

Online Course Syllabus

BA330- Behavioral Psychology

3 Credit Hours

Course Introduction

Instructor:	Instructor will post this information in Module 1 welcome announcement.
Office and Hours:	
Phone:	
E-mail:	
Course Website:	

Official Course Description

This course examines behavioral psychology in light of such proponents as B.F. Skinner and John B. Watson. Topics will include learning, adaptation, and educational potentials, as well as the ramifications for 21st century researchers and educators. (3 credit hours)

Institutional Learning Competencies and Outcomes

Institutional Learning Outcomes

Scholarship

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

- Disciplinary Knowledge
 - **PLO 1** - Students will demonstrate understanding of the major theories, empirical findings, and historical trends within the field of psychology.
- By the end of this course, students will be able to...**
1. Discuss the basic assumptions of behavioral psychology as a discipline in psychology. (CLO1)
 - a. Clarify how psychology is viewed as a science. (MLO1)
 - b. Explain why behaviorism focuses on the observable as opposed to internal events like thinking. (MLO2)
 - c. Discuss how the environment influences behavior. (MLO 3)
 2. Illustrate the historical and evolutionary background, and purpose and function of behavioral psychology. (CLO2)
 - a. Discuss the historical foundation of behavioral theory. (MLO4)
 - b. Describe how both behavioral theory and its related application have evolved. (MLO5)
 - c. Explain how behavior theory aligns with cognitive theory. (MLO6)
 3. Discuss the contributions of the founding behaviorists. (CLO3)
 - a. Discuss the contributions of John Watson to behavioral theory. (MLO7)
 - b. Discuss the contributions of B. F. Skinner to behavioral theory. (MLO8)
 - c. Discuss the contributions of Ivan Pavlov to behavioral theory. (MLO9)
 4. Compare and contrast operant and classical conditioning. (CLO4)
 - a. Discuss the concept of conditioning and behavior. (MLO10)

- b. Compare and contrast operant and classical conditioning. (MLO11)
- 5. Define the foundation of learning theories as they relate to Albert Bandura and social learning theory. (CLO5)
 - a. Discuss the contributions of Albert Bandura to behavioral theory. (MLO12)
 - b. Explain the theory of social learning. (MLO13)

Professional Practice

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

- Application
 - **PLO 8** - Students will be able to apply psychological principles and theory to individual, social and organizational issues
- By the end of this course, students will be able to...**
- 1. Students will be able to discuss the methodologies of the behavioral approach (CLO6)
 - a. Discuss the different techniques used in a clinical setting using a behavioral approach. (MLO14)
 - b. Clarify the purpose and results from behavioral research like the Bobo Doll. (MLO15)
 - c. Review the ethical concerns in the behavioral approach. (MLO16)
 - 2. Students will be able to discuss the application behavioral psychology in a clinical setting. (CLO7)
 - a. Summarize the behavioral techniques used in behavioral treatment. (MLO17)
 - b. Explain the concept of aversion theory as it relates to behavior. (MLO18)
 - c. Discuss how the behavioral approach can be applied to working with phobias, aggression, addiction, and relationships. (MLO19)

Required and Optional Texts and Electronic Reserves

Required Texts

Title	ISBN	Publisher's Price
Powell, R. A., Honey, P. L., & Symbaluk, D. G. (2017). <i>Introduction to learning and behavior</i> (5 th ed.). Boston, MA: Cengage Learning	9781305652941	Approx. \$75

Required Readings in Canvas

1. Walker, D. D., van Jaarsveld, D. D., & Skarlicki, D. P. (2014). Exploring the effects of individual customer incivility encounters on employee incivility: The moderating roles of entity (in) civility and negative affectivity. <i>Journal of Applied Psychology</i> , 99(1), 151-161. doi:10.1037/a0034350
2. Shurick, A. A., Hamilton, J. R., Harris, L. T., Roy, A. K., Gross, J. J., & Phelps, E. A. (2012). Durable effects of cognitive restructuring on conditioned fear. <i>Emotion</i> , 12(6), 1393-1397. doi:10.1037/a0029143
3. Beck, H. P., Levinson, S., & Irons, G. (2009). Finding little Albert: A journey to John B. Watson's infant laboratory. <i>American Psychologist</i> , 64(7), 605-614. doi:10.1037/a0017234
4. Garcia, P. M., Restubog, S. D., Kiewitz, C., Scott, K. L., & Tang, R. L. (2014). Roots run deep: Investigating psychological mechanisms between history of family aggression and abusive supervision. <i>Journal of Applied Psychology</i> . doi:10.1037/a0036463
5. Patterson, S., & Smith, V. (2010). Using developmental theory to explore conceptions of friendship: A case comparison. <i>Developmental Disabilities Bulletin</i> , 38(1-2), 75-91.
6. Stinson, J. D., Sales, B. D., & Becker, J. V. (2008). Social learning theories. In <i>sex offending: Causal theories to inform research, prevention, and treatment</i> (pp. 77-91). Washington, DC: American Psychological Association. doi:10.1037/11708-006
7. Boynton, M. H., Portnoy, D. B., & Johnson, B. T. (2013). Exploring the ethics and psychological impact of deception in psychological research. <i>IRB: Ethics & Human Research</i> , 35(2), 7-13.
8. Öhman, A., & Rück, C. (2007). Four principles of fear and their implications for phobias. In Rottenberg, J. & Johnson, S. L. (Eds.), <i>Emotion and psychopathology: Bridging affective and clinical science</i> (pp. 167-189). Washington, DC: American Psychological Association. doi:10.1037/11562-

Course Rubric

Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
Disciplinary Knowledge	Misses most opportunities to connect theory to practice; unable to characterize the nature of psychology as a discipline.	Identifies major psychological theories, findings and trends in domains (individual, organizational and societal); somewhat able to characterize the nature of psychology as a discipline.	Explains the major psychological theories in context; compares and contrasts competing theories collegially; may have specialized knowledge in one domain; adequately able to characterize psychology as a discipline.	Compares and contrasts major psychological theories across domains; addresses at least one domain as an expert in the field; expertly characterizes psychology as a discipline.
Application	Makes few or no connections between psychological principles and theories to real life situations; misses opportunities to apply psychological principles and theories to specific individual, social, and organizational issues; unable to select a relevant theory for a particular situation.	Examines critically most connections between psychological principles and theories to real life situations; May connect opportunities to apply psychological principles and theories to specific individual, social, and organizational issues; can select relevant theories for a particular situation, though at the rudimentary level.	Analyzes and assesses critically most connections between psychological principles and theories to real life situations; Connects opportunities to apply psychological principles and theories to specific individual, social, and organizational issues; can select relevant theories for a particular situation.	Analyzes and assesses critically all possible connections between psychological principles and theories to real life situations; Develops solutions based on current psychological principles and theories that are practical, feasible, and likely to work in real-world situations; provides.

Course Schedule, Assignments, and Grading

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 1 (Unit 1)	Psychology	PLO1 CLO1 MLO1	Required Readings Powell, R. A., Honey, P. L., & Symbaluk, D. G. (2017). <i>Introduction to learning and behavior</i> (5 th ed.). Boston, MA: Cengage Learning <ul style="list-style-type: none"> Read Chapter 1, Introduction 	View/Review: All About Psychology. (2013, July 6). <i>Timeline of psychology</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=CsxKcY94EB4 . Participate in the Discussion Forum***: Psychology as a Science <ul style="list-style-type: none"> You have been asked to present an overview of the history of behaviorism and the (5) schools of behaviorism at an educational open house event for students considering a degree in psychology. Describe what and how you would share this information to your audience. Explain how behaviorism is different than other fields of psychology. Offer one modern day example of how behaviorism is used to assist clients with mental health disorders. Describe how behaviorism is considered a science in the field of psychology. When responding to classmates, please provide substantive feedback. Consider the types of questions would you ask as an audience member if you were attending this presentation. Please respond to at least two (2) classmates. MLO's Addressed: MLO1 (Due Wednesday and Friday by 11:59 PM CST) Complete the Unit 1 Practice Quiz (optional).	20 points/ BA Discussion Rubric

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Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 2 (Unit 3)	Behavioral Theory	PLO1 CLO CLO1 CLO2 MLO1 MLO4 MLO5	Required Readings Powell, R. A., Honey, P. L., & Symbaluk, D. G. (2017). <i>Introduction to learning and behavior</i> (5 th ed.). Boston, MA: Cengage Learning <ul style="list-style-type: none"> • Read Chapter 1, Introduction 	<p>View/Review: View the video titled, "Shaping." http://education-portal.com/academy/lesson/shaping.html#lesson</p> <p>Participate in the Discussion Forum:</p> <p>Behavioral Roots</p> <ul style="list-style-type: none"> • Explain how behaviorism is rooted in philosophy. • Describe the evolutionary progression of behaviorism from its inception to today. • Describe how behavior has changed from the early 1950s to today; for example, what may be considered acceptable behavior now that was not acceptable in the 50s. • When responding to classmates, expand their posting content with additional scholarly research that enhances their focus related to philosophy. <p>Please respond to at least two (2) classmates.</p> <p>MLO's addressed: MLO1</p> <p>(Due Wednesday and Friday by 11:59 PM CST)</p> <p>Complete this Assignment: Written Assignment – Behavioral Theories Matrix Complete each column in the Behavioral Theories Matrix document (see matrix instructions in document). Each item should be complete and substantive and supported by research (be sure to use APA citations). Follow APA format according to the APA Manual 6th edition. The title page and reference page are not included in the word count criteria.</p> <p>MLO's addressed: MLO4,5</p> <p>(Due Sunday by 11:59 PM CST)</p> <p>Complete the Unit 3 Practice Quiz (optional).</p>	<p>20 points / BA Discussion Rubric</p> <p>100 Points/ BA Written Assignment Rubric</p>

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 2 (Unit 4)	Behavioral and Cognitive	PLO1 CLO2 MLO6	<p>Required Readings</p> <p>Powell, R. A., Honey, P. L., & Symbaluk, D. G. (2017). <i>Introduction to learning and behavior</i> (5th ed.). Boston, MA: Cengage Learning</p> <ul style="list-style-type: none"> Read Chapter 8, Extinction and Stimulus Control <p>Shurick, A. A., Hamilton, J. R., Harris, L. T., Roy, A. K., Gross, J. J., & Phelps, E. A. (2012). Durable effects of cognitive restructuring on conditioned fear. <i>Emotion</i>, 12(6), 1393-1397. doi:10.1037/a0029143</p> <p>View/Review</p> <p>Therapist Aid. (2014, November 28). <i>What is CBT?</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=bUOaHsxe8OQ</p> <p>AppliedBehaviorAnalysisEdu. (2019). <i>Applied behavior analysts address behavioral problems associated with Alzheimer's and Dementia</i>. Retrieved from https://www.appliedbehavioranalysisedu.org/alzheimers-and-dementia/</p>	<p>View/Review</p> <p>Watch the video titled, "Cognitive-Behavioral therapy." http://www.psychotube.net/category/therapy/cognitive-behavioral-therapy-therapy/</p> <p>Complete this Assignment:</p> <p>Case Study – Maybelle</p> <p>Please read the following case study in the classroom.</p> <p>Based on the case study, respond to the following items in a 500-750 word paper:</p> <ul style="list-style-type: none"> Explain how a behavioral approach would work best for Maybelle. Explain why a cognitive-behavior approach would be less effective. Substantiate responses with research/theory (be sure to use APA citations). Follow APA format according to the APA Manual 6th edition. The title page and reference page are not included in the word count criteria. <p>MLO's addressed: MLO6</p> <p>(Due Sunday by 11:59 PM CST)</p> <p>Complete the Unit 4 Practice Quiz (optional).</p>	<p>100 points/ BA Written Assignment Rubric</p>

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 3 (Unit 5)	John Watson	PLO1 CLO3 MLO7	<p>Required Readings</p> <p>Watson, J. (1948). <i>Psychology as the behaviorist views it, 1913</i>. In W. Dennis (Ed.), <i>Readings in the history of psychology</i> (pp. 457-471). East Norwalk, CT: Appleton-Century-Crofts. doi:10.1037/11304-050</p> <p>Beck, H. P., Levinson, S., & Irons, G. (2009). Finding little Albert: A journey to John B. Watson's infant laboratory. <i>American Psychologist</i>, 64(7), 605-614. doi:10.1037/a0017234</p>	<p>View/Review: Watch the video titled, ""Baby Albert Experiments." https://www.youtube.com/watch?v=FMnhYGozLyE</p> <p>Participate in the Discussion Forum: Little Albert</p> <ul style="list-style-type: none"> Describe John Watson's infamous Little Albert experiment. Explain what Watson concluded about behavior because of this experiment. Explain how this information enhances the behavioral theoretical approach. Respond to one of your classmates by Friday by introducing a behavioral experiment of your own sharing what you would study and why, and request his or her feedback. Respond to at least one classmate's posting to you about his or her behavioral experiment with your feedback. <p>Please respond to at least two (2) classmates.</p> <p>MLO's addressed: MLO7</p> <p>(Due Wednesday and Friday by 11:59 PM CST)</p> <p>Complete the Unit 5 Practice Quiz (optional).</p>	<p>20 points / BA Discussion Rubric</p>

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 3 (Unit 6)	B.F. Skinner and Ivan Pavlov	PLO1 CLO3 MLO8	<p>Required Readings</p> <p>Powell, R. A., Honey, P. L., & Symbaluk, D. G. (2017). <i>Introduction to learning and behavior</i> (5th ed.). Boston, MA: Cengage Learning</p> <ul style="list-style-type: none"> Read Chapters 3, Elicited Behaviors and Classical Conditioning Read Chapter 6, Operant Conditioning: Introduction 	<p>View/Review: Review the following article about the Skinner Box, entitled, "Skinner Box Definition,"</p> <p>Participate in the Discussion Forum Skinner</p> <ul style="list-style-type: none"> Describe the Skinner Box experiment. Explain what Skinner concluded about behavior because of this experiment. Explain how this information enhances the behavioral theoretical approach. <p>Please respond to at least two (2) classmates.</p> <p>MLO's addressed: MLO8</p> <p>(Due Wednesday and Friday by 11:59 PM CST)</p> <p>Complete this Assignment: Case Study – Pavlov Write a 500-750 word paper about Pavlov's famous dog experience, substantiate with research (be sure to cite), and to include the following headings:</p> <ul style="list-style-type: none"> Introduction Pavlov's Dog Experiment Conclusions Contribution to Behaviorism Conclusion <p>Follow APA format according to the APA Manual 6th edition. The title page and reference page are not included in the word count criteria.</p> <p>MLO's addressed: MLO8</p> <p>(Due Sunday by 11:59 PM CST)</p>	<p>20 points / BA Discussion Rubric</p> <p>100 points/ BA Written Assignment Rubric</p>

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 4 (Unit 7)	Conditioning Behavior	PLO1 CLO4 MLO10	<p>Required Readings</p> <p>Powell, R. A., Honey, P. L., & Symaluk, D. G. (2017). <i>Introduction to learning and behavior</i> (5th ed.). Boston, MA: Cengage Learning</p> <ul style="list-style-type: none"> Read Chapters 3, Elicited Behaviors and Classical Conditioning Read Chapter 6, Operant Conditioning: Introduction 	<p>View/Review: Watch the video titled, "The Difference Between Classical and Operant Conditioning." https://www.youtube.com/watch?v=H6LEcM0E0io</p> <p>Participate in the Discussion Forum: Influence of Conditioning</p> <ul style="list-style-type: none"> Explain how conditioning influences behavior. Explain the value conditioning brings to clinical practice. Describe two diagnoses where conditioning would be the appropriate practice. When responding to classmates, share specifically how you would use conditioning techniques (be sure to define, apply, and cite) to address their diagnoses. <p>Please respond to at least two (2) classmates. MLO's addressed: MLO10 <i>Due Wednesday and Friday by 11:59 PM CST)</i></p> <p>Complete this Assignment: Written Assignment – Case Study – Steve Please read the following case study: <i>Steve is a 42-year-old male who works in sales for a Fortune 500 company. His boss has recently put Steve out on medical leave due to his behavior in the office. Steve has been yelling at the administrative staff, been rude to his colleagues, and the final incident was Steve walking out on a client meeting.</i></p> <ul style="list-style-type: none"> Based on the case study, respond to the following items in a 500-750 word paper: Explain how a conditioning would work best for Steve. Substantiate responses with research/theory (be sure to use APA citations). Follow APA format according to the APA Manual 6th edition. The title page and reference page are not included in the word count criteria. <p>MLO's addressed: MLO10 <i>(Due Sunday by 11:59 PM CST)</i></p> <p>Complete the Unit 7 Practice Quiz (optional).</p>	<p>20 points / BA Discussion Rubric</p> <p>100 points / BA Written Assignment Rubric</p>

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
<u>Module 4</u> (Unit 8)	Operant and Classical Conditioning	PLO1 CLO2 MLO11	<p>Required Readings:</p> <p>Powell, R. A., Honey, P. L., & Symbaluk, D. G. (2017). <i>Introduction to learning and behavior</i> (5th ed.). Boston, MA: Cengage Learning</p> <ul style="list-style-type: none"> Read Chapter 5, Classical Conditioning: Underlying Processes and Practical Applications 	<p>View/Review:</p> <p>TED-Ed. (2013, March 7). <i>Peggy Andover: The difference between classical and operant conditioning</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=H6LEcM0E0io.</p> <p>Participate in the Discussion Forum:</p> <p>Applying Conditioning</p> <ul style="list-style-type: none"> Explain the similarities and differences between operant and classical conditioning. Describe how you would apply each in a clinical setting. When responding to your classmates, provide an alternative technique to using operant and classical conditioning based on their clinical examples. <p>Please respond to at least two (2) classmates.</p> <p>MLO's addressed: MLO11</p> <p>(Due Wednesday and Friday by 11:59 PM CST)</p>	20 points / BA Discussion Rubric

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments ***	Points / Assessment
Module 5 (Unit 9)	Bandura	PLO1 CLO5 MLO12	<p>Required Readings</p> <p>Powell, R. A., Honey, P. L., & Symbaluk, D. G. (2017). <i>Introduction to learning and behavior</i> (5th ed.). Boston, MA: Cengage Learning</p> <ul style="list-style-type: none"> Read Chapter 11, Observational Learning and Rule-Governed Behavior <p>Garcia, P. M., Restubog, S. D., Kiewitz, C., Scott, K. L., & Tang, R. L. (2014). Roots run deep: Investigating psychological mechanisms between history of family aggression and abusive supervision. <i>Journal of Applied Psychology</i>. doi:10.1037/a0036463</p>	<p>View/Review: View the video titled, "Bandura Bobo Doll Experiment." http://wn.com/bandurabobo_doll_experiment</p> <p>Participate in the Discussion Forum: Bandura</p> <ul style="list-style-type: none"> Describe the contributions of Albert Bandura to behavioral theory. Describe the conditions necessary for effective modeling. When responding to your classmates, provide an example for their conditions provided for effective modeling. The examples must be different for each response. <p>Please respond to at least two (2) classmates.</p> <p>MLO's addressed: MLO12</p> <p>(Due Wednesday and Friday by 11:59 PM CST)</p> <p>Complete the Unit 9 Practice Quiz (optional).</p>	<p>20 points / BA Discussion Rubric</p>

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments ***	Points / Assessment
Module 5 (Unit 10)	Social Learning	PLO1 CLO5 MLO13	Required Readings Patterson, S., & Smith, V. (2010). Using developmental theory to explore conceptions of friendship: A case comparison. <i>Developmental Disabilities Bulletin</i> , 38(1-2), 75-91.	View/Review: View the video titled, "Overview of Social Learning Theory." http://video.about.com/psychology/Overview-of-the-Social-Learning-Theory.htm Complete this Assignment: Written Assignment – Social Learning Theory Write a 500 - 750 word paper on the social learning theory, substantiate with research (be sure to use APA citations), and include the following headings: <ul style="list-style-type: none"> • Introduction • Overview of Theory • Methodologies • Link to Behavioral Psychology • Conclusion Follow APA format according to the APA Manual 6th edition. The title page and reference page are not included in the word count criteria. MLO's addressed: MLO13 <i>(Due Sunday by 11:59 PM CST)</i>	100 points / BA Written Assignment Rubric

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 6 (Unit 11)	Behavioral Research	PLO8 CLO6 MLO14 MLO15	Required Readings Stinson, J. D., Sales, B. D., & Becker, J. V. (2008). Social learning theories. In <i>sex offending: Causal theories to inform research, prevention, and treatment</i> (pp. 77- 91). Washington, DC US: American Psychological Association. doi:10.1037/11708-006	<p>View/Review: View the video titled, "Albert Bandura Bobo Doll Experiment." http://www.psychotube.net/learning- psychology/albert-bandura-bobo-doll-experiment/</p> <p>Participate in the Discussion Forum: Research</p> <ul style="list-style-type: none"> • Locate a scholarly article that includes behavioral research • Describe the research from the article to include (be sure to cite): <ul style="list-style-type: none"> ○ Research design ○ Independent and dependent variables ○ Research conclusion • Do not copy and paste information—share what the article information means. • When responding to your classmates, provide your critical assessment of their chosen research article; focus on the research when providing your feedback. <p>Please respond to at least two (2) classmates.</p> <p>MLO's addressed: MLO14</p> <p><i>(Due Wednesday and Friday by 11:59 PM CST)</i></p> <p>Complete this Assignment: Written Assignment – Bobo Based on the video about the Bobo Doll, write a 750 – 1,000 word paper describing this experiment, substantiate with research (be sure to cite), and to include the following headings:</p> <ul style="list-style-type: none"> • Introduction • Experiment Review • Methodologies (purpose, results) • Contribution to Behavioral Psychology • Conclusion <p>Follow APA format according to the APA Manual 6th edition. The title page and reference page are not included in the word count criteria.</p> <p>MLO's addressed: MLO15</p> <p><i>(Due Sunday by 11:59 PM CST)</i></p>	<p>20 points / BA Discussion Rubric</p> <p>100 points / BA Written Assignment Rubric</p>

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 6 (Unit 12)	Behavioral Research	PLO8 CLO6 MLO16	Required Readings Boynton, M. H., Portnoy, D. B., & Johnson, B. T. (2013). Exploring the ethics and psychological impact of deception in psychological research. <i>IRB: Ethics & Human Research</i> , 35(2), 7-13.	<p>View/Review: View the video titled, "Ethics in Research,"</p> <p>Participate in the Discussion Forum: Ethics</p> <ul style="list-style-type: none"> Identify the source of ethical guidelines for mental health professionals. Describe how ethics relate to behavioral psychology. Share at least one of your own ethical concerns related to working with clients using behavioral theories. When responding to your classmates, share how you would counsel your classmate based on their ethical concern. <p>Please respond to at least two (2) classmates.</p> <p>MLO's addressed: MLO16</p> <p>(Due Wednesday and Friday by 11:59 PM CST)</p> <p>Complete the Unit 12 Practice Quiz (optional).</p>	20 points / BA Discussion Rubric

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Module/ Unit	Topic	Learning Outcomes	Readings	Assignments ***	Points / Assessment Method
Module 7 (Unit 14)	Behavioral Treatments	All PLO's All CLO's All MLO's	Required Readings Öhman, A., & Rück, C. (2007). Four principles of fear and their implications for phobias. In J. Rottenberg, & S. L. Johnson (Eds.), <i>Emotion and psychopathology: Bridging affective and clinical science</i> (pp. 167-189). Washington, DC: American Psychological Association. doi:10.1037/11562-008	<p>View/Review: Watch the video titled, "Exposure Treatment for Phobias"</p> <p>Participate in the Discussion Forum: Working with Fear</p> <ul style="list-style-type: none"> While irrational fear develops from mental processes, the resulting behaviors can limit daily functioning. Describe a current fear you would like to overcome. Identify and explain a behavioral approach that would assist you in addressing that fear. When responding to your classmates, share how you would help your classmate relate to their shared fears using a behavioral approach. Your approach must be different from the classmates' approach. <p>Please respond to at least two (2) classmates.</p> <p>MLO's addressed: MLO19</p> <p>(Due Wednesday and Friday by 11:59 PM CST)</p> <p>Complete this Assignment: Signature Assignment Presentation – Behavioral Psychology You have been asked to present an overview of behavioral psychology based on the constructs reviewed in this course at a psychology conference. Please see instructions in the classroom for further details.</p> <p>MLO's addressed: ALL MLO's</p> <p>(Due Monday by 11:59 PM CST)</p>	<p>20 points / BA Discussion Rubric</p> <p>100 points / BA Presentation Rubric</p>

Please refer to “Syllabus Part 2: Policies” for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

BOOKSTORE

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) [Search the Canvas Guides](#) which have a plethora of detailed videos, step-by-step instructions, and links:
- 2) Access the community user boards and discussions.
- 3) Ask Canvas Student Help Desk:
 - a. Contact the Canvas Student Help Desk by phone: 1-800-747-8367
 - b. Have a livechat with Canvas support (student)

IT SUPPORT

Students may contact Help Desk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

IT Website

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- [Chicago / XULA Library](#)
- [Online Library](#)

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- [Southern California Library](#)
- [Washington DC Library](#)
- [Dallas Library](#)

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

ONLINE CAMPUS WRITING CENTER (OCWC)

The OCWC offers several resources and services to online students:

- 1:1 Writing consultations for course work, master's theses, and dissertation proposal chapters
- 1:1 Dissertation/capstone chapter reviews for students who have completed their core course work
- Workshops and seminars on academic and professional writing
- A comprehensive website offering resources on academic and professional writing
- Customized support and resources for multilingual students
- Academic Success Programs:
 - Academic Writing Seminar
 - Graduate Student Success Program

Email: onlinewritingcenter@thechicagoschool.edu

Website: [OCWC Home Page](#)

[Click Here to Submit Work For Review](#)

PROGRAM & WRITING RESOURCES

The BA Program hosts a community resource page with information about the program, faculty, study skills, and writing support. You can access any additional writing support for your campus through this page as well. You should see the course on your Canvas home page as you will be automatically enrolled upon the start of your program. If you do not see this, please notify the program Department Manager.