

Faculty of Health
Department of Psychology
PSYC 4030 6.0 SECTION G: BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY
Fall-Winter 2023-2024
Tuesdays, 2:30pm to 5:30pm EST
Location: YK CB 122

Instructor: Dr. Iana Ianakieva, Ph.D., C.Psych.

Office Hours: Tuesdays 5:30pm to 6:30pm. Please note that you must request an appointment in advance.

Email: iiana@yorku.ca (Please allow at least two business days for a reply.)

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a grade of 50.
- 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. Each student is responsible for checking for any course credit exclusions. This may be done by consulting the Psychology program requirements and/or speaking with an academic advisor or the Undergraduate Psychology Department.

Course website: [eClass](#)

Course materials will be available on the course eClass site, unless otherwise indicated.

Course Description:

This course will introduce students to several of the major principles, concepts, techniques, and applications of behaviour modification and behaviour therapy. The development and evolution of these approaches, as well as ethical and practical considerations, will be discussed. The course will focus on both traditional models of behaviour therapy and on the integration of behavioural treatment strategies into other therapeutic approaches. Related and alternative approaches to therapy will also be discussed. This course will contain an experiential component, in order to provide students with an opportunity to practice applying behaviour modification and behaviour therapy strategies in imagined clinical scenarios and daily tasks.

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 program learning outcomes listed above consist of departmental requirements which are expected to be demonstrated by all students taking this course, regardless of the section in which they are enrolled. The following specific learning objectives for students enrolled in this section include:

1. Demonstrate a capacity to apply various therapeutic strategies through experiential exercises (e.g., role-playing and demonstrations) in seminars and in student presentations.
2. Demonstrate an ability to synthesize and convey relevant research findings in the areas of behaviour change and behaviour therapy.

Required Text:

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

The textbook can be obtained in several ways:

- 1) York University Bookstore
- 2) York University Library
- 3) Ordering the book online directly through the publisher or renting a digital copy from VitalSource

Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Participation	Throughout the course	10%
Test 1	October 31, 2023	15%
Test 2	December 5, 2023	15%
Research Paper	January 30, 2024	25%
Test 3	February 13, 2024	15%
Group Presentation	February 27 – April 2, 2024	20%
Total		100%

Description of Assignments:

Class Participation

Participation is an important component of this seminar-based course. As such, students are expected to have read the assigned readings before class and be prepared to engage in thoughtful discussion about the material. The participation grade will be based on regular attendance and contribution to discussions/activities.

Tests

Tests will consist of multiple choice and short answer questions and will cover textbook chapters, lecture materials, and any additional readings assigned. Tests will NOT be cumulative.

Research Paper

For this paper, you will conduct a literature review of recent peer-reviewed research articles on a topic of interest to you. The topic should be different from your group presentation. You will be asked to submit your proposed research paper topic on November 21, 2023, and the completed paper is due on January 30, 2024. You will summarize and critique at least eight published research articles that were not assigned during the course. Papers should be 6 double spaced pages in length (standard margins, 12-inch Times New Roman font), excluding the title page and reference list. Papers should use APA formatting and referencing.

Group Presentations

You will work with a peer to prepare a presentation about an evidence-based approach to behaviour modification/therapy (e.g., CBT for Insomnia; Behavioural Parent Training; Behaviour Therapy for Anorexia Nervosa). The group members and presentation topics will be chosen on January 16, 2024 and may not be the same as group members' research paper topics. Students are encouraged to be creative with their presentation approach and utilize strategies to engage the class, such as by including a demonstration, role-play, or activity in which class members can participate. Presentations should be approximately 40 minutes in length, followed by a 5-10 minute question/discussion period.

Class Format and Attendance Policy:

This course will be seminar-based, and will therefore emphasize student participation. Classes will consist of lectures, video material, discussions, demonstrations, role-playing activities, and student presentations. 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 that despite it not being an expectation of this course whatsoever, some students may choose to disclose personal information during discussions and activities. Students will also potentially have differing points of view on any given topic. It is expected that regardless of the content of the information shared in class, students will remain non-judgmental, treat one another with respect, and maintain one another's confidentiality outside of class. This means that students must refrain from sharing any kind of personal information or examples shared in class by their peers. Violating these expectations in class discussions or activities or through any form of social media or communication used by students outside of class will not be tolerated.

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.). Numerical marks will be used throughout this course 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

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:

Students are expected to complete all assignments, tests, and presentations within the time frame and on the dates indicated in this outline.

The granting of the opportunity to write a makeup test is limited to legitimate documented reasons (e.g., significant medical circumstances, family emergencies). Students unable to complete a test due to illness or family emergency must notify the instructor **prior** to the test.

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. 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.

[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 test or late assignment.**

Failing to write a test on time or missing a scheduled presentation with no legitimate excuse will result in a grade of **zero**. In the case of a student being prevented from writing a test for legitimate documented reasons, the format of the makeup test may or may not be the same as the original. There will only be **ONE** make-up test, if needed, at a date and time scheduled by the course instructor, regardless of students’ schedules.

Papers must be submitted on or before the due date indicated in this outline. Late submission will result in the loss of 5% per day of the total paper grade. Because the due date for this paper has been provided well in advance, all late papers will be subjected to the late penalty without 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. **Papers will not be accepted seven days after the due date.**

Add/Drop Deadlines

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

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 20	September 20	January 22
Last date to add a course with permission 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.

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 6.0G 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](#).

Calumet and Stong Colleges' Student Success Programming:

[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](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.

- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- 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](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadm@yorku.ca, and request to be added to the listerv.

Course Schedule

Date	Topic	Textbook Chapters/Readings
September 12	Introduction	
September 19	Ethical Considerations	1 Canadian Psychological Association. (2017). Canadian code of ethics for psychologists (4th ed.).
September 26	Approaches to Behaviour Modification and Theories of Behaviour Change	Davis, R., Campbell, R., Hildon, Z., Hobbs, L., & Michie, S. (2015). Theories of behaviour and behaviour change across the social and behavioural sciences: a scoping review. <i>Health Psychology Review, 9</i> , 323–344. https://doi.org/10.1080/17437199.2014.941722
October 3	Defining Behaviour Therapy	1-3
October 10	<i>Fall Reading Week</i>	<i>NO CLASS</i>
October 17	Behaviour Therapy Process	4-5
October 24	Assessment	6
October 31		Test 1
November 7	Acceleration and Deceleration Behaviour Therapy	7-9
November 14	Exposure Therapy	10-11
November 21	Modeling Therapy ***Submit proposed research paper topic	12
November 28	Recorded Guest Lecture by Dr. Jennifer Hunter, Ph.D., C.Psych. Emotion Focused Therapy	Stiegler, J.R., Binder, P., Hjeltnes, A., Stige, S.H., & Schanche, E. (2018). 'It's heavy, intense, horrendous and nice': Clients' experiences in two-chair dialogues. <i>Person-Centered & Experiential Psychotherapies, 17</i> (2), 139-159.

December 5		Test 2	
January 9	Cognitive Behaviour Therapy – Part 1		14
January 16	Cognitive Behaviour Therapy – Part 2		13
	***Choose group presentation topics		
January 23	ACT, Mindfulness, and DBT		15
January 30	Client Groups Often Treated Using Behaviour Therapy ***Research Paper Due***		16-17
February 6	Habit Reversal Training Challenges and Strengths of Behaviour Therapy		18
February 13		Test 3	
February 20		<i>Winter Reading Week – NO CLASS</i>	
February 27		Student Presentations	
March 5		Student Presentations	
March 12		Student Presentations	
March 19		Student Presentations	
March 26		Student Presentations	
April 2		Student Presentations	
