

PSYC13022 *Learning & Behaviour Modification*

Term 2 - 2019

Profile information current as at 25/04/2026 02:07 pm

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 will provide you with an understanding of the environmental and cultural factors that control and modify behaviour. Theories of behaviour including Classical, Operant and Social/Observational Learning approaches are examined and discussed in relation to both animal and human research. Theories of behaviour modification will also be considered within the health context. 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 8 weeks and applies them to modifying behaviour within real-world situations such as intimate partner violence, drug use/abuse, and psychological disorders (e.g., Eating Disorders).

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 96 credit points.

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 - 2019

- Adelaide
- Bundaberg
- Online
- Rockhampton
- Townsville

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. Online Test

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 "Have your say" student feedback

Feedback

Request for consideration of changes to the weighting of assessment items. In particular, increase weighting for focus questions and essay. This would result in a reduction of weighting in the exam.

Recommendation

The assessments and weighting will be reviewed and adjusted to ensure they reflect the volume of work.

Feedback from "Have your say" student feedback

Feedback

Loved the integration of theory and concepts with real world application.

Recommendation

The current format for weekly schedule and lectures should be maintained.

Feedback from "Have your say" student feedback

Feedback

Grateful for the focus questions as this form of assessment allowed me to solidify my learning, improve writing and APA format.

Recommendation

Focus questions have been a consistent part of this Unit and will remain.

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 explain behaviour within 'real world' contexts
3. Employ advanced communication skills to demonstrate depth of understanding of learning and behaviour modification.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ● Introductory Level ● Intermediate Level ● Graduate Level ◦ Professional Level ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	●		●
2 - Written Assessment - 20%		●	●
3 - Online Test - 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 - First Nations Knowledges			
11 - 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	11
1 - Written Assessment - 30%	•	•	•	•				•			
2 - Written Assessment - 20%	•	•	•	•							
3 - Online Test - 50%	•	•	•	•				•			

Textbooks and Resources

Textbooks

PSYC13022

Prescribed

Learning and Behavior

Edition: 7th (2014)

Authors: Paul Chance

Wadsworth/Cengage

Belmont , California , USA

ISBN: 9781111832773

Binding: Hardcover

PSYC13022

Supplementary

Publication Manual of the American Psychological Association

6th Revised edition (2009)

Authors: American Psychological Association

American Psychological Association

Washington DC , United States

Binding: Paperback

[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

Tina McAdie Unit Coordinator

t.mcadie@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction & Pavlovian Conditioning: Theory & Application	1, 3 & 4 + Readings	Focus Question One opens Monday 15 July at 9:00am (AEST)

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Operant Conditioning: Theory & Application I	5, 6 + Readings	Focus Question One closes on Sunday 28 July at 11.55pm (AEST)

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Operant Conditioning: Theory & Application II	7, 8 + Readings	Focus Question Two opens Monday 29 July at 9:00am (AEST)
Week 4 - 05 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Operant Conditioning: Theory & Application III	9 + Readings	Focus Question Two closes Sunday 11 August at 11.55pm (AEST)
Week 5 - 12 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Observational Learning	10 + Readings	Focus Question Three opens Monday 12 August at 9:00am (AEST)
Vacation Week - 19 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 26 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Generalisation, Discrimination & Stimulus Control	11 + Readings	Focus Question Three closes on Sunday 1 September at 11.55pm (AEST)
Week 7 - 02 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Applied Behaviour Analysis/Behaviour Modification: Introduction	Readings	Focus Question Four opens on Monday 2 September at 9:00am (AEST)
Week 8 - 09 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
ABA/BMod: Conducting Assessment & Functional Analyses	Readings	Focus Question Four closes on Sunday 15 September at 11.55pm (AEST)
Week 9 - 16 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Applying theory: Domestic Violence & Drug Abuse	Review pages 115-118 of Chapter 4 + Readings	Focus Question Five opens Monday 16 September at 9:00am (AEST) Written Assessment Due: Week 9 Monday (16 Sept 2019) 9:00 am AEST
Week 10 - 23 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Applying Theory: Therapeutic Interventions (Eating Disorders)	Readings	Focus Question Five closes on Sunday 29 September at 11.55pm (AEST)
Week 11 - 30 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Theories of Behaviour Change	Readings	Last chance if you have not completed the compulsory two Focus Question responses. This opportunity will open on Monday 30 September at 9:00am (AEST) and close on Sunday 6 October at 11:55pm (AEST).
Week 12 - 07 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Review Week		Two-hour online test: Test opens at 8am Thursday 10 October until 8am Saturday 12 October.
		Online Assessment Due: Week 12 Thursday (10 Oct 2019) 8:00 am AEST
Review/Exam Week - 14 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic

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 can be found on the unit Moodle site under the Assessment tab from Week One.

Assessment Due Date

Week 9 Monday (16 Sept 2019) 9:00 am AEST

Assessment is to be uploaded through Moodle

Return Date to Students

Week 12 Monday (7 Oct 2019)

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

Submission Instructions

To be uploaded through Moodle

Learning Outcomes Assessed

- Explain the major principles and theories of learning
- Employ advanced communication skills to demonstrate depth of understanding of learning and behaviour modification.

Graduate Attributes

- Communication

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

2 Written Assessment

Assessment Type

Written Assessment

Task Description

This assessment task requires you to respond to a minimum of two focus questions by the beginning of Week 12. Focus question responses are to be between 800 - 1000 words each. Five focus questions will be provided and one of these will open on the Unit's moodle site each fortnight. You are able to choose which two you respond to.

Students are encouraged to submit more than the minimum number of posts with only the best TWO contributing to their final grade.

Failure to submit TWO posts (that obtain at least one percent each) will result in a FAIL grade for the unit.

Please note: Each focus question will be available for two weeks (except the Last Chance focus question), at the end of that time the focus question will be closed and no further responses will be accepted.

Assessment Due Date

Sunday 11.55pm (AEST) in the fortnight following opening of the relevant focus question.

Return Date to Students

Within a week of each focus question closing marks will be available.

Weighting

20%

Minimum mark or grade

A minimum of 2% (i.e., at least TWO submissions scoring 1% each 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).

An Information Sheet with full assessment criteria will be available on the Unit's moodle page and you are required to read this in conjunction with the following:

Content:

- Please ensure that the focus question 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. One word over the maximum or under the minimum **will** result in an inability to earn full 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.
- A reference list must be included at the end of your response 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 edition must be followed.
- Quotes must be kept to a minimum (and must be accompanied by a page or paragraph number as per APA guideline) - use of more than one direct quote will result in an inability to earn full marks.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Online

Submission Instructions

Focus Question responses are to be submitted through Moodle

Learning Outcomes Assessed

- Apply the major principles and theories of learning to explain behaviour within 'real world' contexts
- Employ advanced communication skills to demonstrate depth of understanding of learning and behaviour modification.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

3 Online Assessment

Assessment Type

Online Test

Task Description

You will be required to complete a two-hour short answer on-line test. The test will be open for two days (Thursday and Friday of Week 12), you choose which two-hour period to take the test.

All of the topics covered during the term will be assessed.

This assessment is worth 50% of your final mark. This test will be marked out of 50.

Assessment Due Date

Week 12 Thursday (10 Oct 2019) 8:00 am AEST

This is an 2-hour online test, which should be completed within a 48 hour period.

Return Date to Students

Exam Week Friday (25 Oct 2019)

Marks will be returned via Moodle

Weighting

50%

Assessment Criteria

You will need to demonstrate knowledge of the major principles and theories of learning.

Both basic and applied uses of learning theory will be assessed.

You will need to demonstrate knowledge of learning and behaviour modification specific terminology.

You will need to demonstrate knowledge of the applied use of learning and behaviour modification.

You will need to critically evaluate learning theory and it's application to real life situations.

Referencing Style

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

Submission

Online

Submission Instructions

Submit through Moodle

Learning Outcomes Assessed

- Explain the major principles and theories of learning
- Apply the major principles and theories of learning to explain behaviour within 'real world' contexts

Graduate Attributes

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

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