



**CAMOSUN COLLEGE**  
**Arts and Sciences**  
**Psychology**

**PSYC 164 Behaviour Management**  
**Fall, 2014**

---

## **COURSE OUTLINE**

---

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

*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

---

### **1. Instructor Information**

<b>(a) Instructor</b>	Katrina Gantly
<b>(b) Office hours</b>	T, Th 1-2:30 PM, T 5:30 – 7:30 PM online
<b>(c) Location</b>	Paul 233
<b>(d) Phone</b>	250-370-3202
<b>(e) E-mail</b>	<a href="mailto:gantly@camosun.bc.ca">gantly@camosun.bc.ca</a>
<b>(f) Website</b>	<a href="http://Online.camosun.bc.ca">Online.camosun.bc.ca</a>

### **2. Intended Learning Outcomes**

Basic learning principles are applied to everyday problems. How to deal effectively with such diverse situations as bedwetting, tantrums, non-compliance, stealing and lying in children; adult problems such as obesity, smoking, incompatibility in marriage, headaches and phobias are considered. Learning is achieved through group discussion and creative role-play situations.

**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 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**

Text: No text required. For those who prefer a textbook you can pick up used copies of Martin and Pear's "Behavior Modification: What it is and How to Do it"

Template Published by Educational Approvals Office (VP Ed & SS Office)

9/30/2014

N:\Course Outlines\Current Course Outlines\2014-2015\2014F\PDF 2014F\PSYC\PSYC-164-001 Katrina Gantly.doc Page 1 of 3

Other: Web-notes from my website (listed above). They will be available as PowerPoint slides for students who are interested in printing out lecture material prior to class. Please note that in the event that I am unable to post the notes to the website at least 24 hours prior to class, that I will bring a hardcopy of the notes to class with me. It is important to state that web-notes ONLY cover information from overheads/Power Point...they represent only about 1/3 - 1/2 of the information presented in lecture, and do not include assignments, diagrams, practice examples, etc. Therefore, if you miss a class, please make sure that you can get the notes from a friend.

#### 4. Course Content and Schedule

**Lecture: Tuesdays from 2:30 – 4:20 PM Young 216**

**Seminar: Thursdays: A: 2:30 – 3:20, B: 3:30 – 4:20 Fisher 310**

Week	Topics	Seminar
1 Sept 2/4	Course Outline, Expectations, Intro to ABA	Discussion of Research Paper
2 Sept 9/11	Observing/Recording Behaviour, Graphing and Measuring Behaviour Change □	Assignment 1: Naturalistic Observations and Interobserver Reliability – graphing change
3 Sept 16/18	Reinforcement, Extinction/Avoidance	Assignment 2: Case Study
4 Sept 23/25	Punishment, Differential Reinforcement and Sick Social Cycle	Assignment 3: Case Study
5 Sept 30	Stimulus Control, Prompting and Fading	Assignment 4: Case Study Analysis
6 Oct 7/9	Shaping, Chaining	Work on Research Paper
7 Oct 14/16	Antecedent Control Procedures	Assignment 5: Case Study
8 Oct 21/23	Respondent Conditioning Fear and Anxiety Reduction Procedures	Assignment 6: Case Study □
9 Oct 28/30	Self-Management Behavioural Contracts	Assignment 7: Case Study
10 Nov 4/6	Cognitive Behaviour Therapy Mindfulness	Assignment 8: Case Study
11 Nov 11/13	NO CLASS: Remembrance Day	Research Paper Summary
12	Biobehaviourism and Problem-Solving	Assignment 9: Case Study Research Paper Due
13	Functional Assessment □	Assignment 10: Case Study
14	Habit Reversals Token Economies	Item Pick up

#### 5. Basis of Student Assessment (Weighting)

**Seminar Assignments:** There will be 10 of these in total asking you to apply behavioural concepts to a case study (observations in field, case files, etc.). The top 8 scores count for 10% each toward your final grade for a total of 80% from assignments.

**\*\*\*Please note: Assignments will only be available in seminar class and you will be asked to sign an attendance sheet. No make-ups will be provided. As only 8 of your scores will count toward the final grade, a missed class can simply be one of your missed scores.**

**Research Paper:** I will give you a separate detailed hand-out concerning the project and paper during the first seminar class. It will be worth 20% of your grade.

## 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		1
0-49	F	Minimum level has not been achieved.	0

## 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, Student Services or the College web site at <http://www.camosun.bc.ca>

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.  
<http://www.camosun.bc.ca/policies/policies.html>