

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON



COURSE OUTLINE

Course Titles Behaviour Management

Code No.: PSY 207

Semester: Winter

Program: Various Post-Secondary

Author Tiit Tammik Room E3221, 759-2554, ext. 540

Dates January 1998

Previous Outline Dated: January 1997

Approved: \_\_\_\_\_ *HH Of ih*  
Dean Date

Total Credits 3

Prerequisite(s): PSY 102

Length of Course: 3 hrs./week Total Credit Hours:45

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For additional information, please contact \_\_\_\_\_  
(70S) 759-2554. g k p ) [ g ^ B r ^ ;

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## I. **COURSE DESCRIPTION:**

The purpose of this course is to introduce the student to a variety of applied behavioural techniques used to modify behaviour. The course will assist the student in observing behaviour in an objective and analytical manner. Classical and operant conditioning theories and procedures will be emphasized in a practical manner. In addition, observational learning and cognitive-behavioural procedures will be explored. Effectiveness of treatment procedures and ethical issues will be discussed throughout the course.

## II. **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

### A. **Learning Outcomes:**

1. Discuss the relevant historical events leading to the development of Applied Behaviour Analysis
2. View and state behaviour in an objective and scientific manner
3. Identify various procedures used in classical conditioning and give examples of how these procedures can be used in contemporary society to solve human problems
4. List the factors associated with assessing behaviour and apply direct measurement techniques in a variety of simulated and/or practical settings
5. Identify various procedures used in operant conditioning and give examples of how these procedures can be used in contemporary society to solve human problems
6. Identify and describe the various techniques used in observational learning to bring about behaviour change
7. Discuss the cognitive-behavioural approaches in modifying behaviour

### B. **Learning Outcomes and Elements of the Performance:**

Upon successful completion of this course, students will demonstrate the ability to:

1. Discuss the relevant historical events leading to the development of Applied Behaviour Analysis.

#### **Potential elements of the performance:**

- brief review of the biological, cognitive, psychodynamic and humanistic perspectives related to behavioural change
- recall a brief historical view of behavioural analysis
- be familiar with the contributions of Thorndike, Pavlov, Watson, Wolpe, Skinner and Bandura
- compare and contrast classical and operant conditioning

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

2. View and state behaviour in an objective and scientific manner.

### **Potential elements of the performance:**

- define what behaviour is
- demonstrate the ability to define behaviour operationally
- define what is meant by functional analysis of behaviour
- define what is meant by the environment

3. Identify various procedures used in classical conditioning and give examples of how these procedures can be used in contemporary society to solve human problems.

### **Potential elements of the performance:**

- differentiate and identify respondent behaviours from operant behaviours
- identify and discuss the factors which influence the effectiveness of classical conditioning
- discuss how classical conditioning can be used to eliminate or control various anxiety disorders through exposure therapies such as extinction, counter-conditioning, systematic desensitization, in vivo desensitization, flooding and implosive therapy
- review the ethical implications and effectiveness of aversive therapy to control and/or eliminate behaviour

4. List the factors associated with assessing behaviour and apply direct measurement techniques in a variety of simulated and/or practical settings.

### **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 utilizing direct and indirect procedures
- demonstrate the ability to utilize various direct measurement techniques such as frequency, duration, latency, stimulus control, quality, time sampling, interval recording etc., in various settings

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

5. Identify various procedures used in operant conditioning and give examples of how these procedures can be used in contemporary society to solve human problems.

### Potential elements of the performance:

- define and list the 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
- list and describe the various components required in developing a self-control program
- define and list the factors which influence the effectiveness of punishment procedures such as Type I and Type II punishment, time-out procedures, reprimands, response cost, overcorrection procedures and habit reversal
- discuss the ethical/legal issues surrounding the uses of punishment
- compare and contrast alternative methods for increasing or reducing behaviour (operant extinction, situational inducement, differential reinforcement techniques, i.e. DRO, DRL.DRA.DRI)

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

### Potential elements of the performance:

- define what is meant by modelling, symbolic modelling, imitation and role play
- discuss how the above techniques can be used to modify behaviour
- discuss and explore the contemporary issues related to media violence and its effects on behaviour
- review why radical behaviourists reject the concept of cognition as a form of behaviour

7. Discuss the cognitive-behavioural approaches in modifying behaviour

### Potential elements of the performance:

- describe the cognitive perspective as it relates to behaviour change
- compare and contrast Ellis's "rational emotive therapy" to Beck's cognitive therapy
- discuss Michenbaum's self-instructional model and describe its application as it relates to changing behaviour
- review and list Goldfried's personal problem-solving techniques

## III. TOPICS:

The class will be conducted utilizing lecture, simulation, individual, experiential and group work. Students must be willing to participate in this course in order to benefit not only in knowledge but in skills and attitudes.

**III. TOPICS (cont'd):**

**SYLLABUS**

**Required Readings  
Read Chapters**

<b>Week One</b>	<b>A.</b> Historical perspectives of applied behaviour analysis <b>B.</b> Review the biological, cognitive, psychodynamic and humanistic perspectives related to behavioural change <b>C.</b> The contributions of Thorndike, Pavlov, Watson, Wolpe, Skinner and Bandura	1 & handouts 28
<b>Week Two</b>	<b>A.</b> Compare and contrast classical conditioning and operant conditioning <b>B.</b> Differentiate between respondent behaviour vs. operant behaviour <b>C.</b> Factors which influence the effectiveness of classical conditioning <b>D.</b> Classical conditioning and behaviour therapy	15 & handouts
<b>Week Three</b>	<b>A.</b> Procedures in classical conditioning <b>B.</b> Effectiveness of classical conditioning <b>C.</b> What is behaviour/defining behaviour operationally <b>D.</b> Environmental effects on behaviour	25, 27 & handouts
<b>Week Four</b>	<b>A.</b> Goals vs objectives <b>B.</b> Writing behavioural/instructional objectives <b>C.</b> Functional analysis of behaviour	handouts
<b>Quiz #1 - Chapters 1,15, 25,27 and 28, Handouts, Lecture Notes and Videos</b>		
<b>Week Five</b>	<b>A.</b> Role of assessment <b>B.</b> Methods and issues in gathering behavioural assessment information <b>C.</b> Measuring and recording behaviour, i.e. direct vs. indirect recording <b>D.</b> Fundamentals of graphing data, conventional graphs and cumulative graphs	18  19

**III. TOPICS (cont'd):**

**SYLLABUS**

**REQUIRED READINGS:  
READ CHAPTERS**

<b>Week Six</b>	<b>A.</b> Operant conditioning procedures Reinforcement procedures (positive vs. negative)	3 & handouts
	<b>B.</b> Primary reinforcers vs. conditioned reinforcers	<b>10</b>
	<b>C.</b> Factors affecting reinforcement	
	<b>D.</b> Concept or rule governed vs. contingency shaped behaviour	

**Quiz #2, Chapters 18,19, 3 and 10 plus Handouts, Lecture Notes and Videos**

<b>Week Seven</b>	<b>A.</b> Extinction: What is it?	
	<b>B.</b> Factors affecting extinction	4 and handouts
	<b>C.</b> Resistance to extinction	
	<b>D.</b> Sensory extinction	

<b>Week Eight</b>	<b>A.</b> Shaping: What is it?	
	<b>B.</b> Factors affecting behavioural shaping	
	<b>C.</b> Pitfalls of shaping	

<b>Week Nine</b>	<b>A.</b> Schedules of reinforcement: Why?	
	<b>B.</b> Characteristics, advantages and disadvantages of ratio, interval, duration, both fixed and variable	6 and handouts

**Quiz #3, Chapters 4, 5 and 6 plus Handouts, Lecture notes and Videos**

<b>Week Ten</b>	<b>A.</b> Schedules of reinforcement that decrease behaviour (DRO, DRL, DRI, DRA)	
	<b>B.</b> Factors affecting the effectiveness of differential reinforcement	

<b>Week Eleven</b>	<b>A.</b> Stimulus discrimination training	8 and handouts
	<b>B.</b> Factors and influences on S 's and S	
	<b>C.</b> Stimulus fading and chaining	9 and 11 and handouts
	<b>D.</b> Stimulus generalization	12 and handouts

**III. TOPICS (cont'd):****SYLLABUS****REQUIRED READINGS:  
READ CHAPTERS**

<b>Week Twelve</b>	A. Token Economy	
	B. Factors required to set up a token economy	22 and handouts
	C. Token economy models	
	D. Advantages and disadvantages of token economics	

**Quiz #4, Chapters 7, 8, 9,11,12 and 22, Handouts, Lecture notes and Videos**

<b>Week Thirteen</b>	A. Punishment: What is it?	
	B. Types of punishment procedures	
	C. Effectiveness of punishment	
	D. Ethical/legal considerations	
<b>Week Fourteen</b>	A. Observational Learning Alternative methods for increasing and reducing behaviour	16, 17 and handouts
	B. Modelling, symbolic modelling, role play, imitation and situational inducement	
	C. Self-control procedures	24
	D. Behavioural contracts	
<b>Week Fifteen</b>	A. Cognitive-behaviour management	
	B. Ellis vs. Beck vs. Meichenbaum	26
	C. Problem solving, the cognitive way	
<b>Week Sixteen</b>	A. Review and wrap-up	

**Quiz #5, Chapters 13,16,17, 24 and 26, Lecture notes and Videos****IV. REQUIRED RESOURCES / TEXTS / MATERIALS:**

- "Behaviour Modification: What It Is and How To Do If, Fifth Edition, 1996,by Martin and Pear, Prentice Hall
- A variety of additional audio-visual and printed material will be used in conjunction with the above text.  
Note: The student is responsible for picking up all handouts given in class **(and there will be plenty)**. If the student is absent, he/she will arrange with the teacher, times to view films or videos missed. **REMEMBER!** It is the student's responsibility!
- In addition, computer software is available in the Learning Assistance Centre for students' use. Examples include Sidney Slug, Psychworld and Psycom - Self Change Programs. The student will be expected to utilize the software as per class instruction.

**V. EVALUATION PROCESS / GRADING SYSTEM:**

**Attendance in this course is essential.** Students will be expected to be in attendance and act as a participant in classroom activities. Students are responsible for all material missed due to being absent from class. Students will be graded as follows:

<b>Quizzes</b>	<b>5 x 16%</b>	<b>80%</b>
<b>Assignment</b>		<b>20%</b>
<b>TOTAL</b>		<b>100%</b>

**Students must bring an HB pencil, an eraser and their student I.D. number to class on test days.**

**TIME FRAME**

Behaviour Management PSY 207-3 involves three hours per week for the semester.

**METHOD OF ASSESSMENT (GRADING METHOD)**

A+	Consistently outstanding	(90% -100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

**NOTE:**

Students may be assigned an "R" grade early in the course for unsatisfactory performance

**Note:**

If a student is unable to write a test due to **serious illness** or **circumstance**, he/she is obligated to contact the instructor in person or in writing **prior** to test time. The instructor \*\* determine if the student is allowed to write a supplemental test at a later date. If the student cannot make contact with the instructor in person, he/she is to **call the instructor** at the telephone number indicated on the cover page of this course outline. Failure to do so w\* result in an automatic "0" grade.



## **V. EVALUATION PROCESS / GRADING SYSTEM (cont'd):**

The instructor reserves the right to alter course material and grading as deemed necessary.

## **VI. SPECIAL NOTES:**

### Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

### Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

### Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

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

## **VII. PRIOR LEARNING ASSESSMENT**

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.