). *Behavior modification: Principles and procedures* (5th ed.) Belmont, CA: Wadsworth

B. Optional Materials Other

The following journals may be useful for further research and assignments:

1. Behavior Therapy
2. Behavior Therapist
3. Journal of Applied Behavioral Analysis
4. Journal of Behavioral Education
5. Journal of Behavioral Therapy and Experimental Psychology
6. Journal of the Experimental Analysis of Behavior
7. Journal of Positive Behavior Interventions
8. Psychological Record

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education ePortfolio Handbook and the departmental handbook for the student's major.

C. Evaluation Procedures

1. Twelve online quizzes
2. One online final exam

3. Design, conduct, and report on a behavior change project, which will be broken down into weekly online assignments.
 4. Project Presentation
- D. ePortfolio Requirements: None
- E. Other Policies and Procedures
1. Changes - Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.
 2. Office hours are posted on the instructor's door. If students cannot make the posted hours, they can email the instructor to arrange an appointment.
 3. Late work will be assessed with a penalty of 10% per day for up to five days, after which time 50% typically will be deducted from the assignment grade.
 4. When permission is granted for a late exam or make-up exam, typically a \$15 processing fee is charged and 10% of the score is deducted from the exam grade.
 5. Attendance - Students should be aware that attendance records are kept and that attendance is required. Moreover, while in class students are expected to be engaged in learning not only by their presence but also by their verbal and nonverbal body language, including polite eye contact with whoever is speaking, participation in discussion, and self-controlled restraint in using technology and working on other assignments.
 6. It is assumed that serious students could seldom justify missing more than one week of class during the semester. It is further assumed that serious students would not use these absences unless illness or other very good causes forced them to do so. A student is considered absent by nature of his or her being out of class, regardless of the reason.
 7. Four tardies are treated as one unexcused absence.
 8. Excessive is defined as anything more than one week of classes for the semester. If student absences are excessive, the final grade is typically reduced for each absence in excess of one week (e.g., three percentage points per absence for a Tuesday and Thursday class; two percentage points per absence for a Monday, Wednesday, and Friday class).
 9. If a student leaves a class after roll is taken, falls asleep, arrives excessively late, works on other assignments during class, or is otherwise disengaged from the learning activities, that student is marked absent for that class.
 10. An excused absence consists of administrative excuses for required University activities. Students are welcome to make up any work missed due to an excused (by the administration) absence. A doctor's note will not generally excuse an absence, given that students are not penalized for one whole week of absences to allow for occasional illness.

Course Inventory for ORU's Student Learning Outcomes

Psy 250: Behavior Management Spring 2016

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior		X		
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation				X
2E	Intellectual creativity		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle		X		
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills			X	
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences				X
4D	Responsible citizenship		X		
4E	Leadership capacity		X		