

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

Transfer course     A.A. degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:** PSYC 235: Principles of Learning and Behavior Modification

**UNIT VALUE:** 3

**MINIMUM NUMBER OF SEMESTER HOURS:** 48

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** None

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** None

**SCOPE OF COURSE:**

The basic principles and research in classical conditioning, operant conditioning, operant conditioning, cognitive learning processes, the impact of biochemical processes on learning, and application of behavior modification techniques for changing behavior. CSU; UC

**SPECIFIC COURSE OBJECTIVES:**

Successful students will be able to:

1. demonstrate a thorough understanding of the principles of learning through examinations and quizzes.
2. critically analyze the procedures and ethics of research methods available to study learning.
3. apply the principles of behavior modification to change as aspect of their own or another person's or animals' behavior.
4. describe ways the principles of learning can be used to alter behavior.
5. identify the effects of biochemical processes on learning.

**CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

- I. Classical conditioning

- A. Basic paradigm
    - a. CS-US contiguity
    - b. CS-US contingency
    - c. Higher-order conditioning
    - d. Vicarious classical conditioning
  - B. Generalization and discrimination
  - C. Extinction and Spontaneous Recovery
  - D. Conditioned emotional responses, fears, and phobias
- II. Operant conditioning
- A. Basic paradigms
  - B. The process of reinforcement
    - a. positive and negative reinforcement
    - b. primary and secondary reinforcement
    - c. shaping
    - d. extinction
    - e. schedules of reinforcement
    - f. Premack Principle
  - C. The process of punishment
    - a. positive and negative punishment
    - b. side-effects of punishment
  - D. Generalization and Discrimination
  - E. The relationship between classical and operant conditioning
- III. Cognitive learning processes
- A. Remembering and forgetting
  - B. Language and Thinking
    - a. reasoning
    - b. problem solving
    - c. insight
- IV. The Nervous System
- A. Brain structures
  - B. Chemistry
- V. Principles of behavior modification
- A. use of behavior modification principles for behavior change
  - B. experimental and nonexperimental methods
  - C. Conducting a functional analysis:
  - D. Developing an intervention strategy
  - E. Evaluating the impact of intervention procedures

**REQUIRED READING:**

Baldwin, J. D. and Baldwin, J. I. Behavior Principles in Everyday Life, 4th edition. Prentice Hall, 2001

**SUGGESTED READING:**

None

**REQUIRED WRITING:**

Each student will write a 5-10 page behavior modification project summary which will include an operational definition of the behavior to be changed, explanation of intervention strategies to be used, a description of behavior during and following intervention, and an analysis of the impact of the intervention strategies on behavior.

**OUTSIDE ASSIGNMENTS:**

**Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.**

Reading the text  
Tracking and quantifying a behavior  
Intervening a behavior

**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

lecture  
 laboratory  
 lecture-laboratory combination  
 directed study

**DISTANCE LEARNING:**

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply.**

Television Course (Video one-way, e.g. ITV, video cassette, etc.)  
 Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)  
 Two-Way Video Conferencing (Two-way interactive video and audio)  
 One-Way Video Conferencing (One-way interactive video and two-way interactive audio)  
 Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a

computer terminal, but not under immediate supervision of a qualified instructor.)

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

Students will complete four examinations. Each test will include multiple-choice questions and essays. These tests will make up 80% of the grade. The other 20% will be evaluated through the behavior modification project.

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes \_\_\_ No X Number of times course may be taken for credit: 1

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

**CONTACT PERSON: Barbara Williams X2342**

SIGNATURES ON FILE
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