

California Lutheran University

Bachelor's Degree for Professionals

Course Number and Title Psych 416 Social Learning Theory: Research and Applications

Term 2016 Fall term, August 29 – November 14, Mondays, 6-9:30pm

Campus & Classroom number Woodland Hills 114

Drop Dates: Last day to add/drop without financial penalty: Monday September 12th

Last day to withdraw without academic penalty: Monday October 10th

Instructor: Sodah Minty, MA, MS Doctoral Candidate

Contact: sminty@callutheran.edu

Office Hours: Appointments available upon request.

Course Description

Covers the basic principles and procedures of behavior modification and learning theory as they apply to such areas as child and classroom management, behavioral self-change projects, medical psychology, developmental disabilities and mental health settings. Students read current literature in behavior analysis related to the etiology, treatment of addictive behavior disorders and behavioral disorders.

Textbooks/Required Readings

Behavior Modification: What it is and How to Do it by Martin and Pear (8th or 9th edition)

ISBN-13: 978-0205792726

ISBN-10: 0205792723

Course Structure

The course will be largely discussion-based, with a considerable amount of that discussion being student-led.

Recommended Readings

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (Fifth ed.). Arlington, VA: American Psychiatric Publishing. pp. 74–85.
ISBN 978-0-89042-555-8.

Course Goals

- Provide you with an understanding of the theories and principles encompassed in the fields of applied behavior analysis and social-cognitive learning theory.
- To enable you to knowledgeably observe, analyze, and apply the above principles to evaluate (and possibly modify) your actions, social and family relationships, as well as understand clinical disorders and their treatments, social issues and problems.

Student Learning Outcomes:

- Critical thinking: Analyses and evaluations of cases, problems, and in-class exercises.
- Field Specific Knowledge: Exams covering lectures, PowerPoint presentations, assigned readings.
- Communication: Required paper and presentations on mini-labs, self change project paper and presentation, case reports and discussion.
- Information Literacy: Finding and evaluating articles for class discussions and for the self-change project/ paper.

Course Assignments/Requirements/Course Schedule

*Please complete assigned readings before the class for which the readings are assigned.

Assignments/dates/exams are subject to change*

Week	Date	Topic	Chapter in text/assignment
1	8/29/16	Intro to the Course	Ch. 1
2	9/12/16	Classical Conditioning	Ch. 3
3	9/19/16	Operant Conditioning	Ch. 15 In class: "Operant Conditioning"
4	9/26/16	Behavioral Shaping	Mini Lab 1 Due Ch 5 and 7
5	10/3/16	Behavioral Chain Analysis	Ch 5 and 7 continued
6	10/10/16	Behavioral Extinction and Fading	Mini Lab 2 Due Ch 11
7	10/17/16	Behavioral Therapies: Behavior Therapy Cognitive Behavior Therapy	Ch. 27
8	10/24/16	Dialectical Behavior Therapy	Mini Lab 3 Due In class: "Daily SUD's"
9	10/31/16	Behavior Therapies Continued	
10	11/7/16	Helping Individuals Develop Self-Control	In class: "Components of Emotions" Ch. 26
11	11/14/16	Wrap up	Mini Lab 4 Due and

			Behavioral Contracts Due
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Student Workload/Carnegie Hours:

Student Workload for a 4-credit course (50-minute hour):

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required text			5	55	Over 11 weeks, uneven distribution
Weekly Classes	3 hrs. 20 min.	36 hrs. 40 min.			Average, varies by student
Mini Labs		7 hrs		15	Average, varies by student
Behavioral Contract		7 hrs		20	Average, varies by student
In class discussions/exercises				10	Average, varies by student
Total		50		100	

**** In this chart the Carnegie Instructional Hours have already been converted to traditional clock hours; these are based on a 60-minute clock hour.**

The expectation for this course is that you will spend the equivalent of 4 hours per week in class (an hour is defined as 50 minutes), and you will spend approximately 9 hours per week studying and completing assignments for this course.

Grading

CRITERION	PORTION
Behavioral Contract Project	300pts (30%)
Mini Labs (4)	200pts (20%)
Take Home Exercises	400pts (40%)
General Participation/Attendance	100pts (10%)

Assignments:

Behavioral Change Project (Due Week 11)

Select something about yourself that you would like to change. This may be based on something from the text to improve your well being, changing maladaptive behavior(s) related to work, a relationship, or a habit. You may think of improving your diet, increasing exercise, making time for yourself to meditate and reflect, quit smoking, spend more time with a partner, saying “no” to unreasonable requests, etc. Design an intervention to change/improve the problem and implement it.

The brief written paper/project will be typed, double spaced, and **2-4 pages in length**. Written portion should include:

- specific definition of the problem you are addressing
- goal(s) (including rationale for goal)
- description of the method and justification based on theory and research
- how you measured progress
- results (you may include graphs or tables)
- discussion of results

Students will submit their behavior change idea to Instructor Minty via email before class on week 2 and will share behavior change agreement to class. Results will be presented in class on the last day (PPT) and the written assignment will be turned in. (about 5 slide, 15 mins max).

- **Mini Labs**

Students are to complete a total of 4 Mini Labs. These assignments will be completed at home and, depending on the assignment, may require students to rely on a partner. These assignments include: A written portion and a brief in-class reflection of the mini lab on the day the lab is due.

Students must be prepared with their assignments on the day the Mini Labs are due in order to discuss their experiences with the Behavior Modification concepts with the instructor and in small groups.

- **Take Home Exercises**

Similar to the in-class activities, these exercises will be posted on BB and are meant to facilitate the learning experience and must be completed by the end of the term.

- Late assignments will not be accepted without a documented excuse

GRADING SCALE

GRADE PERCENTAGE

- A 95-100
- A- 90-94.9
- B+ 86-89.9
- B 83-85.9
- B- 80-82.9
- C+ 76-79.9

C 73-75.9
C- 70-72.9

Attendance Policy Please attend all classes on time. If for any reason you will be late or need to miss a class in case of an emergency, please contact the instructor ASAP.

Course Evaluations Statement:

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:
<http://courseval.callutheran.edu>

Disability Statement:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing wjimene@callutheran.edu

Statement on Academic Honesty:

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

University Harassment Policy

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights**, please go to the following link:
[Student Life Handbook](#)

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

CLU Writing Center

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805-493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Veterans Resources

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please click on the

following link for more information

http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

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