



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	David Polson, PhD		
(b)	Office Hours:	Tuesdays, Fridays, 12:30-1:30		
(c)	Location:	Fisher 308B		
(d)	Phone:	370-3695	Alternative Phone:	
(e)	Email:	dpolsond@camosun.bc.ca		
(f)	Website:	D2L		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Define and diagram procedures used in behaviour analysis.
2. Explain the advantages and/or disadvantages of choosing a specific behavioural modification procedure when given a case example of behaviour.
3. Describe ethical considerations when choosing to use any behaviour modification procedure.
4. Explain single-subject research design and how the various methodologies meet or fail to meet the rules of scientific inquiry.
5. Analyze and describe the behavioural procedures used in a variety of research and applied examples.
6. Write an APA style research paper reviewing current research in behaviour analysis.

3. Required Materials

- (a) Martin, G., & Pear, G. (2011). *Behavior Modification: What It Is and How To Do It* (9th ed). Upper Saddle River, NJ: Pearson.
- (b) *THINK FAST* computer program (available at course website)
- (c) *Study Guide* (available at course website)
- (d) *.Application Exercises Booklet* (available at course website)
- (e) Selected journal articles (available here: <http://www.ncbi.nlm.nih.gov/pmc/journals/309/>)

4. Course Content and Schedule

Course Content

This is a course in applied behavior analysis—behavior modification, as it is more generally known. The objective is to provide you with an appreciation for the techniques, issues, and research designs involved in applying the principles of operant and respondent conditioning to the behavior of children and adults. This course will neither train nor certify you to be a full-fledged behavior analyst; this would require more experience and supervision than is possible in a course of this kind. It should, however, provide you with a foundation of rudimentary skills so that you can practice some of these techniques in your own life, and better understand how desirable and undesirable environment-behavior relations come to develop in your own and others' repertoires.

Course Overview

During lectures I will focus on material from the required reading (see *Study Guide* section), often supplementing the textbook discussion with my own examples and perspective. Various participatory activities, which contribute to your final grade, will be incorporated into the lectures (see *Class Activities* and *Application Exercises* sections).

On “test” days, you will write a ~40-minute test (see *Test* section). We will review the answers, either immediately afterwards or at the start of the next class. *THINK FAST* assignments are due on test days (see *THINK FAST* section). Time permitting, there will be a participatory activity afterwards (see *Class Activities* section.)

On some days there will be two group presentations, each one based on a recent report in the *Journal of Applied Behavior Analysis* (see *Group Presentations* section). A lecture, class activity, or application exercise will follow.

Course Components

Study Guide. The *Study Guide* is organized into three parts for each course unit. First, under “Additional Information”, you are presented with expanded discussions of some of the course concepts. Wherever there is a discrepancy between the Martin & Pear textbook and the *Study Guide*, the *Study Guide* should be given precedence. The second section, “Additional Study Questions,” concerns the study questions found within the chapters of the textbook. For testing purposes, you are responsible for knowing all the material addressed by these items, unless informed otherwise here. You are also responsible for knowing material addressed by any extra study questions included here. The third section called “Additional Reading,” concerns the *Application Exercises* and *Notes and Extended Discussion* sections found at the end of the chapters of the textbook. For testing purposes, you are not responsible for knowing this material, unless otherwise informed in this section.

Application Exercises. There are ten application exercises (some with multiple parts) scheduled throughout the course. They are to be found in the *Application Exercises Booklet*, posted on the course website. Each exercise consists of vignettes to be analyzed and/or evaluated according to the behavior principles addressed by the current required reading. A sample analysis or evaluation is provided for the first one or two items. This is a model for how you should approach the remaining items in that section. To ensure your analyses and evaluations are complete, follow the prescribed methods in the sample answers as closely as possible.

Whenever an exercise is scheduled, you should come prepared; that is, you should complete the exercise before you come to class and bring your notes to class. Anything less is unfair to other members of your group. To start, in groups, you will compare and discuss your answers and try to come to a consensus. Then, in turn, each group will be asked to present one or more of its answers to the class, which may provide the basis for additional discussion. A score out of 10 will be assigned for your group work, based on your attendance and your group’s performance. A score of zero will be assigned if you are absent or leave early. This component counts **100 points** toward your final grade. Only your best 10 scores will contribute to this count.

Class Activities. There are ten class activities scheduled throughout the course. The activities will vary. For example, while listening to lecture or watching a video you might be presented with quiz items to answer that you will submit for grading at the end of class. Overall, this component counts **50 points** toward your final grade.

THINK FAST. In order to think critically about behavior analysis, you need to be fluent with the basic facts and concepts. THINK FAST is a computerized flashcard program designed to help you in this regard. The PSYC 164 version of THINK FAST includes five decks of cards, one for each unit. After you select a deck, a session begins: the cards are presented one at a time and you have two minutes to give the answer to as many cards as possible. While there are several response options for learning the cards, you should work only in the Type Keyword mode. In this mode, flashcards are presented one at a time, missing either the answer or a keyword or phrase, and you are required to type in the missing word(s).

Marks are assigned for practicing, and bonus marks are awarded for mastery. Specifically, for each deck (unit), you will earn 20 points for practicing at least 20 sessions, totaling at least 40 minutes; you will also earn 2 bonus points if you achieve at least 5 sessions of mastery. The mastery criterion is at least 5 correct responses per minute with less than one incorrect response per minute. There is also an optional sixth deck called “164Bonus,” which contains all the cards for this course. If you achieve at least 15 sessions of mastery with this deck, you will earn 20 bonus points. The due dates for meeting the requirements for each deck are listed in the Class Schedule (see pages 4-5). Overall, this component counts for **100 points** toward your final grade. In addition, you can earn up to 30 bonus points.

THINK FAST keeps a record of your scores on the disk. To be graded, you must upload a copy of your progress report through the appropriate link (Dropbox) at the course website prior to the start of class on the day it is due. If, for some reason, you do not meet the deadline for properly submitting your *THINK FAST* progress report, all is not lost—there will be an opportunity to submit it later in the course for part marks.

At the end of the course you may be asked to submit a file on your disk containing all your data (details to be announced in class). If the data in that file do not match the reports you submitted earlier, then this will be investigated further and the rules and regulations concerning cheating at Camosun College will apply.

For more detailed information about *THINK FAST*, including how to prepare a copy of progress report and then upload it to the course website, see the document called “*PSYC 164 Using THINK FAST*,” available for both PC and MAC versions at the course website.

Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and long-term retention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with *THINK FAST* should have positive benefits for you beyond merely memorizing the definitions.

Tests. There are five tests, one for every unit in the course. Each test will consist of about 30 items, a mixture of multiple choice, true-false, and fill-in-the-blank formats. (The fill-in-the-blank items are the *THINK FAST* terms, verbatim.) Tests are weighted equally; overall, they count **600 points** toward your final grade.

There is also an optional sixth test. You might consider this option if you did poorly on, or missed, one of the earlier tests. Test 6 will consist of a sample of questions from all previous tests. More details will be provided later. Your score on Test 6 will substitute for your lowest test score; if it is your lowest test score, it will not count.

Group Presentations. On the first day of class you will form into a group of your own choosing, consisting of about five students. This will be your group both for the application exercises (see *Application Exercises* section) and for the group presentation. Also on the first day of class, your group will select a journal article, which will be the basis for its presentation to the class at a later date. The selections are listed on pages 4-5, and choice is on a “first come, first serve” basis. The articles consist of recently published research in the *Journal of Applied Behavior Analysis*. They include a wide range of applications of the behavior principles we will be discussing.

Your group’s presentation should last about 20 minutes. All group members are required to participate. The presentations must include displays in PowerPoint format. The information on the slides should be in point form, with your talk expanding upon these points. Additional touches, such as having members in your group act out the treatment procedure, will be looked upon very favorably. When the presentation is over, I will ask questions to your group, and how you answer will impact the grade assigned for this component. A short discussion may then ensue. At least 24 hours prior to the presentation your group must email me: (1) the PowerPoint slides and (2) a quiz about the presentation (5 true-false items, with answer key). More details will follow, and I will be modeling a sample presentation in class. See also the *Presentation Guidelines* at the course website.

Overall, the presentation component counts **150 points** toward your final grade, with each group member receiving the same grade (unless there is good reason to do otherwise). There will be at least one test item about each presentation on the test that follows it.

Class Schedule

- Jan 8 (T) • Introduction to course format
★ Class Activity 1
- Jan 11 (F) **UNIT 1: Introduction; Dealing With Data**

- Required Reading: Martin & Pear, Chapters 1, 20, 21, 22
★ Class Activity 2
- Jan 15 (T) Required Reading: Martin & Pear, Chapters 1, 20, 21, 22
★ Class Activity 3
- Jan 18 (F) ➤ *THINK FAST:* Unit1 assignment due
➤ Test 1
- Jan 22 (T) **UNIT 2a: Reinforcement**
Required Reading: Martin & Pear, Chapter 3
★ Class Activity 4
- Jan 25 (F) ❖ Application Exercise A
- Jan 29 (T) **UNIT 2b: Conditioned Reinforcement; Extinction**
Required Reading: Martin & Pear, Chapters 4 and 5
★ Class Activity 5
- Feb 1 (F) ❖ Application Exercise B
- Feb 5 (T) **UNIT 2c: Aversive Control**
Required Reading: Martin & Pear, Chapters 12 and 13
❖ Application Exercise C
- Feb 8 (F) ➤ *THINK FAST:* Unit 2 assignment due
➤ Test 2
- Feb 12 (T) Two Group Presentations (10 bonus points for these first two presentations)
▪ Rice, A., Austin, J., & Gravina, N. (2009). Increasing customer service behaviors using manager-delivered task clarification and social praise. *Journal of Applied Behavior Analysis, 42*, 665-669. [**positive reinforcement**]
▪ Freeman, K. A. (2006) Treating bedtime resistance with the bedtime pass: A systematic replication and component analysis with 3-year-olds. *Journal of Applied Behavior Analysis, 39*, 423-428. [**extinction**]
- UNIT 3a: Reinforcement Schedules**
Required Reading: Martin & Pear, Chapters 6 and 7
- Feb 15 (F) ❖ Application Exercise D
- Feb 19 (T) **UNIT 3b: Shaping**
Required Reading: Martin & Pear, Chapter 10
❖ Application Exercise E
- Feb 22 (F) **Reading Break**
- Feb 26 (T) ➤ *THINK FAST:* Unit 3 assignment due
➤ Test 3
★ Class Activity 6
- Mar 1 (F) **UNIT 4a: Stimulus Discrimination**
Required Reading: Martin & Pear, Chapter 8
Class Activity 7

- Mar 5 (T) Two Group Presentations
- Petry, N. M., Bickel, W. K., Tzanis, E., Taylor, R., Kubik, E., Foster, M., & Hughes, M. E. (1998). A behavioral intervention for improving verbal behaviors of heroin addicts in a treatment clinic. *Journal of Applied Behavior Analysis*, 31, 291-297. [**conditioned reinforcement**]
 - Marholin, D., II, & Gray, D. (1976). Effects of group response-cost procedures on cash shortages in a small business. *Journal of Applied Behavior Analysis*, 9, 25-30. [**punishment**]
- ❖ Application Exercise F
- Mar 8 (F) **UNIT 4b: Fading**
- Required Reading: Martin & Pear, Chapter 9
- ❖ Application Exercise G
- Mar 12 (T) Two Group Presentations
- Ricciardi, J. N., Luiselli, J. K., & Camare, M. (2006). Shaping approach responses as intervention for specific phobia in a child with autism. *Journal of Applied Behavior Analysis*, 39, 445-448. [**shaping**]
 - Grow, L. L., LeBlanc, L. A., & Carr, J. E. (2010). Developing stimulus control of the high-rate social-approach responses of an adult with mental retardation: A multiple-schedule evaluation. *Journal of Applied Behavior Analysis*, 43, 285-289. [**discrimination training**]
- ★ Class Activity 8
- Mar 15 (F) ➤ *THINK FAST*: Unit 4 assignment due
- Test 4
- Mar 19 (T) **Unit 5a: Chaining**
- Required Reading: Martin & Pear, Chapter 11
- ❖ Application Exercise H
- Mar 22 (F) ★ Class Activity 9
- Mar 26 (T) Two Group Presentations
- Jerome, J., Frantino, E. P. & Sturmey, P. (2007). The effects of errorless learning and backward chaining on the acquisition of internet skills in adults with developmental disabilities. *Journal of Applied Behavior Analysis*, 40, 185-189. [**chaining**]
 - Okinaka, T., & Shimazaki, T. (2011). The effects of prompting and reinforcement on safe behavior of bicycle and motorcycle riders. *Journal of Applied Behavior Analysis*, 44, 671-674. [**prompting and reinforcement**]
- UNIT 5b: Programming Generality**
- Required Reading: Martin & Pear, Chapter 16
- Mar 29 (F) **Good Friday**
- Apr 2 (T) Two Group Presentations
- Osborne, K., Rudrud, E., & Zezoney, F. (1990). Improving curveball hitting through the enhancement of visual cues. *Journal of Applied Behavior Analysis*, 23, 371-377. [**prompting and fading**]
 - Sigurdsson, S. O., Ring, B. M., Needham, M. Boscoe, J. H. & Silverman, K. (2011). Generalization of posture training to computer workstations in an applied setting. *Journal of Applied Behavior Analysis*, 44, 157-161. [**programming for generalization**]
- ❖ Application Exercise I
- Apr 5 (F) **UNIT 5c: Respondent Conditioning**
- Required Reading: Martin & Pear, Chapters 14, 15
- ❖ Application Exercise J

- Apr 9 (T)
 - *THINK FAST*: Unit 5 assignment due
 - Test 5
 - ★ Class Activity 10
- Apr 12 (F)
 - *THINK FAST*: Bonus assignment due (optional)
 - Test 6 (optional)

5. Basis of Student Assessment (Weighting)

Application Exercises (10)	100
Class Activities (~10)	50
<i>THINK FAST</i> (5)	100
Tests (5)	600
Group Presentation	150
TOTAL	1000
Bonus up to...	30

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress</i> : A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal</i> : A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.