



# PSYC13022 Learning & Behaviour Modification

## Term 2 - 2017

Profile information current as at 09/05/2024 03:47 am

All details in this unit profile for PSYC13022 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit gives students an understanding of the environmental factors that control and modify animal (including human) behaviour. Theories of behaviour including Classical, Operant and Social/Observational Learning approaches are examined and discussed in relation to both animal and human research. There is a focus on applying theory to real-world situations and critically evaluating published research relevant to each topic. The latter half of the unit takes the theoretical approaches covered in the first 6 weeks and applies them to modifying behaviour within real-world situations such as intimate partner violence, drug use/abuse, disruptive behaviour and psychological disorders such as OCD. It is a requirement of enrolment in the unit that students have access to the online unit Moodle site.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Minimum of 30 credit points in Level 2 Psychology units for CC43 students, 24 credit points including PSYC11008/PSYC11010 for students in all other courses.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 2 - 2017

- Distance
- Rockhampton

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 20%

#### 3. **Examination**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback and personal reflection.

##### Feedback

Request for clearer weekly structure with regard to required readings on the Moodle site.

##### Recommendation

Alter moodle page structure to allow for easier recognition of the various weeks requirements.

#### Feedback from Student feedback.

##### Feedback

Two compulsory forum contributions: Great idea, reinforced our learning and enabled us to discuss the topic in a lot more depth. Allowed assessment to be spread out across the term.

##### Recommendation

Continue with two compulsory forum contributions as part of the assessment.

#### Feedback from Student feedback.

##### Feedback

Loved the inclusion of clinical experience. The real life learning aspects, not just dry theory.

##### Recommendation

Continue to focus on theory in the beginning of term and move into the practical aspects in the second half of term. Explanation with regard to the reading load in the first half of the term will be given to students.

#### Feedback from Student feedback and personal reflection.

##### Feedback

We need more internal, face-to-face classes.

##### Recommendation

A request will be made to run on-campus lectures at Rockhampton for Term 2 2017. It is hoped that having students interacting directly with the Course Co-Ordinator will also provide more fruitful lecture/tutorial recordings for those students on a different campus.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Explain the major principles and theories of learning.
2. Apply the major principles and theories of learning to both human and non-human behaviour.
3. Employ advanced communication skills to demonstrate depth of understanding of the unit content.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	•	•	•
2 - Written Assessment - 20%	•	•	•
3 - Examination - 50%	•	•	

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence	•	•	•
7 - Cross Cultural Competence			
8 - Ethical practice		•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•	•	•	•				•		
2 - Written Assessment - 20%	•	•	•	•						
3 - Examination - 50%	•	•	•	•				•		

## Textbooks and Resources

### Textbooks

PSYC13022

#### Prescribed

##### Learning & Behavior

Edition: 7th (2014)

Authors: Paul Chance

Wadsworth/Cengage

Belmont, California, USA

ISBN: 978-1-111-83277-3

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Doreen Canoy** Unit Coordinator

[d.canoy@cqu.edu.au](mailto:d.canoy@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction & Pavlovian Conditioning: Theory & Application	1, 3 & 4 + Readings	Focus Question One opens

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Operant Conditioning: Theory & Application I	5, 6 + Readings	Focus Question One closes on Sunday at 11.55pm

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Operant Conditioning: Theory & Application II	7, 8 + Readings	Focus Question Two opens

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Operant Conditioning: Theory & Application III	9 + Readings	Focus Question Two closes Sunday at 11.55pm

<b>Week 5 - 07 Aug 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Observational Learning	10 + Readings	Focus Question Three opens
<b>Vacation Week - 14 Aug 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Week 6 - 21 Aug 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Generalisation, Discrimination & Stimulus Control	11 + Readings	Focus Question Three closes on Sunday at 11.55pm
<b>Week 7 - 28 Aug 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Applied Behaviour Analysis/Behaviour Modification: Introduction	Readings	Focus Question Four opens
<b>Week 8 - 04 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
ABA/BMod: Conducting Assessment & Functional Analyses	Readings	Focus Question Four closes on Sunday at 11.55pm
<b>Week 9 - 11 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Applying theory: Domestic Violence & Drug Abuse	Refresh Chapter 4, pages 115-118 + Readings	Focus Question Five opens  <b>Written Assessment</b> Due: Week 9 Monday (11 Sept 2017) 5:00 pm AEST
<b>Week 10 - 18 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
ABA/BMod: Therapeutic Interventions (Eating Disorders)	Readings	Focus Question Five closes on Sunday at 11.55pm
<b>Week 11 - 25 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Theories of Behaviour Change	Readings	
<b>Week 12 - 02 Oct 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Review Week		
<b>Review/Exam Week - 09 Oct 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 16 Oct 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

This assessment task will require you to write an Essay addressing a specific topic. You will be required to apply a learning theory of your choice (but covered in this unit) to explain. Essay instructions (i.e., required word count, number

of references required etc) can be found on the unit Moodle site from Week One.

**Assessment Due Date**

Week 9 Monday (11 Sept 2017) 5:00 pm AEST

**Return Date to Students**

Monday (25 Sept 2017)

**Weighting**

30%

**Assessment Criteria**

Essays will receive a mark out of 100 with the below distribution of marks per section, for more information please see the unit Moodle site:

**TITLE/ABSTRACT: 10 marks**

- Concise and accurately summarises topic addressed, meets APA (6th ed.) format specifications for abstract and title length

**BODY OF ESSAY: 60 marks**

- On topic, concise and all parts of question addressed
- Research led arguments
- Referenced where appropriate (in-text)
- Evidence of critical evaluation and discussion of material
- Not too many direct quotes (i.e., maximum of two, brief, quotes)

**REFERENCES: 20 marks**

- Five or more, with minimum of FOUR journal articles
- Correct APA (6th ed.) format in-text and reference list
- In-text and Reference list match exactly

**STYLE/PRESENTATION: 10 marks**

- APA 6th edition format adhered to
- Grammar, spelling and sentence structure
- Overall readability/flow of writing

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Explain the major principles and theories of learning.
- Apply the major principles and theories of learning to both human and non-human behaviour.
- Employ advanced communication skills to demonstrate depth of understanding of the unit content.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

## 2 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

This assessment task consists of TWO online contributions of between 800 - 1000 words. Five focus questions (one per fortnight) will be posted online (unit moodle site) with each question relating to a specific lecture topic (Wk 1-10 topics only due to timelines).

Students are required to post answers to TWO of the five topics by the beginning of Wk 12. Students are encouraged to submit more than the minimum number of posts with only the best TWO contributing to their final grade.

**There will be no extensions given for this assessment. Failure to submit TWO posts (that obtain at least one percent each) will result in a FAIL grade for the unit.**

Each topic will be available for two weeks, at the end of that time the focus question will be closed, i.e., although posts will still be able to be viewed for study purposes no further submissions will be assigned marks. You will not be able to 'see' others' posts until you have submitted your own. Individual feedback for each post submitted will be sent within 7 days of the forum closing.

### **Assessment Due Date**

Monday 5pm in the fortnight following opening of the relevant post.

### **Return Date to Students**

Within a week of the forum closing marks will be available within the Moodle grade book.

### **Weighting**

20%

### **Minimum mark or grade**

A minimum of 2% (i.e., at least TWO submissions scoring 1% or more must be made)

### **Assessment Criteria**

Each post will be assigned a mark out of 30 (which will then be converted to a percentage), the following criteria will be applied:

#### **Content:**

- Please ensure that the question set is addressed in its entirety, for example, Focus Questions are likely to involve defining a particular concept/theory and then discussing its utility/presence in either an applied or experimental setting.
- Spelling mistakes and sentence/paragraph structural errors will result in lost marks (e.g., paragraphs should be a minimum of 2-3 sentences long).
- Plagiarism will be taken very seriously - take care to reference wherever you make a statement based on your reading.
- Please bear in mind that this is a 3rd year unit and simple re-presentation of information from located sources will not result in high marks - you are required to critically evaluate and discuss the information and concepts you present.

### **Presentation and Technical Requirements:**

#### **Word count**

- 800 - 1,000 words. Marks will be deducted for posts that are shorter or longer than the specified word count. One word over the maximum or under the minimum **will** result in a loss of marks.
- Word count is determined by selecting the text from the first word to the last full stop of the *body of the answer* - in-text citations are included in the word count but the Title and Reference list is not.

#### **References:**

- A minimum of THREE references need to be used to inform your post - one of these can be the unit textbook (but you do not have to use it) but two must be journal articles or similar, peer-reviewed, sources.
- Wikipedia, online psychology dictionaries/encyclopedias and first year textbooks **are not** suitable references and will result in lost marks.
- A reference list must be included at the end of the post and references must be included in text - **if there is no reference list OR no in-text citations the post will be given a mark of zero.**
- APA 6th Ed must be followed - marks will be deducted for errors.
- Quotes must be kept to a minimum (and must be accompanied by a page or paragraph number) - use of more than one direct quote will result in lost marks.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Explain the major principles and theories of learning.
- Apply the major principles and theories of learning to both human and non-human behaviour.
- Employ advanced communication skills to demonstrate depth of understanding of the unit content.



**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## Examination

**Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

50%

**Length**

180 minutes

**Exam Conditions**

Closed Book.

**Materials**

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem