

BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY

HH/PSYC 4030 6.0 Section D - Fall/Winter 2015-2016

Department of Psychology
Faculty of Health
York University

Course Director:	Dr. Karen K. Hardtke
Lecture Time:	Tuesdays 4pm-7pm
Lecture Location:	FC 110
Secretary:	Ms. Agnes Levstik
Secretary's Office & Phone:	281 BSB & 416-736-5125
Email:	hardtke@yorku.ca (expect up to 3 days for a reply)

Office & Office Hours: Students are invited to approach me before/after lecture with brief questions. Appointments requiring more time can be scheduled as needed.

Course Objectives and Brief Description

This course will introduce students to the major principles, concepts, techniques, and applications of behaviour therapy. Both historical perspectives and current conceptualisations of behaviour and the behavioural psychotherapies and interventions aimed at modifying and changing behaviour will be studied.

As the course unfolds, students will gain comprehension of the models of behaviour modification and the basic principles and procedures of the behaviour and cognitive-behavioural therapies. At the same time, students will investigate and appraise relevant research and ethical issues. Students are encouraged to gain an appreciation of the strengths and limitations of behaviour therapy and how this model fits for them.

Later in the year students will have the opportunity to put knowledge into practice as they apply the behaviour modification strategies learnt to modifying as aspect of their own behaviour.

Finally, throughout the year, students will be directed to explore how behaviour modification principles are at work in their daily lives.

Prerequisites

Ψ Introduction to Psychology (PSYC 1010 6.0) with a minimum grade of C

Ψ One of the following Statistical Methods courses: PSYC 2020 6.0; PSYCH 2021 3.0; PSYC 2510 3.0; or substitutes or equivalents

Ψ Personality (AK/AS/HH/SC/ PSYC 2130 3.0)

Ψ Abnormal Psychology (AK/AS/HH/SC PSYC 3140 3.0)

Ψ Students must be in an Honours Program in Psychology and have completed 84 credits (excluding education courses).

Required Textbook

Contemporary Behavior Therapy, 2016, 6th edition. Author: M. D. Spiegler. Publisher: Wadsworth/Cengage.

For a free trial &/or reduced price on this book go to:

http://www.coursesmart.com/IR/2851412/9781305269217?_hdv=6.8

Suggested Reading

Any reputable news source (i.e., CBC, Globe and Mail, Toronto Star, etc.)

Additional Readings and Audio-Video: To be announced.

Format

Seminar style. Classes will include a combination of lectures, class discussions, in-class exercises, videos, and student presentations.

Given the smaller class size, it is my goal that classes will not only be used to convey information, but also to provoke respectful discussion, critical thinking and experiential opportunities promoting application of the concepts and principles discussed.

As such, **active participation in both class discussion and skills' practice is expected.**

Evaluation

(See Lecture Schedule – posted on Moodle – for dates)

1.	Attendance & Participation	10%
2.	Fall Take Home Assignment	4%
3.	Fall Pop Quiz Total	3%
4.	Fall Term Test	23%
5.	Winter Term Test	20%
6.	Behaviour Change Project (BCP)	35%
	a. Fall BCP Preliminary Proposal - 3%	
	b. Fall BCP Final Proposal - 2%	
	c. BCP Final Report - 20%	
	d. BCP Presentation - 10%	
7.	Winter Group Debates	5%

Grading

Range of Marks	Letter Grade Equivalent
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-49	E (Marginally below 50% -
Marginally failing)	
0-39	F (Below 50% - Failing)

Description of Course Requirements

Turnitin Service and Moodle

Unless you have made alternate arrangements with the professor, you will hand in all written assignments and essays to the Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. More importantly, I invite you to use this service yourself to flag any potential problems with your

writing/referencing. You will be able to access Turnitin through the Moodle application for this course.

Note that I will be making use of Moodle to post important information and any changes to the course – **be sure to check Moodle regularly.**

Attendance and Participation (10%)

Each week, after reading the book chapter for the next class, you will prepare comments or questions for classroom discussions. Class participation will be evaluated on the basis of the following:

- consistent seminar attendance
(note that attendance will be taken within the first 15 minutes of the lecture).
- evident preparation for discussion about text chapter/assigned readings
- quality and level of active involvement in class discussion

Please Note: Although not a focus, nor an expectation, some students may choose to disclose personal information during class discussions. Furthermore, many students will potentially have differing points of view on a given topic. It is expected that regardless of the content of the information shared, students will treat one another with the utmost respect and maintain confidentiality outside of class. Violating these expectations will not be tolerated. In the event of a violation, the offending student will lose participation marks and potentially be prevented from attending additional lectures prior to engaging in a discussion with the course director.

Fall Take Home Assignment (4%)

In order to ensure students have a solid understanding of several of the core behavioural modification/learning principles, students will be asked to do the assignment and submit it to Moodle (**see lecture schedule for due date.**)

You will:

1. Describe the principles of classical conditioning and provide an example of this principle at work from your everyday life. (**Note: if you choose to provide a diagram, you must accompany that diagram with a verbal explanation.**)
2. Explain operant conditioning and provide an example of this principle at work, drawing from your everyday life. (**Note: if you choose to**

provide a diagram you must accompany that diagram with a verbal explanation).

3. Describe the various reinforcement schedules associated with operant conditioning and give an example of a reinforcement schedule, drawing from your everyday life.

Fall Pop Quizzes (3%)

Expect a short pop quiz at the beginning of every class during the Fall semester. The quiz will consist of both multiple choice and at times short-answer questions based on the text reading for that week. These quizzes are designed to help you maximize your understanding of the material being covered each week, to flag material you may need to review before the Fall term test and to give you practice answering the multiple choice questions.

Fall Term Test (23%) **Winter Term Test (20%)**

The two In-class Multiple Choice Tests are non-cumulative. Both the Fall Term Test and the Winter Term Test will be comprised of 65 multiple-choice questions based on material from the required textbook and lectures. Students will have one hour to complete the term examination. [See lecture schedule for examination dates and material to be covered in each test.](#)

Missed Tests/Examinations

The student must contact the course director or the course director's secretary within 48 hours of the missed test/exam, with the following information:

- name (give spelling of last name)
- student number
- course and section of course
- appropriate documentation* (see below) verifying the circumstances for the missed test/exam must be provided
- telephone number where student can be reached and best time to call back Note: Failure to provide appropriate documentation will result in a grade of F for the missed test/exam.

***What is appropriate documentation?**

In medical circumstances:

- Statement from attending physician (or psychologist) which must include:
 - full name, mailing address, telephone number of physician
 - nature of the illness and its duration (i.e., dates covered)
 - statement regarding whether the illness (or medication) would have SERIOUSLY affected the student's ability to take the test/exam
- **The physician's office may be contacted to verify that the forms were completed by the physician.**

In non-medical circumstances:

- Official or credible documentation that supports the nature of the emergency (e.g., death certificate or obituary notice, automobile accident notice, appropriate receipts for emergency travel...)
- **Having to work at the time of the test is not considered a valid reason to miss a test.**

Make-Up Test

The student must be prepared to write the make-up test at the time set by the course instructor and must contact the course director (or the course director's secretary) to find out when the make-up test will take place, which may be as early as one week following the missed test. The make-up test will cover the same content but will not necessarily include the same questions as the original test. A conflict with another course during the time of the make-up is not a valid reason for missing the make-up.

Behavioural Change Project (BCP) (30%)

Having learned the underlying theoretical principles and many of the techniques of behavioural assessment and change, you will now have the opportunity to put your recently acquired knowledge into practice as you apply behaviour modification strategies to your own behaviour. For this assignment, you will choose a target behaviour that you would like to either increase or decrease. Using an ABAB study design, you will observe the behaviour, attempt to modify it and observe and write up the results in a formal APA style report.

Fall BCP Preliminary Proposal (3%)

In this Preliminary Proposal – due on October 20th – and using Table 4-1 (page 51 in your text) you will answer the following questions:

- ◆ What is the problem that you would like to change? (clarify the problem)
- ◆ What are your treatment goals? (formulate initial treatment goals)
- ◆ Turn your problem into a “good” Target Behaviour (TB). Be sure to convince me it is a “good” TB by using the characteristics set out in Chapter 4 of your text (design your TB)
- ◆ Identify probable maintaining conditions (MCs) of your TB.

You must use your Textbook.

APA format (i.e., headings, reference section).

Submit your answers to Turnitin.

Note: You will not be describing a treatment Method in this exercise – that will come later once you have read more about the different behaviour treatments.

Fall BCP Final Proposal (2%)

Having had feedback and drawing upon your increasing knowledge of the subject matter, your Final Proposal – due on December 1 - will include the following:

- ◆ A brief description of the ABAB study design to show that you understand its purpose
- ◆ A description of the general behaviour you plan to modify
- ◆ The target behaviour and all proposed maintaining conditions
- ◆ The intervention you plan to use
- ◆ Your hypothesis regarding change

Behavioural Change Project (BCP) Final Report (20%)

You will write up the procedure and results of your self-change programme in the form of a research study report. Your report will be written in APA format as a research study. The number of pages will depend upon the target behaviour and the type of programme used; acceptable papers may vary in length from 12 to 25 pages. ***Rather than focusing on the number of pages, concentrate on producing a well-developed paper with the following elements:***

- ❖ Introduction
 - Clarification of your Problem & Initial Treatment Goals
 - Literature Review: describe/discuss/analyse the articles you have found on your topic, both in terms of treatment and the behaviour to be changed.
 - Description of your TB
 - Functional analysis of TB: (analysis of the maintaining conditions and how they relate to choice of particular treatment). (This could be in Method section.)
- ❖ Method
 - Describe of the intervention used in your study, being sure to employ behavioural terminology, and clearly explaining the treatment's underlying behaviour principles.
 - Describe your ABAB research design and clearly articulate your knowledge of the rationale for that particular kind of design.
 - Explain how data was collected, along with what was controlled for, and how controls were put in place. Describe precisely the how, what, when (& where) of measurement.
- ❖ Results
 - Detailed description of baseline and post-treatment measures (relevant times and dates to be clearly evident).
 - Graphs or charts to facilitate description of results.
 - Specific results of the ABAB-designed treatment (no speculations, just results).
- ❖ Discussion
 - Broader discussion of results and outcomes (be sure to integrate principles and concepts used).
 - Your progress including any obstacles or setbacks.
 - Note that you must show that you clearly understand any **difference between success of the treatment** as evidenced by the ABAB design and whether or not you felt that the treatment was **personally**

successful – the latter having more to do with your personal behaviour change goal(s).

- A critical appraisal of your results, including an analysis of the particular method used to obtain results; an explanation of the possible reasons for the specific results obtained (e.g., degree of success or failure); potential for transfer to other behaviours and future modifications. Relevant material from literature review to be tied into conclusions or discussion.

Your report will be written in APA format as a research study. The number of pages will depend upon the target behaviour and the type of programme used; acceptable papers may vary in length from 10 to 25 pages. **Rather than focusing on the number of pages, concentrate on producing a well developed paper with the following elements:**

BCP Seminar Presentation (10%)

You will present the results of your Behavioural Change Project. You will include a description of your method, your summarised results (charts & tables can be used) and discussion. Each student's presentation will be 20 minutes in length. Presentation sign-up sheet will be available in class in early January. Power-point or Poster style media may be used.

Note: depending on the class size, this presentation may be modified (will remain 10%). You will learn early in the course if this is the case.

Group Debate – Last Day of Class (5%)

On the final day of class we will debate the strengths and challenges of Behavioural Therapy (BT) in the form of a class debate. Students will learn early in the year which side they will be representing (i.e., For BT or Against BT) and have the opportunity during the year to prepare with their colleagues for this exciting event.

Cheating and Plagiarism are not tolerated: For further information and clarification please refer to the York University Senate Policy on Academic Honesty and other important general course information (regarding such things as ethics review processes, access/disability, religious observances, etc.) that is available in the Psychology Supplemental Calendar and on the following websites:

- <http://www.yorku.ca/academicintegrity/students/index.htm> (the academic integrity tutorial here does not work, so go to the next links below):
- I strongly encourage students to take the Faculty of Health Academic Integrity Tutorial and Quiz at:
http://www.yorku.ca/health/new_students/#AcademicIntegrity
- At the Senate Policy on Academic Honesty website
<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Accommodation for Students with Special Needs

Students with physical, learning or mental health disabilities who require accommodation in teaching style or evaluation methods should discuss this with the Course Director **in the first weeks of the class (i.e., September) so that appropriate arrangements can be made.**

Note: Students who feel there are extenuating circumstances which may interfere with the successful completion of any course requirements should discuss the matter with the Course Director as soon as possible to make appropriate arrangements. Be familiar with the Senate Policy and attached Guidelines for Students with Special Needs.

See York website for important dates:
registrar.yorku.ca/enrol/dates/fw14.htm

*Changes to this PROPOSED course outline and lectures schedule may be made within the first few classes. Changes will be announced in class and/or posted on Moodle. Students are responsible for keeping track of these changes.