

PSYC 3150 Behavioural Modification Applications

Syllabus

Welcome to Behavioural Modification Applications, PSYC 3150 D01. If you completed the prerequisite to this course by taking Behaviour Modification Principles, PSYC 2440 D01, then you are familiar with both the textbook and the nature of the learning activities that you will complete in this course. Returning students should reread this introductory material even though you may be familiar with it from the previous course. (Note: The previous number for this course was PSYC 2450.)

Course description

In this course, guidelines for designing, implementing, and evaluating behaviour modification applications are described in detail. The prerequisite to this course (Behaviour Modification Principles, PSYC 2440 or 017.2440) was designed to help you to learn to talk about and apply behaviour modification techniques effectively. This course is designed to further strengthen your skills in this area. Individuals can learn to apply behaviour modification techniques with a reasonable amount of study and practice. Those who do so will find them exceptionally useful in adjusting to the demands of everyday living, ranging from helping your children learn life's necessary skills to solving some of your own personal behaviour problems.

Contacting your instructor

For information on contacting your instructor as well as other important information from your instructor see the Instructor Letter link in your course website.

Course objectives

Upon completion of this course you should be able to:

- discuss strategies for transferring a newly developed behaviour to novel settings, and maintaining that behaviour over time;
- discuss a behavioural approach to motivation;
- discuss common strategies for conducting research in behaviour modification;
- describe the steps for conducting a thorough behavioural assessment of a behaviour to be changed;
- plan, apply, and evaluate a treatment program to change an identified behaviour for yourself or someone you know;
- describe the steps for setting up a token economy;
- learn about the steps for developing a self-control program;
- discuss approaches to behaviour therapy of a number of psychological problems;
- discuss a brief history of behaviour modification; and
- discuss important ethical issues in the application of behaviour modification techniques.

Required textbook

The following required materials are available for purchase from the [University of Manitoba Bookstore](#). Please order your materials immediately, if you have not already done so. See your [Distance and Online Education Student Handbook](#) for instructions on how to order your materials.

Martin, G. L., & Pear, J. J. (2015). *Behavior modification: What it is and how to do it* (10th Ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Brief comments about the text

The textbook describes behaviour principles and procedures and illustrates them with numerous examples to enhance understanding, and to increase the ability of readers to generalize to situations not described in the text. The book contains many illustrations of behavioural checklists, self-monitoring forms, and practical interventions that have been used successfully to help individuals improve performance. The instructional goals for the course are stated in the form of “Questions for Learning” contained throughout each chapter in the textbook. These questions require students to define key terms and basic behavioural principles, classify examples, make up original examples, compare and contrast, abstract out main points, analyze behaviours in terms of basic behavioural principles, organize and outline behavioural interventions, and learn about the empirical and theoretical underpinnings of behavioural sport psychology. The Questions for Learning go beyond rote memorization of simple facts. In terms of Bloom’s taxonomy of higher level thinking, the Questions for Learning cover all 6 levels of Bloom’s taxonomy including knowledge, comprehension, application, analysis, synthesis, and evaluation.

Overview of Course requirements

The course is divided into 15 units, with each unit based on one chapter from the textbook. You are required to complete units 1-4 for Assignment 1, units 5-8 for Assignment 2, units 9-12 for Assignment 3, and units 13-15 for Assignment 4.

For each unit you are required to prepare answers to designated assignment Questions for Learning from the course text, and to submit them for grading. 43% of your grade is based on submitted answers to the assignment questions. For Assignments 1, 2, and 3, you are also required to complete application exercises from the course text that require you to analyze, interpret, and/or develop a behaviour program. The application exercises are worth 7% of your grade. The course also includes a final exam worth 50% of your grade. The final exam will consist of 12 to 16 questions selected from the list of Questions for Learning in each chapter of the course text that are identified for students ahead of time, on the course website, as eligible for the final exam questions. Stated differently, as soon as you buy the textbook and access the course website, you have access to all of the questions that will be asked on the final exam. They will appear on the final exam exactly as they appear in the text book. There are approximately 6 to 12 potential final exam questions per chapter, for approximately 135 such questions eligible for the final exam.

Specific learning activities for each unit

1. Read assigned chapter

Your first step is to read the assigned chapter for a unit. But before doing so, read the “Questions for Learning” appearing throughout that chapter. These questions constitute learning objectives for that chapter. After reviewing the questions, read the chapter with a goal of discovering answers to them. In other words, don’t just passively read for the sake of reading. Passively reading is like watching someone else perform. That’s much different than having to perform yourself. Keep in mind when you’re reading that you are going to have to do something with the material that you are examining. You might have to find the answers to a question, complete an application exercise, or give an example of a principle. If you read the text with the idea of discovering answers to questions, rather than just generally reading with no goal in mind, then your reading time will be put to much more efficient use.

2. Prepare answers to questions that are eligible for the final exam

In this course, your final exam will contain no surprises. You will have seen all of the questions ahead of time. Specifically, scattered throughout each chapter in the text are Questions for Learning. We indicate in each unit which of those questions are potential final exam questions, but we will not ask all of them on the final exam. There are approximately 130 potential final exam questions across all 15 units. Your final exam will be made up of 12 to 15 of those questions and will require approximately two hours to complete.

After reading the assigned chapter for a unit, your first task should be to prepare your answers to the potential final exam questions. Preparing the answers to potential final exam questions as you complete

each unit (rather than leaving them to the end when you begin to review for the final exam) will help you in three ways. First, it will give you a background to complete the other assignments for each chapter (described below). Second, the material in the Martin and Pear book is cumulative in the sense that later chapters build on earlier chapters. Mastering the basic concepts as you go will make it easier for you to understand the later material. Third, learning the answers to the questions on a chapter by chapter basis will make it a lot easier when it's time to study for your final exam. Studying for the final will then be more like reviewing for a test rather than learning new material.

3. Prepare for and take a self test

Several of the Questions for Learning scattered throughout the chapter assigned for a unit will be identified as self test questions. These will help you determine whether or not you understand and can apply the basic concepts of the chapter. You should prepare your answers to the questions designated for the self test, and compare them to the answers that are contained at the end of each unit on the D2L site, and then take a test by trying to rewrite your answers with your book closed and without your notes in front of you. Once this is complete, check to see if you wrote the answers correctly on your self test. Taking the self test will also help you to complete the application exercises.

4. Prepare answers to the designated assignment questions to submit for grading.

Some of the Questions for Learning throughout each chapter will be used for grading purposes, and are referred to as assignment questions. After you have completed the above learning activities, you will be ready to prepare answers to those questions for submission as part of an assignment. As your answers to these questions are worth points towards your final grade, you should try to provide what you think is a complete answer. Your answers will indicate to the instructor the extent to which you have completed the previous learning activities for that unit, and whether or not you adequately understood the material.

5. Complete the application exercises

At the end of Chapters 16 through 27 in the text, you will find application exercises. These require you to analyze, interpret, and/or develop programs for your own behaviour and/or the behaviour of others. They require you to demonstrate that you can accurately follow steps in developing behaviour modification programs to change behaviour. This further demonstrates to the instructor that you will have completed the necessary prerequisite study and that you are acquiring competencies in behaviour modification. The specific application exercises are to be completed and submitted as part of your assignment for each unit. These are also worth points towards your final grade.

Evaluation and grading

Your learning in this course will be evaluated out of 100 points based on your completion of 4 assignments and a final examination.

Distribution of marks

Evaluation	Percentage
Assignments 1 to 4: Part 1: Answers to study questions	43%
Assignments 1 to 3: Part 2: Answers to application exercises	7%
Final Exam	<u>50%</u>
Total	100%

Grading scale

Letter grade	Percentage	Qualitative description
A+	95 - 100	Exceptional
A	85 - 94	Excellent
B+	79 - 84	Very good
B	72 - 78	Good
C+	66 - 71	Satisfactory
C	60 - 65	Adequate
D	50 - 59	Pass
F	0 - 49	Failure

Note: All final grades are subject to departmental review.

Important Note about Plagiarism

In this course, when you are preparing answers to Questions for Learning, it is acceptable for you to copy material from the course textbook without citing the source. The exceptions to this rule are when a question prompts you to provide an answer that is “not from this chapter” (or book), or asks what **you** would do, or has an asterisk beside the assignment question on the course website, or when you are completing application exercises. For the exceptions you must provide your own examples and answers, and not copy from other students (which would be plagiarism). If you copy an example and/or application exercise from another student and change only a few words here and there, that is still plagiarism. If the instructor sees evidence of plagiarism, he/she will have to notify your Dean.

Assignments

Each of the assignments will be comprised of two parts:

Part 1: Answers to the assignment questions for specified units

Answers to assignment questions for each unit will be graded out of 43 points. Your average score for the answers to the study questions across all 15 units will then be used to determine the total number of points out of 43 that you will receive.

Part 2: Answers to the assignment application exercises for specified units

Answers to the application exercises for a unit will be graded out of 7 points. The average of your scores on application exercises across units 16 through 27 will determine the total number of points that you will receive out of 7.

Final exam

Your final exam will be worth a total of 50 points.

The final exam will be written at the University of Manitoba (UM), Fort Garry campus or at an approved off-campus location. **Students needing to write at an off-campus location must declare a location by the specified deadline date** (see off-campus declaration and policy under Student Resources on course homepage). **Students writing at the UM Fort Garry campus do not need to declare an exam location.**

The Registrar's Office is responsible for the [final exam schedules](#) which is available approximately one month after the start of the course.

Combination of assignments and final exam

Your average score (out of 43) from assignment questions and your average score (out of 7) from application exercises will be added to your score on the final exam (out of 50) to yield the total number of points achieved in the course (maximum of 100).

General guidelines for assignment and exam preparation

A word of caution about the assignments and the final examination

Some students find that they do very well on the assignments, but they do not do nearly as well on the final examination. While your grades on the assignments will give you some idea of how well you are mastering the material, they may not indicate how well you will do on the examination, because the examination is written under very different circumstances. Because the assignments are open book, they do not require the amount of memorization that a closed-book examination requires nor are they limited to a specific time period. Some students have told us that, based on the high marks they received on the assignments, they were overconfident and underestimated the time and effort needed to prepare for the final examination.

Please keep all this in mind as you prepare for the examination. Pay careful attention to the description of the type of questions that will be on your final examination. You will be preparing to write a final exam comprised of short-answer questions, not multiple-choice questions. Don't underestimate the preparation time needed for writing a time-limited examination that contains only short-answer questions.

Assignment due dates

The due dates of assignments have been planned to help you pace your work and provide for timely feedback on work submitted. At the indicated points in the schedule, submit your assignment using the assignment dropbox. The instructor will grade your assignments and comment on your answers and they will then be returned to you.

Assignment	Sept. – Dec.	Jan. - April	May - Aug.
1	September 25	January 25	May 25
2	October 20	February 20	June 20
3	November 10	March 10	July 10
4	November 30	March 30	July 27

Note: If the assignment due date falls during the Mid-term Break in February, it will be due on the Monday following the Mid-term Break. If you are unable to submit an assignment on time, contact your instructor well in advance of the due date, for we cannot guarantee that the instructor will accept late assignments.

Plagiarism, cheating, and examination impersonation

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba *Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

Distance and Online Education (DE) Student Resources

In your course website there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

Acknowledgements

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A native of Manitoba, Dr. Martin attended the Colorado College on a hockey scholarship, where he received his B.A. degree. After receiving his Masters and Doctoral degrees in Psychology at Arizona State University, he began teaching at the University of Manitoba in 1966, where he currently is a Distinguished Professor Emeritus. Dr. Martin is internationally known for his work in behavioural psychology. His scholarly achievements include eight co-authored books, numerous scientific papers in psychology and educational journals, and many invited presentations at international conferences in North and South America. Although much of his research during the past 48 years has focused on behaviour modification for improving skills of persons with developmental disabilities and children with autism, he has also worked in sport psychology, and has applied behavioural psychology to help individuals in everyday life. One of his books, *Curl in the Zone*, focuses on such topics as helping curlers control nervousness and tension, and using their attitudes and emotions to improve their curling game.

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