

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4030 6.0 C: BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY**  
**Fridays 2:30-5:30**  
**Fall/Winter 2022/2023**

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**This class will be delivered in-person on Fridays from 2:30-5:30 in the Victor Phillip Dahdaleh Building, room 0004**

**Instructor Information**

Instructor: Jeffrey Esteves, Ph.D. Candidate  
Office Hours: In class, and by appointment  
Email: [jesteves@yorku.ca](mailto:jesteves@yorku.ca)

**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: [eClass](#)**

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials.

**Course Description**

An examination of theoretical issues, basic research and practical application in the area of behaviour change. Students will learn about the principles of behaviour and will learn about utilizing them with diverse clinical populations (e.g. dementia, autism, addiction) with the express intent of improving client quality of life. Students will learn about the importance of ethics in the delivery of behavioural services, and will learn how to select appropriate target behaviour for intervention. The importance of functional behaviour assessment and function based intervention will be discussed in depth.

**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

Following completion of the course, students will be able to describe / will have:

- What is meant by a behavioural position, how it differs from other forms of psychological intervention, its history and controversies, its strengths and limitations, and where you stand on its applicability in your life and work
- The importance of data collection and empirical evidence in evaluating the efficacy of psychological intervention in general and skills for critically evaluating research studies using behavioural intervention methods in particular
- The breadth of applications of behavioural intervention to a wide variety of human problems and clinical populations
- A good understanding of behaviour modification techniques for increasing behaviour such as reinforcement, shaping, prompting and chaining
- A good understanding of behaviour modification techniques for decreasing behaviour such as prevention techniques, extinction, and punishment
- A basic understanding of behavioural procedures applied to mental health (i.e. CBT, ACT, ERP, Interoceptive Conditioning, etc.).
- A good understanding of functional analysis and other functional behavioural assessment techniques
- Skills in developing a comprehensive behaviour intervention plan to address clinically significant challenging behaviour

### Required Text

- Miltenberger, R.G. (2016). *Behavior modification: Principles and procedures* (6th ed.). Belmont, CA: Cengage

### Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
In class quizzes	Every week at the start of class	10%
Term 1 Exam	December 2, 2022 (in class)	25%
Clinical Presentation	On assigned class in term 2	20%

Assessment	Date of Evaluation (if known)	Weighting
Comprehensive Behaviour Intervention Plan	April 14, 2023	35%
Class Participation	Every class	10%
<b>Total</b>		<b>100%</b>

### Description of Assignments

**In class quizzes** will be taken at the beginning of every class in the fall semester (within the first 10 or 15 minutes, so please be on time!) and will be straightforward questions (multiple choice, fill in the blank) from the assigned readings for that day. We will mark them immediately (modelling the behavioural principle of immediacy in reinforcement) and use them to make sure the basic principles from the text are clear in everyone's mind (or clarify them, if not), so that we can then use these principles in applications and exercises during class time. These questions will *not* be designed to trip you up, but rather to allow you to demonstrate to yourself and to me your mastery of the material. **Quizzes cannot be made up** at a later date if you miss one, however your 1 lowest score will be dropped. **Missed quizzes beyond the first (which will constitute your 1 lowest score) will have their weighting transferred to the term 1 exam.**

The in-class **Term 1 Exam** will include multiple choice & short answer questions. Half the test will be straightforward content questions like the weekly quizzes. In the other half of the test, the emphasis will be on applying the material and thinking critically, rather than simply regurgitating. Not everything in the texts will be covered in lectures and extra material will be covered in class (exercises, videos, discussions, etc.) not from the text books. Any of this material might be on the test.

The **clinical presentation** will occur in the winter term of the course. In January, we will assign topics to groups, each topic will come with a client presenting with that week's diagnosis. You will work in a group of 4-5 to develop a presentation that describes the intervention approach and procedures for this client. The presentation should simulate a training session (using behavioural skills training), where you train the class on a specific intervention you have designed for the target behaviour. In these presentations you will present on the client profile (demographics, diagnosis, etc), present the behavioural assessment data (e.g. functional behaviour assessment data), and then describe the function-based intervention you have designed to treat the target behaviour, including rationale on why you think it will be effective. Part of your presentation should include a roleplay (as per the BST model) so that your colleagues can practice implementing the techniques.

The **comprehensive behaviour intervention plan** is the culminating activity of the course and will be completed individually. This activity will allow you to demonstrate your understanding of applied behaviour analytic methodology when applied to complex case presentation. Students will be provided with a case including demographic information, operational definition of the

target behaviour, and raw functional behaviour assessment data. Students will be required to interpret the assessment data, and then design a function based intervention to address the behaviour using at least one antecedent and one consequence intervention strategy.

The **Participation** grade will be based on your regular attendance, evidence you have done the readings in advance of class through your active participation in and contribution to exercises and discussion, and both asking and answering questions. These behaviours will make the class a better experience for you and your classmates.

### **Class Format and Attendance Policy**

Class will be held in person at the assigned location and time. Students are expected to attend each class and be prepared to actively contribute to class discussion.

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

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2022-23](#)

### **Missed Tests/Midterm Exams/Late Assignment**

If you miss the term 1 exam, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided. Weekly quizzes in term 1 will not be re-administered. Your one lowest score will be dropped and any additional missed quizzes will have their weight transferred to the term 1 exam. **The behaviour intervention plan has a 2-day penalty free grace period. Essentially, you can submit any time between up until April 16<sup>th</sup> at midnight without penalty. Submissions made after the 16<sup>th</sup> will be subject to a 5% late penalty per day, and may result in an grade of incomplete on your transcript due to the tight turn around to submit grades. Priority will be given to grading BIPs submitted on time (i.e. by April 16<sup>th</sup>).**

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

### **Add/Drop Deadlines**

For a list of all important dates please refer to: [Fall/Winter 2022-23 Important Dates](#)

	<b>Fall (Term F)</b>	<b>Year (Term Y)</b>	<b>Winter (Term W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 22

Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 4	Oct. 25	Feb. 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	Mar. 17
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 12 - Dec. 7	Feb. 11 - April 11	March 18 - April 11

### **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 below 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.

After that date, you must contact the professor/department offering the course to arrange permission.

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.

### **Information on Plagiarism Detection**

Turnitin will look for plagiarism in your final intervention plan. Proctors will observe your behaviour during midterm and final.

### **Electronic Device Policy**

This course requires students to have access to a laptop during in-person sessions in order to complete in-class quizzes.

**Any sharing of screenshots and/or personal feedback received from completing course assessments will be considered a violation of the electronic device policy and there will be consequences for this behaviour. The unauthorized sharing of these details or any other course materials by any means (e.g., What's App group, student forum, Reddit, etc.) is strictly prohibited.**

## **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. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs 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.

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](#).

## **Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC 4030 C 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. [Intellectual Property Rights Statement](#).

### Course Schedule

**NOTE: term 2 readings will be updated over winter break and a new version of the syllabus will be uploaded to eclass**

Date	Topic	Readings	Assessment
<b><i>Introduction to Behavioural Methods:</i></b>			
Sept. 9	Introductions & Course overview	Review the Syllabus	None
Sept. 16	Behavioural model, history and ethics	Miltenberger Ch. 1  Leaf, J. B., Cihon, J. H., Leaf, R., McEachin, J., Liu, N., Russell, N., ... & Khosrowshahi, D. (2022). Concerns about ABA-based intervention: An evaluation and recommendations. <i>Journal of autism and developmental disorders</i> , 52(6), 2838-2853.  Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of applied behavior analysis</i> , 1(1), 91.	Quiz 1
Sept. 23	Data collection methods	Miltenberger Ch. 2	Quiz 2
Sept. 30	Graphing & research designs	Miltenberger Ch. 3	Quiz 3
<b><i>Basic Principles:</i></b>			
Oct. 7	Reinforcement	Miltenberger Ch. 4	Quiz 4
Oct. 14		No Class – Fall Reading Week	

Oct. 21	Extinction & Punishment	Miltenberger Ch. 5 & 6	Quiz 5
Oct. 28	Stimulus Control & Respondent Conditioning	Miltenberger Ch. 7 & 8	Quiz 6
<b><i>Establishing New Behaviours:</i></b>			
Nov. 4	Shaping and Prompting	Miltenberger Ch. 9 & 10	Quiz 7
Nov. 11	Chaining and Behavioural Skills Training	Miltenberger Ch. 11 & 12	Quiz 8
<b><i>Increasing and Decreasing Behaviour:</i></b>			
Nov. 18	Functional Assessment (behavioural assessment)	Miltenberger Ch. 13	Quiz 9
Nov. 25	Differential Reinforcement and Antecedent Control	Miltenberger Ch. 15 & 16	Quiz 10
Dec. 2		<b>Term 1 Exam</b>	

		<b>START OF WINTER TERM</b>	
Jan. 13	Applications of Extinction and Punishment Procedures and ethics around punishment	Miltenberger Ch. 14 & 17	None
Jan. 20	Skill Generalization, Maintenance and Self-management Strategies	Miltenberger Ch. 19 & 20	None
<b><i>Clinical Applications:</i></b>			
Jan. 27	Review of Assessment Methods and The Behaviour Intervention Plan –	TBD	None

	Developing Skills and Reducing Problem Behaviour		
Feb. 3	ABA in Autism and other Developmental Disabilities  Leading a case presentation example	TBD	None
Feb. 10	Behavioural Neurology (Dementia and Brain Injury)	TBD	Class presentation for groups 1 & 2
Feb. 17	Behavioural Sleep Medicine / Treating Pediatric Feeding Disorders	TBD	Class presentation for groups 3&4
Feb. 24		<b>No Class - Winter reading week</b>	
Mar. 3	Child Behavioural and Neurodevelopmental Disorders (e.g. ADHD, Tourette, Oppositional Defiance Disorder / Conduct Disorder)	TBD	Class presentation for group 5
Mar. 10	Mental Health part 1 (Depression, Addiction / Substance Abuse)	TBD	Class presentation for group 6
Mar. 17	Mental Health part 2 (Anxiety, OCD)	TBD	Class presentation for group 7
Mar. 24	Organizational Behaviour Management	TBD	Class presentation for group 8
Mar. 31	Behaviour Intervention Plan Consultations		