

BEHAVIOR MODIFICATION I – SPRING, 2026

3 Credit Hours

Course Information

Lectures: Tuesdays, 4:10 pm to 7:00 pm

Course Instructor:

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TBA

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Course Goals and Objectives

Upon completion of this course, you will be able to:

1. Acquire knowledge of elementary principles and procedures of behavior modification
2. Understand behavior modification research
3. Introduce you to practical know-now techniques such as stimulus control, reinforcement, extinction, and punishment, for changing behavior
4. Practice behavior modification techniques in class
5. Develop and plan to change an identified behavior problem for yourself or someone you know
6. Implement and evaluate your success in the application of behavior modification techniques

Required and Optional Texts

Required Textbook:

Martin, G. & Pear, J. (2019). Behavior modification: What it is and how to do it (11h edition). Routledge. ISBN-10: 081536654X.

<https://www.routledge.com/Behavior-Modification-What-It-Is-and-How-To-Do-It/Martin-Pear/p/book/9780815366546#>

「請尊重智慧財產權，不得非法影印教師指定之教科書籍」。

Requirements

Midterm and Final Exams. Two tests (will cover all course material (i.e., text, lectures). You will need to study, understand, and be able to apply the material to various situations in order to succeed on the tests. Each test will consist of multiple-choice questions from the text and/or lecture. Arrive on time for the test - when the first person who has finished the test leaves the room, no one else may enter to take the test. No make-up examinations will be given unless prior arrangements and approval have been made with me before the exam date. If you do not get my approval for a makeup exam before the day of the exam, that examination will be recorded as a 0 unless you provide a signed and dated notice from an emergency room physician. Do not call the department secretary and leave a message that you are sick and will miss the exam.

The two major examinations are each worth a possible 300 points, for a semester total of 600 possible points. Each exam will include only the material covered from the previous exam. Thus, the final exam will not be cumulative but will cover the material after the midterm exam.

In-Class Exercises.

In-class exercises will be required throughout the semester (a total of 14 classes except for midterm and final weeks) to improve your learning in class. The grading for your in-class exercises will be “needs improvement” (less than 14 points for each in-class exercise), “meeting expectations” (14 to 17 points for each in-class exercise), or “meritorious” (18 to 20 points for each in-class exercise). Each of in-class exercise should be completed within the time frame designated in each class. The 14 in-class exercises are each worth a possible 20 points, for a semester total of 280 possible points.

Attendance. Class attendance will contribute 10 points for each class. A total of 280 possible points (12 out of 14 class attendance) will be worth a semester.

Grading

The final grade will be based on the total number of points accumulated out of a possible 1000 points.

<u><i>Components</i></u>	<u><i>Max Points</i></u>
Midterm and Final Exams (300 points each)	600
In-Class Exercises (20 points each x 14 time)	280
Attendance (10 points each x 12 out of 14 time)	120

<u><i>Total Points</i></u>	<u><i>Grade</i></u>
900-1000	A
850-899	B+
800-849	B
750-799	C+
700-749	C
650-699	D+
600-649	D
0-599	F

Miscellaneous Important Information
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Attendance. Students are expected to attend all classes, on time. It will be extremely difficult to succeed in this course if class lectures are missed. In addition, since class attendance and in-class exercises contribute to you grade, remember that you cannot participate in class if you do not attend class.

E-mail. Students should check their CCU e-mail account regularly, as any information will be sent to the class via e-mail.

Class Courtesy. Arrive on time. If you arrive late, please try not to disturb others. Do not leave early. If you have to leave early inform your instructor in advance. Do not prepare for departure before class

ends. I encourage questions and discussions, as long as the talking is with everyone. Any use of cell phones during class is highly distracting and disrespectful. Thus, the use of cell phones is not permitted during class time for any purpose and they are to be kept turned off and out of view, inside pocketbooks, knapsacks, etc. Any student whose phone rings during class is hereby asked to leave the class (no need to wait for me to ask you to leave). Cell phones distract other students from learning, disrupt lectures, and create an environment in which events outside the classroom appear to be more important than those occurring inside the classroom—precisely the kind of environment none of us wants or needs for our classes. With respect to laptops, you are welcome to use your laptop in this class, but only for class-related purposes (e.g., note-taking). No other use of the laptop (e.g., instant messaging, internet surfing) is allowed.

Tentative Schedule –Introduction to Clinical Psychology

The order of material to be covered during the semester is outlined below along with assigned chapter readings. It is the student's responsibility to read the assigned chapters as the corresponding topics are covered in class.

<i>Week</i>	<i>Class Content</i>	<i>Readings & BOs</i>
Part I: The Behavior Modification Approach		
02/23	Introduction In-Class Exercises	Chapter 1
03/02	Areas of application: An Overview In-Class Exercises	Chapter 2
03/09	Defining, Measuring, and Recording Target Behavior In-Class Exercises	Chapter 3
03/16	Defining, Measuring, and Recording Target Behavior (continued...) In-Class Exercises Doing Behavior Modification Research In-Class Exercises	Chapter 3 Chapter 4
03/23	Doing Behavior Modification Research (continued...) In-Class Exercises Respondent (Classical, Pavlovian) Conditioning of Reflexive Behavior In-Class Exercises	Chapter 4 Chapter 5
Part II: Basic Behavioral Principles and Procedures		
03/30	Respondent (Classical, Pavlovian) Conditioning of Reflexive Behavior (continued...) In-Class Exercises Increasing a Behavior with Positive Reinforcement In-Class Exercises	Chapter 5 Chapter 6

04/13	Increasing a Behavior with Positive Reinforcement (continued...) In-Class Exercises Increasing Behavior with Conditioned Reinforcement In-Class Exercises	Chapter 6 Chapter 7
04/20	Midterm	
04/27	Increasing Behavior with Conditioned Reinforcement (continued...) In-Class Exercises Decreasing a Behavior with Operant Extinction In-Class Exercises	Chapter 7 Chapter 8
05/04	Decreasing a Behavior with Operant Extinction (continued...) In-Class Exercises Getting a New Behavior to Occur with Shaping In-Class Exercises	Chapter 8 Chapter 9
05/11	Getting a New Behavior to Occur with Shaping (continued...) In-Class Exercises Developing Behavioral Persistence with Schedules of Reinforcement In-Class Exercises	Chapter 9 Chapter 10
05/18	Developing Behavioral Persistence with Schedules of Reinforcement (continued...) In-Class Exercises Responding at the Right Time and Place: Operant Stimulus Discrimination and Stimulus Generalization In-Class Exercises	Chapter 10 Chapter 11

05/25	Responding at the Right Time and Place: Operant Stimulus Discrimination and Stimulus Generalization (continued...) In-Class Exercises Changing the Control of a Behavior with Fading In-Class Exercises	Chapter 11 Chapter 12
06/01	Changing the Control of a Behavior with Fading (continued...) In-Class Exercises Getting a New Sequence of Behaviors to Occur with Behavior Chaining In-Class Exercises	Chapter 12 Chapter 13
06/08	Getting a New Sequence of Behaviors to Occur with Behavior Chaining (continued...) In-Class Exercises Differential Reinforcement Procedures to Decrease Behavior In-Class Exercises	Chapter 13 Chapter 14
06/15	Differential Reinforcement Procedures to Decrease Behavior (continued...) In-Class Exercises Decreasing Behavior with Punishment In-Class Exercises	Chapter 14 Chapter 15
06/22	In-Class Exercises Final	Chapter 15

Note. The order of topics is subject to change.