

Faculty of Health  
Department of Psychology  
PSYC 4030 6.0 D: BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY  
Mondays 11:30-14:30pm, VH 3003  
Fall/ Winter 2023-2024

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**Instructor:** Dr. Marina Heifetz, C. Psych

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**Office Times:** Upon request

**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 (excluding (EDUC) education courses)

### **Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions. It is the student's responsibility to be aware of any course credit exclusions. Please be sure to check the Psychology program requirements and/or consult with either the Undergraduate Psychology Department or an academic advisor.

**Course website:** [eClass](#)

All course materials will be available on the course eClass site. The site will be your central access point for course materials.

### **Course Description**

This course will introduce students to the major principles, concepts, techniques, and applications of behaviour therapy. We will examine both historical and current behaviour modification and behaviour therapies from theoretical, research, and applied perspectives. These perspectives will be discussed based on first-, second- and third-generation changes, highlighting the significance each modality brings forward with respect to therapeutic process and goals.

Through these behavioural therapy approaches, students will be guided in exploring how these behaviour modification principles apply to their own lives and to mental health in general. While the great contributions of behaviour therapies will be discussed, issues with respect to ethics,

culture, and family role will be an important component of each discussion. *Please note that the emphasis of the course will be on behavioural interventions for children, youth, and families.*

### **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**

In this class students will:

1. Learn the principles of behaviour therapy, demonstrating understanding of both strengths and limitations that this therapy offers with respect to various mental health difficulties.
2. Develop a foundational understanding of the different kinds of behavioural treatments available and how they support different behavioural difficulties.
3. Develop insight into some key therapeutic issues surrounding behaviour therapy modalities, including client-therapist relationship, importance of involving family members in treatment, and generalization of treatment effects.
4. Gain a solid understanding of the ethical dilemmas and controversies in behavioural approaches.

### **Required Text**

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

### **Course Format**

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

### **Important Class Culture and Expectations**

All aspects of this course will be delivered in-person, please make best effort to arrive on-time so as to avoid class disruption. My expectations in this course are two-fold: 1) you read the assigned readings in preparation for each class; and 2) you will stay engaged in this course through class discussion.

While not expected whatsoever, some students may choose to disclose personal information during discussions. As well, students may have differing points of view on any given topic. Thus, my expectation is that you show respect for each member of the class by **listening to different perspectives in a non-judgmental and open-minded manner.**

Final note, please connect with me **as early as possible** if you have any concerns or difficulties so that we may be able to address these in a timely manner and I can help you succeed.

### Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Class Participation	Throughout the course	10%
Reflection Papers	October 16; January 15 and March 11	15%
Test #1	October 23	20%
Test #2	February 26	20%
Oral Group Presentations	Winter Term	20%
Case Formulation Paper	April 8	15%
<b>Total</b>		<b>100%</b>

### Description of Assignments

#### Class Participation:

It is to your advantage to participate in this seminar-style course to learn and engage with your peers through thoughtful discussions, as this will enrich your understanding of the course material. To this end, based on your readings, you are asked to prepare and bring to each class your comments and/or questions for classroom discussions. You will be evaluated based on: a) your overall quality and engagement in the class discussion; b) participating in discussion forum on eClass; and c) consistent seminar attendance throughout the year. **\*Students are expected to be respectful listeners to others' questions and discussions.**

**Reaching the North Star *Reflection Papers*– Connecting Practice to Research:** As you learn about the behavioural therapy theory and research, you will have the opportunity to apply what you learn to your own behaviours. You will be provided with a list of values and challenged to record on how your actions reflect those values *and* begin to take steps that bring you closer to your values. You will then provide a **reflection** of your experience by writing down a short *quarterly (every 3 months)* reflection paper, including here the summary of the *data* you've tracked (behaviour has to be clear and measurable), what you've learned from this experience, how it felt, and what things were easy and challenging. You are also asked to **link** these reflections to the **research/ literature** we read about and discussed in class. In this way, you are encouraged to connect practice with the literature, which will also help foster insightful and worthwhile discussion in class. The **goal** of these papers is to show me that you have some insight into a) connecting values to actions, b) taking actions based on behavioural approaches discussed, and c) connect these personal experiences to the material we've been learning through reflection and critical analysis. These reflection papers are a good preparation for your final paper.

- These papers are to be submitted on **eClass**, please see submission **due dates on the class calendar (last page)**.
- There are **3 reflection papers in total**.
- Papers should be about 2-3 double-spaced pages (500-750 words max) and follow **APA style**.
- Papers are graded on a 5-point scale (5 = excellent insight and connections and 1 = poor ability to express how practice connects to the research).
- These reflection papers will constitute **15% of your final grade**.

**Tests:** Both tests will be comprised of multiple choice and short answer questions and will assess your knowledge of our class discussions and textbook material. **Second test is not cumulative**, though of course I hope the material will be interesting enough to be retained! Please note that the questions will be more application-focused rather than definitional.

**Group Seminar Presentations:** In groups of three to four students, you will choose and present on a **specific issue related to behaviour therapy**. Groups are expected to present a 45-50 minute workshop on this issue, where you are to provide a critical analysis of the **research** related to the chosen issue. As such, this work will require library research, including reviewing peer-reviewed journals. Remember that a critical analysis includes both advantages and disadvantages of the chosen issue. Some topic issues that may be considered (although not limited to!) include the role of client-therapist relationship in treatment, the role family members play in treatment, the use of punishment in behaviour therapy, generalization of treatment effects, ethical issues in exposure therapy (particularly with children), and cultural sensitivity of behavioural therapies. The presentation will be followed by a 10-15 minute class question and discussion period, where the **group is graded on how you respond to questions posed by the class and the instructor**. **\*Students are required to consult with the instructor about your selected issue topic to ensure appropriateness for the presentation.**

**Case Formulation Paper:** Students will be provided with case vignettes, from which they are asked to choose one of the cases and provide a detailed formulation. Here, students are expected to identify the main concerns/ issues and propose a possible treatment plan. Students are also expected to present both pros and cons of the treatment plan and ethical issues that may arise. Students are expected to include research (e.g., text book chapters, lecture material) in the paper. This paper will allow students the opportunity to design an appropriate treatment plan for a particular mental health concern. The purpose here is to demonstrate your understanding of the concepts and issues learned in this course.

The paper should be approximately **4-6 double-spaced pages (1000-1500 words)** in length, excluding the title page and reference list. Students are expected to use APA style referencing.

### **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 2023-24](#)

### Missed Tests/Midterm Exams/Late Assignment

For any missed test or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office: [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.

Late term work will be docked 2% for each day that they're late.

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2023-2024 Important Dates](#)

	FALL (TERM F)	YEAR (TERM Y)	WINTER (TERM W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	September 20	September 20	January 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 - December 5	February 9 - April 8	March 12 - April 8

### 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 Service: Students will submit all written assignments to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. Students will be able to access Turnitin through the eClass application for this course.

Students are also expected to be mindful of referencing their work appropriately in all assignments that require such, and that this referencing 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. 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. Remember, I am here to help and will do my best to create a supportive atmosphere that enables all of us to learn in our own ways.**

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 4030D 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](#).

### Student Campus Resources Learning Skills Services

Amongst other academic supports, hone your presentation skills:

<https://lss.info.yorku.ca/workshops/>

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).

## Mental Health

Should you need it, here are some important resources that may help guide you to mental health support through York University and beyond:

- Student Counselling & Development: York's campus mental health services: <https://counselling.students.yorku.ca/>
- Toronto Distress Centre: <http://www.dcoct.com/>
- Good2Talk: <https://good2talk.ca/>
- For a list of crisis support services and distress lines: <https://www.camh.ca/en/health-info/crisis-resources>
- ConnexOntario provides free and confidential health services information for people experiencing problems with alcohol and drugs, gambling, or other mental health issues by connecting them with services in their area. You can contact them 24/7 at 1-866-531-2600.

### Course Schedule

Date	Topic	Readings and Assignments
September 11 <sup>th</sup>	Welcome and Introduction Course Overview	
September 18 <sup>th</sup>	Ethical Issues and Behaviour Therapy	Chapters 1 & 2
September 25 <sup>th</sup>	The Behavioural Model and The Process of Behaviour Therapy, the Trans-Theoretical Model	Chapters 3 & 4
October 2 <sup>nd</sup>	Behavioural Research and Assessment	Chapters 5 & 6
October 9 <sup>th</sup>	<b>Fall Reading Week, No Class</b>	
October 16 <sup>th</sup>	Behavioural Interventions with Children and Adolescents, Parent Training, Problem-Solving Therapy	Chapters 7, 8, & 9 <b>Reflection Paper #1 Due</b>
October 23 <sup>rd</sup>	<b>Test 1 – Chapters 1-9 and class discussion material</b>	<b><i>Review for the Test</i></b>
October 30 <sup>th</sup>	Exposure Therapy with Children and Adolescents	Chapter 10
November 6 <sup>th</sup>	Modeling Therapy and Anxiety Disorders in Children and Adolescents	Chapter 12
November 13 <sup>th</sup>	Behaviour Therapy and Developmental Disabilities	<i>Special readings will be posted on eClass</i>
November 20 <sup>th</sup>	Neurodivergence and behavioural approaches; executive function training	<i>Special readings will be posted on eClass</i>



November 27 <sup>th</sup>	Behaviour Therapy with Younger Children	<i>Special readings will be posted on eClass</i>
December 4 <sup>th</sup>	Behaviour Play Therapy	<i>Special readings will be posted on eClass</i>
December 22 <sup>nd</sup> – January 1	<b>December break, no classes</b>	
January 8 <sup>th</sup>	Cognitive Therapy and CBT – Part 1	Chapters 13 and 14
January 15 <sup>th</sup>	Cognitive Therapy and CBT – Part 2	<b>Reflection Paper #2 Due</b>
January 22 <sup>nd</sup>	Acceptance and Commitment Therapy	Chapter 15
January 29 <sup>th</sup>	Dialectical Behaviour Therapy	<i>Special readings will be posted on eClass</i>
February 5 <sup>th</sup>	Mindfulness-Based Approaches and Behaviour	<i>Special readings will be posted on eClass</i>
February 12 <sup>th</sup>	Applying Behaviour Therapy to Physical Symptoms Behavioural Therapy – Challenges and Strengths	Chapter 17 and 18
February 19 <sup>th</sup>	<b>Reading Week, No Class</b>	
February 26 <sup>th</sup>	<b>Test 2 – Chapters 10, 12, 13, 14, 15, 17, 18 and class material</b>	
March 4 <sup>th</sup>	<b>Group Presentations</b>	
March 11 <sup>th</sup>	<b>Group Presentations</b>	<b>Reflection Paper #3 Due</b>
March 18 <sup>th</sup>	<b>Group Presentations</b>	
March 25 <sup>th</sup>	<b>Group Presentations</b>	
April 1 <sup>st</sup>	<b>Group Presentations</b>	
April 8 <sup>th</sup>	Last Class: Tying it all together Behavioural Therapy – Challenges and Strengths	<b>Case Formulation Paper Due Today by 11:30am (submitted on eClass)</b>