COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7430 Behavioral Psychology: Applications I (call # 26821, Section # 002)
COURSE CREDIT: 4 Semester Hours
TERM/YEAR: Winter 2016
COURSE LOCATION: 204 College of Education
DAY/TIME: Mondays, 4:30 p.m. – 8:10 p.m.
INSTRUCTOR: Rene M Nota, Ph.D.
OFFICE: EDP 7430 classroom
OFFICE HOURS: Monday- before and after class; and by appt
PHONE #: 586-489-2293
EMAIL: ab7303@wayne.edu
(EDP secretary, Sheri Martini, can be reached at 577-1614 or sHERI.martini@wayne.edu)

COURSE DESCRIPTION:

Application of behavioral techniques used in dealing with the social behavior of both groups and individuals. Emphasis on applications of interventions in both school and clinical settings.

COURSE OUTCOMES:

Upon completion of this course, the student will:

1. Student will be able to demonstrate knowledge of the major historical origins of the various behavioral therapies.
2. Student will understand the multicultural and urban issues involved in the development of behavioral disorders and their assessment.
3. Student will understand that the behavioral principles used to explain the acquisition of normal and abnormal behavior are the same.
4. Student will distinguish between normal and abnormal child and adolescent behavior.
5. Student will apply behavioral and social learning principles in a reflective, creative, and innovative manner to the understanding and treatment of behavioral disorders.
6. Student will demonstrate knowledge and understanding of behavior management interventions thru a practicum application.

REQUIRED TEXTS:

ATTENDANCE AND PARTICIPATION:

Participation in class discussions, in-depth knowledge of assigned readings, attendance at each class meeting, and active engagement in actual and role-played interventions are expected. Consistent with this expectation, students are required to come to class with questions and/or comments about the readings that they would like to clarify and/or discuss further. You MUST complete your readings each week. Each student should have something to contribute to every class discussion. Borderline final grades (e.g., 89%) will be advance to the next grade category for those who attend and participate.

PROFESSIONAL BEHAVIOR:

Students are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these in this course, as well as throughout your programs by department faculty. Because these skills (listed below) are critical to the development of successful psychology practitioners, problems in these areas will be noted in your portfolio or other reviews and typically require intervention by the department faculty as a whole.

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

STUDENT USE OF LAPTOP COMPUTERS IN CLASS

Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

STUDENT USE OF PHONES IN CLASS

Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.

EXAMINATIONS:

Multiple methods of assessment of student performance will be used. There will be three exams in this course, each covering approximately one-third of the course material. See tentative class schedule for a list of which chapters are covered on each exam. The exams will be multiple choice and/or short-answer/essay with questions drawn from both of the texts and lecture. Study guides will be provided, and material discussed during lecture and any other topics that I direct you to read on your own are indication of what will be covered on exams. An optional 5-point extra credit essay question will also be included on each exam and partial credit is possible (each test is worth 100 points; 300 points total). You need to bring a pencil. Only under extraordinary circumstances will a make-up exam be administered.
PRESENTATIONS:

Students will be giving presentations near the end of the semester on topics as noted in the tentative class schedule. This task will be explained in more detail and topics/chapters will be assigned on the second night of class. These are short presentations, summarizing evidence-based treatments for specific disorders. Both the content and style of delivery will be evaluated using the rubric at the end of the syllabus. This is worth 60 points.

FIELD ASSIGNMENT:

Students will be completing the field assignment form found at the end of this syllabus. The purpose of the assignment is to learn to recognize examples of common behavioral theories in operation in daily life. Students are required to find one example of each theory in application in their current lives. Describe each example in sufficient detail that it is very clear how the theory is being exemplified. Use appropriate/relevant terminology for each theoretical perspective (e.g., classical conditioning—US, CS, UR, CR; Social Learning Theory—imitation, observation, model, vicarious, etc.). This assignment will be described in more detail in class and is worth 40 points.

SUMMARY OF REQUIRED PRODUCTS:

300 points  Exams
60 points   Presentation
40 points  Field Assignment
100 points  Behavioral Intervention Case
100 points  Class Participation (10 points per lecture/class)

600 points total

Note: All assignments must be clearly labeled (i.e., Progress Report, xxx date).
Note: All assignments must be completed in order for a grade to be earned for the course. No assignments can be skipped.

FINAL GRADES:

The following grading scale will be applied based on the total number of points accumulated by the semester end (400 points possible):

A     95% +
A-    90-94%
B+    87-89%
B     83-86%
B-    80-82%
C+    77-79%
C     70-76%
Fail  69% -

WITHDRAWAL POLICY:

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to
date) at the time the withdrawal is requested
  o WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

ACADEMIC DISHONESTY, INCLUDING PLAGIARISM:

No form of academic dishonesty will be tolerated. It is completely assumed that not only do you already know to avoid plagiarism, cheating, etc., but also that you have read your Graduate Handbook and other formal WSU documents describing your responsibility as a student. Particularly on assignments such as those in this course, you must also paraphrase others' writing and never use verbatim statements without direct quotes and page numbers.

Plagiarism
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

It is the policy of this course that in cases of academic dishonesty, a grade of F is assigned for the course and charges may be filed with the WSU Judicial Officer. WSU also has policies about this. The following is taken directly from the WSU Graduate Bulletin:

Deception, Fraud and Misuse of Documents
Intentionally furnishing false information to the University is explicitly prohibited, as is forgery, alteration, unauthorized possession, or misuse of University documents, records and identification cards. The University reserves the right to rescind degrees if the award of the degree was based in whole or in part on deception, fraud, other unacceptable academic conduct, or misuse of University documents.

REFERENCING:

When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. Cite authors in the order in which their names were published. You never reorganize the authorship order. That order is determined by level of contribution to the article. See additional handout posted on Blackboard on how to create references using APA style.
WRITING SKILLS:

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, WSU has a writing center, which can be found at http://www.clas.wayne.edu/writing/. The mission and services offered at the Writing Center can be found at on that website. There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330 for information about HOOT. The site also has a list of additional resources.

ATTENTION STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) 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.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

SDS News:
Effective Fall semester 2010 Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sdsexams2010@wayne.edu.

RELIGIOUS OBSERVANCE POLICY:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
### TENTATIVE CLASS SCHEDULE

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<th>Date</th>
<th>Topic</th>
<th>Related Readings</th>
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<tr>
<td>January 11</td>
<td>Behavior Therapy: Introduction, Antecedents of Contemporary Behavior Therapy, The Behavioral Model, The Process of Behavior Therapy</td>
<td>S &amp; G Ch 1, S &amp; G Ch 2, S &amp; G Ch 3, S &amp; G Ch 4</td>
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<td>January 18</td>
<td>No Class</td>
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<td>January 25</td>
<td>Behavioral Assessment, Foundations of Evidence-Based Psychotherapy, Adolescent Psychotherapy Treatment Planner</td>
<td>S &amp; G Ch 5, W &amp; K Ch 1, 2, 3 (on exam 3), Jongsma book</td>
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<td>February 1</td>
<td>Acceleration Behavior Therapy, Deceleration Behavior Therapy, Combining Reinforcement and Punishment</td>
<td>S &amp; G Ch 6, S &amp; G Ch 7, S &amp; G Ch 8</td>
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<td>February 8</td>
<td>Exposure Therapy: Brief/Graduated, Exposure Therapy: Prolonged/Intense</td>
<td>S &amp; G Ch 9, S &amp; G Ch 10</td>
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<td>February 15</td>
<td>First Examination</td>
<td>Covers S&amp;G Ch 1-10</td>
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<td>February 22</td>
<td>Modeling Therapy, Cognitive-Behavioral Therapy: Cognitive Restructuring</td>
<td>S &amp; G Ch 11, S &amp; G Ch 12</td>
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<td>February 29</td>
<td>Cognitive-Behavioral Therapy: Coping Skills, Third-Generation Behavior Therapies, Applications of Behavior Therapy to Medical Disorders</td>
<td>S &amp; G Ch 13, S &amp; G Ch 14, S &amp; G Ch 15</td>
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<td>March 7</td>
<td>Applications of Behavior Therapy to Psychological Disorders with Primary Physical Characteristics, Contemporary Behavior Therapy in Perspective</td>
<td>S &amp; G Ch 16</td>
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<td>March 14</td>
<td>Spring Break—no class</td>
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<td>March 21</td>
<td>Second Examination</td>
<td>Covers S&amp;G Ch 11-17</td>
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<td>March 28</td>
<td>EBPs for Anxiety, Depression, Substance Abuse, Student Presentations</td>
<td>W&amp;K Ch 4-5, 7-10, 26-27, 30; Jongsma</td>
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<td>April 4</td>
<td>EBPs for AD/HD, ODD/CD, Antisocial Behavior, Anger Control, Student Presentations</td>
<td>W&amp;K Ch 11-15, 17-18, 34 Jongsma</td>
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<td>April 11</td>
<td>Other Disorders; Special Settings and Populations: Autism, Traumatized Youth, Minority Youth, Student Presentations</td>
<td>W&amp;K Ch 19-21, 24-25, 28-29; Jongsma</td>
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<tr>
<td>April 18</td>
<td>Third Examination, Behavior Intervention Case due</td>
<td>Covers chapters since exam 2, plus chapters 1, 2, 3 &amp; Jongsma</td>
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<td>April 25</td>
<td>Last Day of Class</td>
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Name(s): ____________________________________________

Date: ______________ Topic/Chapters: ____________________________________________

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<td>2. Coverage/Inclusion of material</td>
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<td>3. Knowledge of Content</td>
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<td>4. Response to Audience Questions</td>
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<td>5. Clarity of Presentation</td>
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<td>6. Enthusiasm, speaking style, etc.</td>
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Total: ______________

Additional comments:
FIELD ASSIGNMENT
EDP 7430—DR. NOTA—WINTER 2016

Refer to instructions as noted in the syllabus.

CLASSICAL CONDITIONING:

OPERANT CONDITIONING:

COGNITIVE/COGNITIVE BEHAVIORAL:

SOCIAL/LEARNING THEORY: