

**Faculty of Health  
Department of Psychology  
PSYC 4030 Section A  
BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY  
Summer 2022  
Tuesdays and Thursdays—8:30am – 11:15am  
This Course is Offered In-Person, on Campus**

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**Instructor:** Dr. Lorne Sugar, C. Psych.  
**Classroom:** DB 0009  
**Office:** Room 277 BSB  
**Office Times:** Tuesdays 7:30am – 8:15am  
Thursdays 7:30am – 8:15am  
**Please note that in all cases an appointment will need to be scheduled in advance.**

**E-mail: [lornes@yorku.ca](mailto:lornes@yorku.ca) \*\*E-mail is checked twice daily Monday-Friday**

**Course Prerequisite(s):** Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2130 3.00 (Personality)
- HH/PSYC 3140 3.00 (Abnormal Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits.

**Course Credit Exclusions:**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course Website and Contacting the Instructor:** Students are encouraged to contact the instructor through e-mail for very basic questions and to schedule appointments for face-to-face meetings. In-person appointments are encouraged for those students who wish to ask questions of greater depth, discuss more extensive concerns, or engage in conversations about other issues. Please note that neither Moodle nor e-Class will be used for this course.

**\*Please note that if the ongoing Covid-19 pandemic requires a shift to remote learning, a Zoom link will be forwarded as soon as possible, and the course will shift to synchronous lectures at the same days and times as**

**originally scheduled. Similarly, if the instructor is unable to come to campus due to illness, students will be notified in advance and a Zoom link will be provided so that lectures can occur virtually until the instructor can return to campus. Therefore, it is in all students' best interest to be checking e-mail regularly, and especially prior to leaving home to travel to campus\***

If/When the use of Zoom is required, the instructor will enable the "waiting room" and "passcode" functions to ensure that only students registered in the course will be allowed entry. **Students must use their first and last name as specified on the class list as their identifier.** If a student uses anything other than the same first and last name that is on the class list, the instructor will deny entry. Students are expected to be in the waiting room prior to 8:30am to be granted access quickly and to permit the class to begin on time. The waiting room will also facilitate attendance being taken so that trends in attendance can be tracked. Although not required, having one's camera on is helpful, primarily in allowing the instructor to know students better. Students will be muted upon entry to the classroom to prevent distractions, although students may turn off the mute function when asking or answering questions. Students will therefore need a stable higher-speed Internet connection and a computer with a webcam and microphone and/or a smart device with these features.

**Again, the information above only applies should there be a need to shift to remote learning.**

### **Course Description:**

This course will introduce students to several of the major principles, concepts, techniques, and applications of behaviour therapy. To provide a more comprehensive framework for consideration, students will also be introduced to principles, concepts, and techniques from other therapeutic schools of thought. Moreover, this course will focus on the processes involved in conducting therapy and the role of the therapist in several situations and contexts.

### **Program Learning Outcomes:**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of behaviour modification and behaviour therapy.
2. Critically evaluate, synthesize, and resolve conflicting results in behaviour modification and behaviour therapy.
3. Articulate trends in behaviour modification and behaviour therapy.
4. Locate research articles and show critical thinking about research findings on behaviour modification and behaviour therapy.
5. Express knowledge of behaviour modification and behaviour therapy in written form.
6. Engage in evidence-based dialogue with course director and peers.

7. Demonstrate an ability to work with others.

### **Specific Learning Objectives**

The above seven learning outcomes emphasize broader departmental requirements which are expected to be demonstrated by all undergraduate students taking this course regardless of the section in which they are enrolled. Specific learning objectives for students enrolled in this section include:

1. Thinking critically about behaviour therapy and demonstrating an awareness of the strengths and limitations of behaviour therapy both generally, as well as with respect to its specific techniques. This awareness will be conveyed verbally through class participation and a group oral presentation as well as in written form through a research review paper.
2. Experiencing various processes common to therapists and behaviour therapy through participation in and/or observation of various exercises completed in class.

### **Required Text:**

Spiegler, M. D. (2016). Contemporary Behavior Therapy (Sixth Edition). Cengage Learning.

Please note that the textbook can be purchased in one of two ways:

- 1) Students can contact the York University Bookstore by phone or online at: <https://www.bookstore.yorku.ca>.
- 2) Students can contact Nelson directly to secure a digital copy: <https://www.nelsonbrain.com/shop/9781305564268>

### **Course Format:**

This course will be seminar-based. Classes will be comprised of lectures, discussions, demonstrations, and role-playing activities. It is anticipated that classes will be used to convey information, provoke respectful discussion and critical thinking, and provide the opportunity to experience and practice some of the concepts discussed in the text and/or reviewed in class.

**PLEASE NOTE:** \*\* Despite it not being an expectation of this course whatsoever, some students may choose to disclose personal information during discussions. In addition, many students will potentially have differing points of view on any given topic. It is expected that regardless of the content of the information shared or the activity being completed, students will treat one-another with the utmost respect and maintain confidentiality outside of class. Violating these expectations directly in class discussion, indirectly through the chat function (in

the event of remote learning), or indirectly through any established form of social media or communication used by students outside of class will not be tolerated. In the event of a violation, the offending student(s) will lose participation marks and potentially be prevented from attending additional lectures prior to engaging in a discussion with the instructor.

### **Course Requirements and Assessment**

Assessment	Date of Evaluation	Weighting
Test #1	June 16 <sup>th</sup> , 2022	25%
Test #2	July 26 <sup>th</sup> , 2022	25%
Research Review Paper	June 9 <sup>th</sup> , 2022	20%
Group Oral Presentation	July 14 <sup>th</sup> – 21 <sup>st</sup> , 2022	15%
Consultation Assignment	July 28 <sup>th</sup> – August 4 <sup>th</sup> , 2022	10%
Participation	Throughout the Course	5%
Total		100%

### **Description of Assignments:**

#### **Tests:**

Both tests will be comprised of multiple-choice questions. Although the hope is that students will retain information from the first half of the course, the second test is not cumulative. Students will have the full two hours and forty-five minutes to complete each test and there will not be any lectures on the two test days.

#### **Research Review Paper:**

Through an in-class lottery system students will select a topic from among those included in the course syllabus or another topic not listed. Permission from the instructor must be obtained beforehand and students are not permitted to complete their research review paper on the same topic as their oral presentation. Within eight double-spaced pages (maximum), students will provide a description of their topic and then discuss the strengths and limitations of their chosen topic. Finally, students will critically evaluate the research upon which their paper is based. Note that this is a research review paper and as such, appropriate referencing using APA style is expected. At least eight journal articles must be referenced although students are encouraged to not limit themselves unnecessarily. Students will be provided with a detailed explanation of the paper requirements during the fifth lecture.

#### **Oral Presentation:**

Students will work in groups of three or four to deliver a presentation to the class that will be of a maximum duration of 40 minutes. Topics are the same as those available for the research review paper and similarly, they will be selected through an in-class lottery system. Students can present on another topic not listed if permission from the instructor is obtained. The topic chosen by each student in the group must be different from his, her, or their research review

paper. Students will be marked either as a group or individually on the content and process of the presentation as well as how they respond to questions posed by the instructor and other class members. Students will be provided with a detailed explanation of the presentation requirements during the fifth lecture. Presentation content will not be featured on the class tests.

### **Consultation Assignment:**

Each student will meet with the instructor (who will be assuming a supervisory role) for a 15-minute consultation session. Fictional client cases will be provided to students ahead of time for preparation purposes. The student will share his, her, or their formulation and proposed treatment plan and respond to questions from “the supervisor” about the formulation and/or treatment plan. For this assignment, students will need to rely on information conveyed throughout the entire course. Students will be provided with a detailed explanation of the consultation requirements during the fifth lecture.

### **Grading as per Senate Policy:**

Numerical marks will be used throughout this class to evaluate performance. Once all evaluative components are completed, these numerical marks will be summed and converted to a letter grade based on the following university conversion guidelines:

<u>Range of Marks</u>	<u>Letter Grade Equivalent</u>
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-50	E
39 and Below	F

Please note that there will be no “curving” in this class. Students will earn grades based solely upon their performance. If students work hard and perform well, marks will be strong. If students do not work hard and performance suffers, marks will be weaker. Students are encouraged to keep the rules of rounding in mind. For example, a final mark of 74.5 will be rounded to a 75 but a final mark of 74.4 will remain a 74. A final mark of 73.8 will be rounded to a 74, but not to a 75. Students are also encouraged to remain mindful that final grades submitted by the instructor to the university are considered “unofficial” grades. The university always has the option to adjust these marks. For example, a student finishing the course with a final mark of 81.4 clearly falls within the A range, however university adjustments (if applied) could serve to maintain this mark in the A range or lower it to a B+. Another example might be that a student with a

final mark of 78.9 may remain at a B+ or through university adjustments may be lowered to a B or raised to an A. The instructor's role ends once the unofficial grades are submitted. Please note that fourth year courses tend to be less susceptible to these grade adjustments in comparison to lower-level courses, but they are not exempt from such. Also, please note that in the interest of fairness to all students, there will be no opportunities to complete extra-credit assignments to raise marks. Consequently, since there will be no "second chances", it is to students' advantage to work hard and perform well on all evaluative components of this course.

\*\*For a full description of the York University grading system see the York University Undergraduate Calendar – [Grading Scheme for 2021-22](#).

### **Late Work/Missed Tests or Exams**

Students unable to complete a test due to illness or family emergency must notify the instructor prior to the test and will only be able to complete a make-up test if they submit the completed HH PSYC: Missed Tests/Exams Form to the instructor. **If the instructor does not receive the completed form within 48 hours of the original test start time the student will receive a mark of zero for the test.** Attending Physician Statements are not required due to COVID-19.

Please be aware that the make-up test will likely be of a different format than the original test. Note clearly that the date, time, and format of the make-up test will be chosen by the instructor, regardless of students' schedules or preferences. Having to attend another class or work expectations will not be sufficient reasons for a student to miss the make-up test and there will only be the one opportunity for students to complete the make-up test.

The Research Review Paper is due on **June 9<sup>th</sup>, 2022**. Students who submit their paper after the class has ended (which may be earlier than 11:15am) on June 9<sup>th</sup> will lose three marks (out of 20) immediately. Additional three-mark deductions will be made for each 24-hour period the paper is late following the due date and time. **Because the due date for this paper has been provided well ahead of time, all late papers will be subjected to the late penalty, no exceptions. Unless a student has documented University accommodations, absolutely no extensions will be provided. It is each student's responsibility to begin assignments promptly and account for unexpected events and illnesses, rather than waiting until the last minute to get started.**

If a student is absent or late on the day of his, her, or their presentation, the other group members will be expected to complete the presentation and will be marked accordingly, while the absent student will receive a zero. A student who misses his, her, or their consultation will receive a zero. Time constraints do not permit rescheduling of either assignment.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#) on the York University website.

### Important dates

Last date to add a course **without** permission of instructor  
Last date to add a course **with permission** of instructor  
Last date to drop a course without receiving a grade  
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript)

**SU**  
**May 22<sup>nd</sup>**

**June 6<sup>th</sup>**

**July 8<sup>th</sup>**

**July 9<sup>th</sup> -**  
**August**  
**9<sup>th</sup>**

## Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates above and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. Permission to enrol will not be provided as of May 24<sup>th</sup>, 2022.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

### Electronic Device Policy:

Electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. These devices are not permitted during in-person class tests.

### Attendance Policy:

Although there is no attendance mark for this course, it is expected that students will attend regularly to maximize the benefits associated with taking this course. Also note that students cannot participate appropriately if they are absent frequently and this will be reflected in the participation mark.

### **Information on Plagiarism:**

Students are expected to be mindful of referencing their work appropriately in all assignments that require such, and that this referencing must conform to APA requirements. Failing to give appropriate credit to authors of original works regardless of whether the student is paraphrasing or using a direct quotation is considered plagiarism.

Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own etc.) to aiding and abetting (i.e., helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities and can be punishable according to the Senate Policy on Academic Honesty.

### **Academic Integrity for Students:**

York University takes academic integrity very seriously; please familiarize yourself with Information about the Senate Policy on Academic Honesty. It is recommended that you review Academic Integrity by completing the Academic Integrity Tutorial and Academic Honesty Quiz

### **Test Banks:**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

### **Academic Accommodation for Students with Disabilities:**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Students are strongly encouraged to schedule a confidential meeting with the course director **prior to class #5 (when the research review paper, group oral presentation, and consultation assignment are assigned and discussed)** if it is believed that academic accommodations are required, so that these can be considered and planned within the context of this course.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.
2. All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

For further information please refer to: [York university academic accommodation for students with disabilities policy](#)

### **Course Materials Copyright Information:**

These course materials are designed for use as part of the PSYC 4030 6.0A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a violation of Copyright law.

## COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
May 10 <sup>th</sup>	Welcome and Introduction	
May 12 <sup>th</sup>	Ethical Issues	1
May 17 <sup>th</sup>	Assessment Part 1— The Clinical Interview	3
May 19 <sup>th</sup>	Assessment Part 2—Interviewing Exercise	
May 24 <sup>th</sup>	<b>Assignment of Papers/Presentations/Consultations</b>	
May 26 <sup>th</sup>	Assessment Part 3—Testing, Scoring, and Interpretation	
May 31 <sup>st</sup>	The Process of Behaviour Therapy and the Transtheoretical Model	4 and 5
June 2 <sup>nd</sup>	Acceleration/Deceleration Behaviour Therapy	7, 8, & 9
June 7 <sup>th</sup>	Client groups often treated through BT/CBT—Part 1	
June 9 <sup>th</sup>	Client groups often treated through BT/CBT—Part 2 <b>Research Review Paper Due</b>	
June 14 <sup>th</sup>	Client groups often treated through BT/CBT—Part 3	
June 16 <sup>th</sup>	<b>Test 1—Chapters 1, 3, 4, 5, 7, 8, 9, and Lectures</b>	
June 21 <sup>st</sup> and 23 <sup>rd</sup>	<b>READING WEEK—NO CLASS</b>	
June 28 <sup>th</sup>	Cognitive Therapy and CBT	13 and 14
June 30 <sup>th</sup>	Dialectical Behaviour Therapy	15
July 5 <sup>th</sup>	Psychodynamic Therapy—An Alternative	10 and 11
July 7 <sup>th</sup>	Person-Centered Therapy—An Alternative	12 and 17
July 12 <sup>th</sup>	CBT, Psychodynamic Therapy, and Person-Centered Therapy: A Comparison	

### COURSE SCHEDULE CONT'D

July 14 <sup>th</sup>	Presentation Groups 1, 2, and 3
July 19 <sup>th</sup>	Presentation Groups 4, 5, and 6
July 21 <sup>st</sup>	Presentation Groups 7, 8, (and 9)
July 26 <sup>th</sup>	<b>Test 2—Chapters 10, 11, 12, 13, 14, 15, 17, and Lectures</b>
July 28 <sup>th</sup>	Consultations
August 2 <sup>nd</sup>	Consultations
August 4 <sup>th</sup>	Consultations

## Topics for Presentations and Papers (Not a Full List)

- 1) Token Economy
- 2) Behavioural Parent Training
- 3) Virtual Reality Exposure Therapy
- 4) Systematic and In Vivo Desensitization (Graduated and/or Flooding)
- 5) Eye Movement Desensitization Therapy (EMDR)
- 6) Social Skills Training
- 7) Assertion/Assertiveness Training
- 8) Rational Emotive Behaviour Therapy
- 9) Schema-Focused Cognitive Therapy
- 10) Cognitive Therapy for Delusions and Hallucinations (Psychosis)
- 11) Self-Instructional Training
- 12) Problem-Solving Therapy/Training
- 13) Stress Inoculation Training
- 14) Cognitive-Behavioural Couple Therapy
- 15) Acceptance and Commitment Therapy
- 16) Mindfulness-Based Cognitive Therapy
- 17) Dialectical Behaviour Therapy (**Research Review Paper only**)
- 18) Behaviour Therapy for Chronic Pain (one or more disorders)
- 19) Behaviour Therapy for Adherence to Medical Regimens
- 20) Behaviour Therapy for Prevention of/Treating a Physical Illness
- 21) Behaviour Therapy for Treating Enuresis and/or Encopresis
- 22) Behaviour Therapy for Treating Tic Disorders
- 23) Behaviour Therapy for Insomnia and/or other Sleep Problems
- 24) Behaviour Therapy for Anorexia Nervosa
- 25) Behaviour Therapy for Bulimia Nervosa
- 26) Behaviour Therapy for Autism Spectrum Disorders
- 27) Behaviour Therapy for a Specific Anxiety Disorder
- 28) Behaviour Therapy for a Specific Mood Disorder
- 29) Behaviour Therapy for any other DSM V Disorder