

I. COURSE DESCRIPTION:

The purpose of this course is to introduce the CICE student to applied behavioural strategies and then to actually use these strategies. Areas of focus will be on skills needed in placement settings and that will be relevant to future work.

Contracts, goal setting, modifications, assessment, cognitive behavioural techniques, task analysis, token economies, treatment program planning are some of the areas of focus.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Discuss a brief relevant history and examine the types.

Potential Elements of the Performance:

- Discuss the relevant historical background to behaviour management
- Demonstrate knowledge of the differences between classical conditioning
- Techniques and those based on operant conditioning

2. State behaviour in an objective and clinical manner.

Potential Elements of the Performance:

- Define what behaviour is
- Demonstrate the ability to define behaviour operationally
- Demonstrate a working knowledge of important terms regarding behaviour and learning

3. Identify various procedures used in classical conditioning and demonstrate how to utilize these to deal with real life problems.

Potential Elements of the Performance:

- Identify effective modes of applying classical conditioning techniques such
- As systematic desensitization, extinction, in vivo desensitization, flooding, etc.

4. List the factors associated with assessing behaviour and application of direct measurement techniques.

Potential Elements of the Performance:

- List and recognize the various factors required for behavioural assessment
- Develop behavioural/instructional objectives
- Identify various methods for measuring behaviour
- Demonstrate the ability to utilize various direct measurement techniques.

5. Identify various procedures used in operant conditioning and demonstrate their application.

Potential Elements of the Performance:

- Define factors which influence the effectiveness of reinforcement procedures, such as positive and negative reinforcement, shaping, chaining, fading, token economy, stimulus control, stimulus discrimination, schedules of reinforcement, and stimulus generalization.
- Describe the various components required in developing a self-control program.
- Define the factors which influence the effectiveness of time-out, response cost, and overcorrection.
- Have knowledge of the ethical/legal issues surrounding the use of punishment.

6. Identify and describe the various techniques used in observational learning to bring about behaviour change and cognitive-behaviour approaches.

Potential Elements of the Performance:

- Discuss modeling, symbolic modeling, imitation, and role play.
- Implement strategies utilizing the above mentioned.
- Describe the cognitive perspective as it relates to behaviour change strategies.

III. TOPICS:

1. History of Behaviour Management
2. Strengthening and Decreasing Behaviour
3. Punishment Issues
4. Shaping New Behaviour
5. Stimulus Discrimination Learning
6. Generalization, Assessment, Programming, and Cognitive Behaviour

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Behaviour Modification: What It Is and How To Do It, 8th Ed. Martin & Pear, 1999. Prentice Hall

V. EVALUATION PROCESS/GRADING SYSTEM:

5 Tests worth – 115 points

2 Plotting and Graphing Assignments – 30 points

1 Behavioural contract – 10 points

1 Token Economy Program – 30 points

Skill Development – 15 points

Attendance in this course is essential as participation demonstrates skills. If a student is unable to write a test due to serious illness or circumstance, she/he is obligated to contact the professor prior to test time. Voice mail extension number is 2564. Failure to do so will result in an automatic grade of zero in that test.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	

NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Communication:

The College considers **WebCT/LMS** as the primary channel of Communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Cell phones and other devices need to be turned off during class time.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.