

MACQUARIE
UNIVERSITY



FACULTY OF
HUMAN SCIENCES

DEPARTMENT OF PSYCHOLOGY

PSY348

Principles and Applications of Learning

Unit Outline

Session 1, 2012

Unit convenor: Dr Julia Irwin

Prerequisite: Pass (P) in PSY236

This unit is worth 3 credit points

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

<https://ilearn.mq.edu.au/login/MQ/>

ABOUT THIS UNIT

This unit examines research and theory that addresses the question of why people behave as they do. Learning theory focuses on the influence of preceding and consequent stimuli in the behaviour of individuals and groups, and looks at principles and methods by which behaviour can be modified.

The lectures will cover some of the more important principles of learning with a strong emphasis on applications to everyday life. These applications will include the principles underlying behaviour modification (stimulus control, reinforcement, punishment and extinction), goal setting, choice behaviour, risk-taking, social learning, and the role that biological/evolutionary factors play in learning. The practical component of the unit allows students to apply these principles to their own behaviour in a self-regulation programme and to participate in a group exercise in social marketing where they will design a program to address a common lifestyle behaviour that needs to be changed in frequency of occurrence and learn about the acquisition of a motor skill.

It is University policy that the University issued email account will be used for official University communication. All students are required to access their University account frequently.

TEACHING STAFF

Convenor: Dr Julia Irwin
Office: C3A 506; Telephone: 9850 8006
Email: julia.irwin@mq.edu.au
Consultation Hours: Friday 9:00-12:00

Tutor: Ms Bernice Plant
Office: C3A 312 Telephone & Voicemail 9850 8043
Email: bernice.plant@psy.mq.edu.au
Office Hours: by appointment

CLASSES

- The unit is taught through lectures 3 hours a week each week of semester (*on Wednesday 1.00-2.00 in E7BT3 & Friday 4.00 -6.00 in E7BT4*). There will be 2 hour practicals / tutorials on 5 weeks of the program (*in F9A164 on Monday: 2-4; 4-6; Wednesday: 10-12; Thursday: 2-4 and Friday: 6-8*). See Schedule below to see which weeks the practicals will be running. Students are encouraged to ask and/or answer questions regarding any of the topics that arise in lectures, practicals and assessment tasks on the discussion page of iLearn.
- Classes may be subject to change so please check for the most current schedule on the University's web site at: <https://timetables.mq.edu.au/Scientia/Web/index.html>
- Any change of practical class time, can be done on-line via eStudent.
- Students are expected to attend lectures and practicals (eg, participate in discussions in small groups; conduct their own literature searches, research their own chosen topics).
- The list of the topics to be covered appears at the beginning of the unit outline.

Attendance Requirements: Students are required to attend the scheduled practical sessions on two grounds:

1. Important information will be given regarding the assessment tasks and opportunities to discuss your projects and receive feedback regarding the progress you are making with them.
2. The University assessment policy states that students must attend all required classes and submit all required assessment tasks, otherwise the Executive Dean of the Faculty or delegated authority has the power to refuse permission to attend the final examination (See Bachelor Degree Rule 7 Work Required to Gain Credit Points. A candidate who is excluded, under this Rule, is deemed to have failed the unit).

In the event of illness or other circumstances that prevent attendance at these classes, students must submit documentation for special consideration of their attendance. See page 7 of this document for information on how to do this.

Changes to all units can be done on-line via eStudent. After week 2, no further changes will be entertained unless supporting documentation about the reason for changing is provided and there is space in the tutorial you wish to change into.

Lecture and Practical Schedule 2012

	Wednesday 1-2 E7B T3	Friday 4-6 E7BT4	Practicals F9A 164
Week 1 27/2/12	<i>Admin - Discussion of Self Control Project</i>	<i>Self Control</i> 📖 pp. 339-352 of chap 10	No Prac classes
Week 2 5/3/12	<i>Stimulus Control</i> 📖 chap 10	<i>Stimulus Control / Reinforcement</i>	Design a Self Control Programme. Julia
Week 3 12/3/12	<i>Reinforcement</i> 📖 chap 7 & 9	<i>Reinforcement / Extinction</i> 📖 chap 7 & 9 ③ O'Donohue chap 4	Design a Social Marketing Campaign. Bernice
Week 4 19/3/12 Outline of self-control project due	<i>Extinction</i>	<i>Choice</i> 📖 chap 14	Self-Control – theories of behaviour change. Bernice
Week 5 26/3/12	<i>Choice</i> 📖 chap 14	<i>Decision Making</i> ①,②	Self-Regulation – Baumeister model. Julia
Week 6 2/4/12	<i>Risk taking</i>	Good Friday -No Lecture	No Prac classes
MID SEMESTER RECESS 9th APRIL – 20th APRIL			
Week 7 23/4/12	Anzac Day -No Lecture	Mid Semester Test	No Prac classes
Week 8 30/4/12	<i>Risk taking</i>	<i>Learning Motor Skills</i> 📖 chap 13	
Week 9 7/5/12	<i>Punishment</i> 📖 chap 8 <i>Avoidance Learning</i> 📖 chap 8	<i>Avoidance Learning</i>	Motor Skill Learning. Julia
Week 10 14/5/12 Report due	<i>Learned helplessness</i> 📖 chap 8	<i>Social Learning</i> 📖 chap 12	No Prac classes
Week 11 21/5/12	<i>Social Learning</i>	<i>Biological constraints</i> 📖 chap 5 pp.. 102-108 chap 6 pp. 136-144	No Prac classes
Week 12 28/5/12	<i>Phobias</i> 📖 parts of chap 5 & 12	<i>Adjunctive behaviours</i> ③ O'Donohue chap 16	No Prac classes
Week 13 4/6/12		Final Semester Test	No Prac classes

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

📖 **The text book for the unit is:** Mazur, J.E. (2006). *Learning and Behavior* (6th ed.). Engelwood Cliffs, NJ: Prentice-Hall. **BF318.M38 2006. A copy of which is in Reserve.**

Other references associated with the lectures are:

- ① Shafir, E., & LeBoeuf, R.A. (2002). Rationality. *Annual Review Psychology*, 53, pp. 491–517.
- ② Tversky, A. & Kahneman, D. (1974). Judgment under uncertainty: heuristics and biases. *Science*, 185, 1124-1131.
- ③ O'Donohue W. (1998). *Learning and Behavior Therapy*. Chapter 16. Boston: Allyn & Bacon
- ④ Harrison, W. (2001). *Implications of Associative Learning for Road Safety Communications Programs*. Report prepared for the Transport Accident Commission.
- Fuller, R. (2005). Towards a general theory of driver behaviour. *Accident Analysis and Prevention* 37, 461–472.

There are other recommended text books for this unit, copies of which have been placed on 7 day loan, unless specified otherwise.

Baumeister, R. F. & Vohs K. D. (2004). *Handbook of self-regulation: research, theory, and applications*. New York; London : Guilford Press, **BF632.H262 2004**

Baumeister, R. F. (1994). *Losing control: how and why people fail at self-regulation*. San Diego : Academic Press. **BF632 .B29/1994**

Boekaerts, M., Pintrich, P.R. & Moshe Zeidner, M. (2000). *Handbook of self-regulation*. San Diego, Calif.; London: Academic. **BF632.H26/2000**

Loewenstein, G., Read, D. & Baumeister, R.F. (2003). *Time and decision: economic and psychological perspectives on intertemporal choice*. New York: Russell Sage Foundation. **BF448.T55 2003**

Logue, A. W. (1995). *Self-control: waiting until tomorrow for what you want today*. Englewood Cliffs, N.J. : Prentice Hall, , **BF632 .L64/1995. A copy of which is in Reserve.**

O'Donohue, W. (1998). *Learning and behavior therapy*, Boston: Allyn and Bacon, **RC489.B4 .L39/1998**

Watson, L. Tharp, R. G. (2002). *Self-directed behavior: self-modification for personal adjustment* (8th ed.). Belmont, CA: Wadsworth/Thomson Learning, **BF637.B4 .W38 2002. A copy of which is in Reserve**

UNIT WEB PAGE

Lecture Video+Audio Recordings (Echo) can be accessed through iLearn

<https://ilearn.mq.edu.au/login/MQ/> Copies of the PowerPoint slides shown in lectures can be downloaded prior to the lecture from the unit web page.

ASSESSMENT TASKS AND DUE DATES - AT A GLANCE - Details below

Task	Weight	Due Date	Details
1. Outline of self-control project	5%	10.00 am on Monday March 19 ^h (Week 4) Submitted via Assignment box in C3A Student Services Centre	Written task: not to exceed 500 words
2. Mid semester Multiple Choice Test	30%	4.00 pm Friday April 27th (week 7) during lecture in E7BT4	A one-hour 40 item multiple choice test + 5 short answer
3. Self control Written Report	35%	10.00 Monday 14 th May (week 10). Submitted via Assignment box in C3A Student Services Centre	A written report (maximum 8 pages)
4. End of Semester Multiple Choice Test	30%	4.00 pm Friday June 8th (week 13) during lecture in E7BT4	A one-hour 40 item multiple choice test + 5 short answer

LEARNING OUTCOMES

Upon completion of this unit students will be able to:

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour;
- Observe, record, and analyse behaviour in terms of its antecedents and consequences;
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour;
- Understand the variables that are involved in the regulation of self-control
- Evaluate current research in the psychology of learning.

GRADUATE CAPABILITIES DEVELOPED

This unit is structured around the graduate capabilities associated with the scientist - practitioner model of psychology. In addition, PSY348 will provide you with generalised and transferable skills that will also be useful in careers outside psychology. The following graduate capabilities and student learning outcomes will be developed through lectures, practicals and assessment activities in particular. They will be assessed primarily in the report, mid--semester test, and in the final examination.

Discipline Specific Knowledge and skills — An understanding of:

- How stimuli can elicit or inhibit the occurrence of a behaviour.
 - Understand under what conditions such stimulus control will generalise (or not) to other stimuli
 - Understand how such stimulus control can be used to self-regulate behaviour
- How the consequences of a behaviour whether they be pleasant, as in reinforcement, or unpleasant, as in punishment, control the probability of the occurrence of that behaviour.
- How a change in the expected consequences of behaviour, as in extinction, affects the probability of the occurrence of that behaviour.
- How decisions are made when we are faced with a mutually exclusive choice of options, with a particular emphasis on the theoretical underpinnings of self-control.
- Why a riskier option is sometimes seen as the preferred option.
- How aversive consequences of behaviour, not only produces avoidance learning, but can also lead to such maladaptive behaviours as procrastination, depression, learned helplessness and phobias.
- How biological and evolutionary factors can influence learning
- How we learn from the experiences of those around us (social learning), whether they are in our immediate environment, as in family and friends, or in the media.

The following competencies:

- How to analyse and plan an approach for changing a behavioural problem
- An understanding of various models of behaviour change.
- How to set goals and develop time management skills

Critical, Analytical & Integrative Thinking

- Observe, reflect upon and analyse behaviour
- Review and critique literature
- Competently use information technology applications e.g. Blackboard, online data bases, etc
- Apply learning principles to understand the reasons for their own behaviour and that of those around them

Problem Solving and Research Capability

- Design and carry out a functional analysis of a self-selected target behaviour, identify an appropriate level of frequency for the chosen behaviour (goal setting), identify strategies for changing its frequency (self-regulation) and evaluate the effectiveness of these processes.

Creative and Innovative

- Display creative thinking skills and develop innovative methods for changing behaviour in the self-control assessment tasks.

Effective Communication

- Demonstrate report writing skills conforming to APA format
- Present ideas clearly with supporting evidence
- Communicate the results of analyses clearly and effectively
- Plan and present written arguments in coherent and documented form

Engaged & Ethical Local and Global Citizens

- Learn strategies for changing and/or promoting more appropriate lifestyle behaviours

Socially and Environmentally Active and Responsible

- The self-control project will allow each individual to develop some aspect of themselves or their lifestyle and/or give them the skills to become socially and environmentally active and responsible citizens.

Capable of Professional and Personal Judgement and Initiative

- Apply and adapt knowledge of principles of learning and behaviour change to the real world
- Competently undertake projects of complex nature
- Develop evidence-based approaches to assessment and management of behaviour change programs
- Reflect on how your personal experience of carrying out a program of self-control influenced your critical analysis of the processes involved in changing behaviour.

Commitment to Continuous Learning

- This unit will provide students with the skills to reflect upon their own self-directed learning –necessary for a commitment to continuous learning.

TEACHING AND LEARNING STRATEGY

This unit is taught in via lectures and practicals, see section under heading **Classes** on page 2 of this Unit Outline for details regarding when they occur. Students can raise questions about lecture material in lectures, practicals and on the web discussion page. Students are encouraged to answer each other's questions, and the website will be monitored and questions answered by the unit chair when required.

A list of lecture and practical topics can be seen on page 3 of this unit outline.

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

This unit is assessed using two multiple choice tests to determine the degree of mastery of the principles of learning as taught in the lectures, practicals and text-book, and whether the learning outcomes as listed under *Discipline Specific Knowledge and skills* have been adequately reached.

The self-control project assess the learning outcomes as listed under *Discipline Specific Knowledge and skills* and those listed under *Critical, Analytical and Integrative Thinking; Problem Solving and Research Capability* and *Creative and Innovative skills*. These skills will be assessed for degree of mastery and graded accordingly. *Effective Communication* – will be assessed in the self-control report, and a component of that assessment will be concerned with ensuring that students have mastered the profession's writing format (American Psychological Association -APA).

ASSESSMENT TASKS

There are three main components to the assessment:

1. Mid-Session Test

The material covered in both the lectures and the practicals will be the subject of two tests, consisting of multiple choice + short answer questions. **The first one will be held in Week 7 during the lecture on 4.00 pm Friday April 27th** in the usual lecture theatre for that time (E7BT4) and will contribute **30%** to the final grade. The test will assess material covered in lectures and tutorials from weeks 1-6 inclusive. All students must attend the test at the same time.

Students who are unable to sit the mid-semester test at the specified time must advise the FHSSSC via email and must also submit a Request for Special Consideration form (and Professional Authority if reason is medical, clearly stating the reasons for the absence from the exam). The form is available at the FHSSSC or can be downloaded from <http://www.reg.mq.edu.au/Forms/APScons.pdf>. This should be submitted to the Student Enquiry Services within five days from the day of the examination. The unit chair(s) will determine eligibility for a late mid-semester exam and eligible students will be notified via email about the time and location of the exam. There will only be one time.

The End of Session Test will be held in Week 13 during the lecture on 4.00 pm Friday June 8th in the usual lecture theatre for that time (E7BT4) and will contribute **30%** to the final grade. The test will only assess material covered in lectures and practicals from weeks 8-13 inclusive and will consist of multiple choice and short answer questions. You will need at least two **2B** pencils for these tests. **Feedback** in the form of number of correct answers will be posted on the unit's website within a week of taking the first test, and sometime during the examination period for the second test.

Students who are unable to sit the second test at the specified time must advise the Faculty of Human Sciences Undergraduate Student Services Centre via email and must also submit an Application for Special Consideration form (and Professional Authority if reason is medical, clearly stating the reasons for the absence from the exam). The form can be downloaded from <http://www.student.mq.edu.au/ses/Special%20Consideration.html>. This should be submitted to the Student Enquiry Services *within five days from the day of the examination*. The unit chair will determine eligibility

for a supplementary test and eligible students will be notified about the time and location of the test. There will be only one alternative time.

Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam.

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (The supplementary exams in Psychology will be held on Thursday, July 12 and Friday, July 13 2012.)

Instructions on applying for sitting of a supplementary exam are available from the website, www.psy.mq.edu.au/speccond. It is the student's responsibility to follow the steps outlined in this website. When a supplementary exam has been granted an email will be sent to the student. It is the student's responsibility to check the Department of Psychology Special Consideration website for information relating to the date and location of the supplementary exam. Students who are granted to sit for a supplementary exam must make themselves available to sit for the supplementary exam on the specified dates. There will be only one alternative time. It is the student's responsibility to contact the Faculty of Human Sciences Undergraduate Student Services Centre, via <https://ask.mq.edu.au/> to confirm attendance to the supplementary exams.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

2. Self-Control Project. An additional detailed guide with information pertaining to this assessment task will be provided.

As part of your practical programme you will be required to plan and implement your own self-modification project. Your experience will then form the basis for:

Self Control Project Outline

This is an "early low threat assessment task" worth **5%** due at the beginning of Week 4 – **Monday March 19th to be lodged by 10.00am** in the box labelled PSY 348 in the Faculty of Human Sciences Undergraduate Student Services Centre (FHSSSC) or in the single Undergraduate Faculty of Human Sciences Essay Box located outside the entrance of C3A after hours. The assignment boxes are cleared at 10 am on Mondays to Fridays and again at 4 pm **ONLY ON FRIDAYS** (Assignments received at 4pm on Fridays, after the 10 am clearing, are counted as an additional 1 day late). Assignments submitted after the 4 pm clearing on Fridays will be cleared on Monday at 10 am and will incur a weekend (counted as two additional days) penalty.

This outline is not to exceed 500 words, and will provide a description of the behaviour chosen for the self-control project and a plan for how you propose to go about changing this behaviour, an indication of the problems that you anticipate you may have to deal with and the methods of dealing with these.

Self Control Report:

The project is worth **35%** and will be submitted as a report to be lodged in the box labelled PSY 348 in the ground floor foyer of the Faculty of Human Sciences Undergraduate Student Services Centre, or in the single Psychology Essay Box located outside the entrance of C3A after hours, by 10.00am Monday 14th May (Week 10 -NB the box is cleared at 10.00). The assignment boxes are cleared at 10 am on Mondays to Fridays and again at 4 pm **ONLY ON FRIDAYS** (Assignments received at 4pm on Fridays are counted as 1 day late). **A late penalty of 5%** of the maximum mark (i.e. 25%) for every day late (including weekend days) will be applied. For example, if the report is 1 day late then a penalty of 5% → $(0.05 \times 25 = 1.25)$ will be applied and the student will have 1.25 marks deducted from the final mark for the report.

The report should **NOT** exceed **8 pages** and the following guidelines will apply to page length: **The paper size is to be A4, and the typing is to be double-spaced in 12-point Times New Roman with margins of 2.54 cm (1 inch) top, bottom, left and right.** The page length does **not** include references, tables and figures, abstract or title page.

There is a **length penalty of 5%** of the maximum value of the report (i.e. 25%) for every half-a-page or part thereof over the specified number of pages. E.g. if a report is 8.5 pages long, it would receive

a penalty of 5% → $(0.05 \times 25 = 1.25)$ and the student will have 1.25 marks deducted from the final mark for the report.

Further details of how to write up the report will be given in a separate handout that relates to this project. Normal APA formatting style is to be used.

All assignments submitted must be accompanied by a completed and signed Psychology Department coversheet which is available in hard copy from outside the Faculty Student Services Centre or downloadable from <http://www.psy.mq.edu.au/pdf/coversheet.pdf>

Assignments will not be accepted unless a correct coversheet is completed and signed.

A copy of the assignment must be kept as proof that the assignment was completed and submitted.

Electronic copies of assignments are not accepted.

Assignments submitted by post will not be accepted.

Feedback on the *progress* of the project can be given at any time during the semester, by consultation either with the unit chair or the tutor. Feedback on the outcome of both the project outline and the final report will be provided in terms of both written comments on the outline/report and the use of a marking sheet identifying the relative strengths and weaknesses of the various aspects of the project. The outlines with grades and feedback will be returned to the students by the end of Week 6 and reports will be returned at the end of semester 1. Grades will be in the range of HD, D, Cr, P and F. N.B. Change to [University Grading Policy](#). **There is no grade of PC any more - any mark of 49 or less is now a Fail.**

For Cover Sheet of Report it can be accessed from <http://www.psy.mq.edu.au/pdf/coversheet.pdf>. Assignments may not be accepted unless a correct coversheet is completed and signed. Electronic copies of assignments are not accepted. Assignments submitted by post will not be accepted.

Note: It is your responsibility to ensure that you keep a *copy* of your report when you hand it in. No extension of time for submission of written work will be granted unless medical or other extenuating circumstances warrant it. In these cases you must request the extension in writing **before** the due date and include a medical certificate or other similar evidence. Students may request this by completing a Request for Extension on Written Work form, available outside the Faculty Student Services Centre, with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The form and the supporting documentary evidence must be submitted to the Faculty Student Services Centre. The staff in the Faculty Student Services Centre will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions.

If an extension is granted the authorisation section of the form **must be collected and attached to the assignment**.

Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted.

Due to the lateness of the submission date for the self-control report the above stated grounds on which an extension will be granted will be strictly adhered to.

Under no circumstances will an assignment be accepted after the return of marked material.

AFTER AN ASSIGNMENT IS SUBMITTED:

It is the responsibility of the student to check the Webpage (<http://www.psy.mq.edu.au/assrec/>) after submitting the assignment to ensure that his/her assignment has been received. The webpage will be updated by 5pm on the due date of the assignment. If an assignment is not noted as being received, it is the student's responsibility to immediately contact the staff in the FHSSSC in writing to inform them. The student will then be required to submit a fresh copy of the assignment and the date of receipt will be the date the FHSSSC was informed of the non-receipt **in writing**. Lateness penalty will be applied until the date the FHSSSC is informed of the non receipt of assignment.

Assignments will be returned to students during tutorials. The remaining assignments will then be available for collection from the FHSSSC. The FHSSSC opening hours are Monday to Friday 9AM to 5PM. During Semester time, the Faculty Student Services Centre opening hours are 10AM to 5PM. Tutors of evening tutorials will return ALL assignments during the late classes.

Assignments submitted after the 4 pm clearing on Fridays will be cleared on Monday at 10 am and will incur a weekend (counted as two days) penalty.

Penalties will be levied for late submission of assignment and for exceeding the word limit:

As described on page 7: a **late penalty of 5%** of the maximum mark (i.e. 25%) for every day **late** (including weekend days) will be applied.

Ordinarily, **no** extensions of time for submission of written work will be granted since ample time for its preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing by completing a Request for Extension on Written Work form, available at the FHSSSC, with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The form and the supporting documentary evidence must be submitted to the FHSSSC (C3A). The staff in the FHSSSC will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions.

All requests for extensions must be made prior to the due date for the assignment.

If an extension is granted the authorisation section of the form must be collected and attached to the assignment. Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted.

There is a **length penalty of 5%** of the maximum value of the report (i.e. 25%) for every half-a-page or part thereof over the specified number of pages.

TO COMPLETE THE UNIT SATISFACTORILY

Students must achieve an overall percentage of 50% or more in order to pass the unit.

UNDERGRADUATE GENERAL STUDENT INFORMATION

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

On matters pertaining to the regulations, the Registrar's Office should be consulted or, within the Department of Psychology, Dr Julia Irwin, Director of Undergraduate Studies. Students with disabilities who have problems within the Department should consult Dr Eugene Chekaluk, the Disability Liaison Officer. If your difficulties cannot be resolved by these members of staff you should consult the Head of Department.

If you have a major difficulty associated with writing skills, you could enrol in a short course on writing skills. For details go to:

http://www.students.mq.edu.au/support/learning_skills/undergraduate/workshops_for_undergraduate_students/

If you want to withdraw from the course - you must do so by 31st March 2012.

Special consideration

If, due to illness or other unavoidable disruption of at **least three (3) consecutive days duration** where the disruption is such that you do not reach your usual demonstrated performance level and/or you are prevented from completing a formal examination you can submit an Application for Special Consideration form as per the instructions on the form. The form is available outside the FHSSSC or can be downloaded from , www.psy.mq.edu.au/speccond. For a Special Consideration application to be valid, you must have been performing satisfactorily in the unit up to the date of the unavoidable disruption. If your work in the unit has previously been unsatisfactory, subsequent unavoidable disruption will not overcome the fact that the earlier work was unsatisfactory.

Conditions existing prior to commencing a unit of study are not grounds for Special Consideration, except in the event of unavoidable deterioration of the condition. You are responsible for managing your workload in light of any known or anticipated problems. If you have a pre-existing disability/health condition you may contact the Disability Support Unit at Student Support Services for information on available support.

APPEALS AGAINST GRADES

Please refer to the Faculty of Human Sciences website <http://www.humanosciences.mq.edu.au/>

ACADEMIC HONESTY

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement. The Policy covering Academic Honesty is available on the web at:

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Plagiarism is an example of dishonest academic behaviour and is defined by the Policy on Academic honesty as: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas".

Plagiarism is a serious breach of the University's rules and carries significant penalties. The Academic honesty Procedure is available at http://www.mq.edu.au/policy/docs/academic_honesty/procedure.html

This procedure notes the following responsibilities for students:

- Act in accordance with the principles of the Academic Honesty Policy.
- Become familiar with what academic dishonesty is, what are appropriate referencing techniques and the consequences of poor practice.
- Seek assistance from the unit convenor (or their nominee) to remedy any deficits or if you are unsure of discipline specific practice.
- Submit only work of which you are the author or that properly acknowledges others.
- Do not lend your original work to any other person for any reason.
- Keep drafts of your own authored work and notes showing the authorship or source of ideas that are not your own.

The penalties which can be applied for academic dishonesty are outlined in the Academic Dishonesty – Schedule of Penalties which can be found at: http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html
The penalties range from applying a fail grade for the assessment task or requiring the student to re-submit the assessment task for a mark no greater than 50 to applying a fail grade to the unit of study and referral to the University Discipline committee.
You must read the University's Policy and Procedure on Academic Honesty.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive.

Marking Criteria for Project Outline

- **Choice** of target behaviour (TB)
- Development of an operational **definition & measures** of TB
- Identification of **other behaviours** (OB) that compete with TB or need to be strengthened in order to compete with TB
- Description of **Setting(s)** in which TB or (OBs) occur
- Identification of any **emotional** factors
- **Physiological/Constitutional** Identification of any physiological factors that may play a part in TB
- **Monitoring of TB:** well chosen measures of **Frequency** and/or **Duration** of TB (if relevant)
- **Antecedents:**
Identification of environmental triggers that play a role in TB
- **Reinforcement /Consequences:**
 - Identification of consequences /reinforcers that play a role in TB
 - Outline of treatment plan
 - Clarity of Strategies
 - Variety of strategies
 - Depth of insight/analysis into changing TB

PSY348 Self-Control Project Assessment Marking Criteria

Outcomes Assessed

- A student explains and evaluates the concepts associated with the behaviour analysis model as applied to the acquisition, development and maintenance of the behaviour(s) targeted in this project. Target behaviour(s) refers to both the behaviour of interest and those that 'compete' with its occurrence.
- A student is able to observe, record, and analyse behaviour in terms of its antecedents (discriminative stimuli) and consequences (reinforcers);
- A student is able to demonstrate appropriate setting and monitoring of behavioural goals.
- A student is able to discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour;
- A student demonstrates an understanding of the variables that are involved in the regulation of self-control
- A student is able to explain and evaluate current research as applied to the regulation of self-control.
- How well a student is able to communicate that understanding in a logical, well argued and well written report; using APA style correctly: referencing and displaying Figures and tables.

High Distinction range (85-100%)

Work of outstanding quality. This may be demonstrated in areas such as:

- an *excellent* understanding of the principles of learning theory with an insightful discussion of how antecedent conditions and consequences of actions affected the target behaviour(s).
- Providing *excellent* evidence of analysis and critical thinking in terms of strategies employed in the program: (i) Setting of Goal(s); (ii) Stimulus Control and (iii) Use of Reinforcer(s)
- Demonstrate an *excellent* ability to evaluate the effectiveness of the manipulations made throughout the program
- Shows evidence of *wide* reading (where relevant / available) and synthesis of ideas.
- Shows *excellent* ability to evaluate the effectiveness of the program in terms of learning principles when addressing the problems/successes encountered.

- Displays a *sophisticated* construction in the write-up of the report in terms of both logical and chronological progression of ideas, both verbally and graphically.
- Uses *correct APA* referencing style; clear grammar; minimal proofing errors; Produces writing which is of a *high literary standard*.

Distinction (75-84%)

Work of *superior* quality in the same areas of performance as above. To be given this grade and level of achievement, the student, when appropriate, shall:

- Demonstrate a *sophisticated* understanding of the principles of learning theory with clear examples of how antecedent conditions and consequences of actions affected the target behaviour(s)
- Provide *strong* evidence of analysis and critical thinking in terms of strategies employed in the program: (i) Setting of Goal(s); (ii) Stimulus Control and (iii) Use of Reinforcer(s)
- Demonstrate a *well-developed* ability to evaluate the effectiveness of the manipulations made throughout the program
- Develop a progressive, clear and insightful rationale for manipulations made in the program throughout the report
- Show evidence of relevant reading and synthesis of ideas
- Shows strong ability to evaluate the effectiveness of the program in terms of learning principles when addressing the problems/successes encountered.
- Displays a superior construction in the write-up of the report in terms of both logical and chronological progression of ideas, both verbally and graphically.
- Uses correct APA referencing style; clear grammar; minimal proofing errors; Produces writing which is of a high literary standard

Credit range (65-74%)

Work of predominantly good quality. Demonstrates *considered* understanding of theory. To be given a credit grade, the student, when appropriate, shall:

- Demonstrate a *good* understanding of the principles of learning theory with clear examples of how antecedent conditions and consequences of actions affected the target behaviour(s)
- Provide *good* evidence of analysis and critical thinking in terms of strategies employed in the program: (i) Setting of Goal(s); (ii) Stimulus Control and (iii) Use of Reinforcer(s)
- Demonstrate a *good* ability to evaluate the effectiveness of the manipulations made throughout the program
- Develop a progressive, clear rationale for manipulations made in the program throughout the report
- Show evidence of relevant reading and synthesis of ideas
- Able to identify strengths and weaknesses in the program in terms of learning principles when addressing the problems/successes encountered
- Express her/himself clearly, concisely and exhibit relatively error-free writing, using APA stylistic conventions correctly
- Effective use of Figures – presented in correct APA style.
- Uses correct APA referencing style; clear grammar; minimal proofing errors; Produces writing which is of a good literary standard

Pass (50-64%)

Satisfactory achievement of unit objectives. The student at the pass level, when appropriate, essentially demonstrates the following:

- A *competent* understanding of concepts, theories and issues
- Demonstrate a *competent* understanding of the principles of learning theory but will tend to restate rather than show much insight into the operation of the principles in the project
- Provide evidence of thoughtful strategies employed in the program: (i) Setting of Goal(s); (ii) Stimulus Control and (iii) Use of Reinforcer(s)
- Relies extensively on descriptive account of program with limited reference to the literature (where relevant) to target behaviour.
- May demonstrate insightful aspects of use of learning principles but are sparse in places.
- Tends to use a narrow focus
- Shows minimal usage of theory in addressing problems/successes encountered in program
- Presentation: Formatting, grammar and spelling errors begin to impede understanding

Fail (0-49%)

Demonstrates minimal to no understanding of the application of principles of learning to changing the frequency of occurrence of a behaviour.

The student demonstrates that he/she:

- Has significantly misunderstood the nature of the project

- Did not conduct the program for a period long enough to identify prevailing stimulus control and consequences of the target behaviour or to try and effect a change in the behaviour
- Has little understanding of how to apply the principles of learning
- Has failed to identify properly the problems or issues
- Did not provide any significant evidence of having covered minimum readings
- Did not write to acceptable academic standards
- Provided little or no evidence of critical analysis
- Provided little or no evidence of conducting the program.
- Presentation: Many non-APA format mistakes, inappropriate for third year Psychology unit. Many grammar and spelling errors resulting in an impediment to understanding or report.

See next page for rubric that will be used in assessing the self-control report.