



# PSY 348

## Principles of Behaviour Change

S1 Day 2019

*Department of Psychology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Tutor

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Credit points

3

Prerequisites

6cp at 200 level including PSY236(P)

Corequisites

Co-badged status

Unit description

This unit considers the research and theory that addresses the question of why people behave as they do. It examines the principles and cognitive interventions by which new behaviours are established, desirable behaviours are increased and undesirable ones decreased. Although there is a strong emphasis on applications to everyday life; this unit provides the basic knowledge required for further study in such fields as clinical psychology, physiotherapy, human factors or social marketing. The practical component of the unit allows students to learn how they could apply these principles to their own behaviour as well as that of others. The teaching method of this unit is a blend of online and face-to-face lectures, with all practicals being face-to-face.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour.

Discuss from a number of theoretical positions the factors that initiate, direct, and sustain

behaviour.

Develop an understanding of the variables that are involved in the self-regulation of behaviour.

Evaluate current research in the psychology of changing behaviour.

## General Assessment Information

There are three components of assessment for PSY348: one mid-session test covering the lectures and practicals held in the first half of the session and one test at the end of session covering the material taught in the second half of the session. These tests will include both multiple choice and short answer questions: each test is worth 30%.

The third component to the assessment is a 1,500 word report based upon a self-control programme that the student will have conducted during the session. Details of both the essay topic and the self-control project will be provided in a separate document. This assessment task is to be submitted via iLearn on the Turnitin link by 6th May 2019 and is worth 40%.

Overall grades for the unit will be determined by adding together marks for the two tests and the report. See the university policy on grading for more information.

### Late Penalties

Late submission of the report /essay will attract a penalty of 5% of the maximum mark for every day late (including weekend days). In other words, the assignment is worth 40%, so a penalty of 5% x 40 = 2 marks will be applied. 2 marks are subtracted from whatever the student received for the report for each day late. No work can be accepted after marked project reports are handed back to students.

### Special Consideration

Students who experience serious and unavoidable disruption to their studies should apply for special consideration of their circumstances through [ask.mq.edu.au](https://ask.mq.edu.au).

If the request is for an **extension** of time to submit the written assignment task you will be advised of the outcome of your request by email from the Faculty of Human Sciences Student Centre, and advised of the new time if it has been granted.

If the request is to sit a **Supplementary Examination** for the **mid-session test**, and it is granted, you will be advised by email from the Faculty of Human Sciences Student Centre acknowledging the serious and unavoidable disruption that you experienced, as a result of which the supplementary examination will be scheduled on the 29th April 2019 at 3pm in a room to be advised. The time and date, deadline or format of any required extra assessable work as a result of a Special Consideration application is not negotiable. Please note further that the format of the supplementary exam is at each unit chair's discretion and is subject to change from the original examination.

Please note that since the circumstances requiring special consideration has been determined to be serious and unavoidable, you may no longer withdraw the Special Consideration application and must submit yourself to partake in the assessment activities organised by the Unit Convenor.

You will receive an email with more information prior to this date. If you do not hear from us 3 working days before the test, please send an email to [psy\\_off@mq.edu.au](mailto:psy_off@mq.edu.au).

Please note that there will only be one supplementary test. You must make arrangements to attend this test.

If the request is to sit a **Supplementary Examination** is for the **Final Test** and it is approved you will be advised by email.

A copy of the Psychology Department's Supplementary Exam Timetable will be sent via email after 3PM on Friday, 5 July 2011. You will need to check this to find out the time and location of the Supplementary Exams. In case you do not hear from us on this date, please send an email to [psy\\_off@mq.edu.au](mailto:psy_off@mq.edu.au). The Department of Psychology Supplementary Exam Dates are on Thursday, 12th and Friday, 12th of July, 2019. The time and date, deadline or format of any required extra assessable work as a result of a request for Special Consideration is not negotiable. Please note further that the format of the supplementary exam is at each unit convener's discretion and is subject to change from the original examination.

Please note that there will only be one supplementary exam. You must make arrangements to attend this exam. It is your responsibility to email Student Centre to confirm attendance at the supplementary exam.

Should you need additional and ongoing support, please do not hesitate to contact Health and Wellbeing ([http://students.mq.edu.au/support/health\\_and\\_wellbeing/](http://students.mq.edu.au/support/health_and_wellbeing/)) on 9850 7497.

Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the mid-session or final exam because of documented illness or unavoidable disruption.

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, which is the final day of the official examination period.

This unit does not publish previous end-of-semester exam papers due to the assessment format which involves multiple choice questions drawn from a bank of questions which have undergone a process of development and validation to assess a wide range of concepts in this unit. Assessment quality can only be ensured by maintaining the integrity of the question bank rather than creating entirely new questions every year. However a practice exam will be provided via iLearn near the end of semester.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Mid Session Test</a>	30%	No	Week 7
<a href="#">End of Session Test</a>	30%	No	Exam period
<a href="#">Report</a>	40%	No	Week 9

## Mid Session Test

Due: **Week 7**

Weighting: **30%**

The test will have 35 multiple choice questions and 3 short answer questions. It will cover material taught in lectures and practicals from weeks 1-5 inclusively.

On successful completion you will be able to:

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour.
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour.
- Develop an understanding of the variables that are involved in the self-regulation of behaviour.
- Evaluate current research in the psychology of changing behaviour.

## End of Session Test

Due: **Exam period**

Weighting: **30%**

The test will have 35 multiple choice questions and 3 short answer questions. It will cover material taught in lectures and practicals from weeks 8-12 inclusively.

On successful completion you will be able to:

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour.
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour.
- Evaluate current research in the psychology of changing behaviour.

## Report

Due: **Week 9**

Weighting: **40%**

The report will be a description and account of an attempt to change a personal behaviour, utilising some of the principles covered in the lectures.

On successful completion you will be able to:

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour.

- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour.
- Develop an understanding of the variables that are involved in the self-regulation of behaviour.
- Evaluate current research in the psychology of changing behaviour.

## Delivery and Resources

### Lectures

There are three hours of lectures per week, which are scheduled for Mondays 3-5 pm and Thursday 11-12 pm. These lectures will be recorded via Echo360 (which captures the data projector and the lecturer's voice) and will be available on the iLearn page following the lecture. Although there are three hours of lectures scheduled each week, some weeks there will be no lectures to allow time for you to study for the tests and or the written assignment. See Schedule for details.

### Practicals

- There will be 2 hour practicals / tutorials on 5 weeks of the program - **see Timetable for room location and Lecture/Practical Schedule 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 (e.g. participate in discussions in small groups; conduct their own literature searches, research their own chosen topics.

While attendance is not compulsory, tutors will keep a roll each week. University policy requires that students who are absent from tutorials because of medical or other extenuating circumstances must submit a Request for Special Consideration form (and Professional Authority if reason is medical, clearly stating the reasons for the absence). The form can be downloaded from <http://www.reg.mq.edu.au/Forms/APScons.pdf>. This should be submitted to the Student Enquiry Services as soon as possible.

### Textbook

Mazur, J.E. (2017). *Learning and Behavior* (8th Ed. International Ed.). Englewood Cliffs, NJ: Prentice-Hall. Electronic versions available via ProQuest Ebook Central

## Unit Schedule

### Lecture Topics Covered

Habits and self regulation of behaviour  
Stimulus control of behaviour  
Theories of behaviour change  
Social marketing and barriers and facilitators of change  
Reinforcement and behavioural safety  
Punishment  
Choice  
Decision making  
Theories of risk taking behaviours  
Skill acquisition  
Biological influences on learning

## Learning and Teaching Activities

### Lectures

The lectures cover a wide range of topics associated with the acquisition and maintenance of behaviours with a view to understanding how this knowledge can be applied to change behaviour.

### Practicals

In the practicals students will develop a better understanding about the challenges associated with changing a behaviour

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).



When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour.
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour.
- Develop an understanding of the variables that are involved in the self-regulation of behaviour.
- Evaluate current research in the psychology of changing behaviour.

#### Assessment task

- Report

#### Learning and teaching activity

- In the practicals students will develop a better understanding about the challenges associated with changing a behaviour

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour.
- Develop an understanding of the variables that are involved in the self-regulation of behaviour.

- Evaluate current research in the psychology of changing behaviour.

## **Assessment task**

- Report

## **Learning and teaching activity**

- The lectures cover a wide range of topics associated with the acquisition and maintenance of behaviours with a view to understanding how this knowledge can be applied to change behaviour.
- In the practicals students will develop a better understanding about the challenges associated with changing a behaviour

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour.
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour.
- Develop an understanding of the variables that are involved in the self-regulation of behaviour.

## **Assessment tasks**

- Mid Session Test
- End of Session Test
- Report

## **Learning and teaching activities**

- The lectures cover a wide range of topics associated with the acquisition and maintenance of behaviours with a view to understanding how this knowledge can be applied to change behaviour.
- In the practicals students will develop a better understanding about the challenges associated with changing a behaviour

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour.
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour.
- Develop an understanding of the variables that are involved in the self-regulation of behaviour.
- Evaluate current research in the psychology of changing behaviour.

### Assessment tasks

- Mid Session Test
- End of Session Test
- Report

### Learning and teaching activities

- The lectures cover a wide range of topics associated with the acquisition and maintenance of behaviours with a view to understanding how this knowledge can be applied to change behaviour.
- In the practicals students will develop a better understanding about the challenges associated with changing a behaviour

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour.
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour.
- Develop an understanding of the variables that are involved in the self-regulation of behaviour.
- Evaluate current research in the psychology of changing behaviour.

## Assessment tasks

- Mid Session Test
- End of Session Test
- Report

## Learning and teaching activities

- The lectures cover a wide range of topics associated with the acquisition and maintenance of behaviours with a view to understanding how this knowledge can be applied to change behaviour.
- In the practicals students will develop a better understanding about the challenges associated with changing a behaviour

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour.
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour.
- Develop an understanding of the variables that are involved in the self-regulation of behaviour.
- Evaluate current research in the psychology of changing behaviour.

## Assessment tasks

- Mid Session Test
- End of Session Test
- Report

## Learning and teaching activities

- The lectures cover a wide range of topics associated with the acquisition and maintenance of behaviours with a view to understanding how this knowledge can be applied to change behaviour.
- In the practicals students will develop a better understanding about the challenges associated with changing a behaviour

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour.
- Develop an understanding of the variables that are involved in the self-regulation of behaviour.
- Evaluate current research in the psychology of changing behaviour.

## Assessment task

- Report

## Learning and teaching activity

- In the practicals students will develop a better understanding about the challenges associated with changing a behaviour

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### **Learning outcomes**

- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour.
- Develop an understanding of the variables that are involved in the self-regulation of behaviour.

### **Assessment task**

- Report

### **Learning and teaching activity**

- The lectures cover a wide range of topics associated with the acquisition and maintenance of behaviours with a view to understanding how this knowledge can be applied to change behaviour.
- In the practicals students will develop a better understanding about the challenges associated with changing a behaviour

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Learning outcomes**

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour.
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour.
- Develop an understanding of the variables that are involved in the self-regulation of behaviour.

### **Assessment task**

- Report

### **Learning and teaching activity**

- The lectures cover a wide range of topics associated with the acquisition and

maintenance of behaviours with a view to understanding how this knowledge can be applied to change behaviour.

- In the practicals students will develop a better understanding about the challenges associated with changing a behaviour

## **Changes from Previous Offering**

Assessment - the two examinations are now of equal weighting - 30% each