

**FACULTY OF HEALTH  
DEPARTMENT OF PSYCHOLOGY**

**Course Outline: PSYC 4030 E – BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY  
Fall/Winter 2023/2024**

**Instructor:** Rachel E. Liebman, PhD (liebmanr@yorku.ca)

**Office Hours:** In class and by appointment

**Course Location:** Ross South 128 (class will be delivered in-person unless otherwise noted)\*

**Course Time:** 2:30-5:30 pm on Wednesdays

**Course Prerequisites:** (Course prerequisites are strictly enforced)

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of 50
- HH/PSYC 2021 3.00 (Statistical Methods 1) or HH/PSYC 2020 6.00 (Statistical Methods 1 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

\*On dates that are denoted in the course schedule as Zoom lectures, or 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. If there is a snow event that closes the campus, the instructor will post a pre-recorded lecture on eclass for the day that was missed for students to review at their leisure. Therefore, it is in all students' best interest check e-mail prior to leaving home to travel to campus\*

**For classes delivered on Zoom,** 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 2:30pm to be granted access quickly and to permit the class to begin on time. Although not required, students are encouraged to turn their camera on to facilitate class discussion. Students should therefore plan to have access to a stable high-speed Internet connection and a device with a webcam and microphone for any virtual classes.

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

**Course Website:** 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 (e.g., supplemental readings, assignments, grades, etc).

**Course Description:** An examination of theoretical issues, basic research and practical application in the area of behaviour change. In the first half of the course students will learn about the theoretical principles of learning and behaviour change as well as clinical techniques to modify target behaviours. The second half of the course will focus on application of behavioural interventions with diverse clinical populations. Students will also learn about ethical issues in the delivery of behavioural services, Finally students will learn how to identify target behaviours, use functional analysis to formulate the behaviour, and design appropriate behavioural interventions.

**Program Learning Objectives:** 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 (Learning objectives specific to this section of the course)**

- Learn the principles of behavioural therapy and demonstrate and understanding of the strengths and limitations of this type of therapy with respect to various mental health difficulties
- Develop a basic understanding of different behavioural assessment methods and treatments
- Develop a basic understanding of key therapeutic issues including the association between behavioural and cognitive change, the role of the therapeutic relationship, and generalization of treatment effects

## Required Text

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

The textbook can be purchased in 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>

## Other Required Readings

Additional readings will be assigned to supplement the textbook readings on certain weeks. Please see the class schedule below for dates of these readings. When assigned, additional readings will be available on eclass or downloadable from the York Library.

Fairburn, C.G., Cooper, Z., & Shafran, R. (2003). Cognitive behaviour therapy for eating disorders: A “transdiagnostic” theory and treatment. *Behaviour Research and Therapy*, 41, 509-528.

Jenkins, S. (2007). Unstructured interviewing. In M. Hersen & J.C. Thomas (Eds.), *Handbook of clinical interviewing with adults* (pp. 7-23). Los Angeles, CA: Sage.

Scheel, M.J., Hanson, W.E., & Razzhavaikina, T.I (2004). The process of recommending homework in psychotherapy: A review of therapist delivery methods, client acceptability, and factors that affect compliance. *Psychotherapy: Theory, Research, Practice, Training*, 41, 38-55.

Persons, J.B. (2008). Chapter 6: Developing an initial case formulation and setting treatment goals *The case formulation approach to cognitive-behaviour therapy*. New York, NY: Guilford Press.

Tolin, D.F. (2016). Doing CBT: Chapter 5: Creating meaty conceptualizations. *A Comprehensive guide to working with behaviors, thoughts and emotions*. New York, NY: Guilford Press. Chapter 5.

**Course Format:** This course is seminar-based and will involve a mixture of lecture, discussion, and experiential exercises. Demonstrations of clinical techniques will be led by the instructor and/or master clinicians on video, **and** student role plays **will be used** to practice techniques **introduced in class**. On some weeks, class time will also be devoted to student group presentations or individual practical skills

assignment (see details below). Students will be expected to participate in all discussions, demonstrations, and activities.

**Class Culture and Expectations:** All aspects of this course will be delivered in-person unless otherwise noted (see class schedule below), 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; 2) you participate actively in class discussions and activities; and 3) that you engage in respectful discourse with me and your fellow classmates.

The course is much more interesting when it is approached as a dialogue and you will learn significantly more if you engage actively with the material. Your attendance (including being on time) and involvement in class discussions will factor into your class participation grade. While not expected whatsoever, some students may choose to disclose personal information during discussions. Students may also have differing points of view on any given topic. 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, and maintaining 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 having a discussion with the instructor.

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.

## EVALUATION OVERVIEW

| Component                 | Due Date                     | Percent of Course Grade |
|---------------------------|------------------------------|-------------------------|
| Term 1 Exam               | November 29, 2023 (in class) | 20%                     |
| Term 2 Exam               | March 6, 2024 (in class)     | 20%                     |
| Practical Skills Exercise | See schedule                 | 15%                     |
| Group Oral Presentation   | See schedule                 | 15%                     |
| Case Formulation Paper    | January 24, 2024             | 20%                     |
| Class Participation       | Throughout course            | 10%                     |

1. **Weekly participation:** All students must actively participate in class discussions. I will mark participation based on my general impression (across the course) of your contributions to class discussions at the end of the term. Strong participation marks include regular (and on time) attendance and discussions indicating in-depth and critical thinking of the course readings.
2. **Exams:** Both exams will be in-person and comprised of multiple choice and short answer questions and will cover material reviewed in lectures, readings, video demonstrations, and discussions. Guest lectures and pre-recorded lectures will also be covered in the exams. The Term 2 exam is not cumulative and will focus more on application of material vs. defining concepts and terms. Students will have the full class time to complete each exam.
3. **Group Presentation:** Students will present and lead a discussion on a behavioural or cognitive-behavioural protocol for different disorders. Presentations should last 40 minutes with an additional 5-10 minutes for discussion. In groups of 3-4, students will present the treatment protocols considered as best practices for specific disorders. A list of possible protocols is included at the end of this course outline. **If you have interest in another disorder not listed, please discuss it with me beforehand. You may not present on a treatment covered in other class lectures.** Students will be provided with a detailed explanation of the presentation requirements, will be assigned to groups, and will pick their topics during the Week 5. 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 during the five to ten-minute question period. Presentation content will be included on the second class exam as a method through which bonus marks can be obtained.

4. **Practical skills assignment:** A goal of this course is both acquisition and application of knowledge about behaviour therapy. Therefore, learning how to apply the techniques learned in this course is key to successful completion of the class. Students will be assigned to complete **one** of the following practical assignments, which reflect the most common skills used in cognitive behavioural therapies that will be covered in this course. You will implement the strategy with a classmate, friend or colleague who will play a client. If you choose to do the assignment with a classmate, only you - the therapist - will be graded on the assignment. The last 4 classes will be devoted practical skills assignments – you will sign up for a 20 minute slot in which you will present your skill with your client virtually in front of the instructor. You will be graded on how thoroughly and competently you deliver the intervention, i.e., the process of implementing these skills, not whether you “solve” the client’s problem. Your role play should last 15 minutes, and the last 5 minutes will be reserved for questions and feedback from the instructor. You will be given a list of behavioural targets to choose from in Week 5. If you decide to use a behaviour not listed, you must obtain approval from the instructor to ensure it is appropriate for the chosen practical skill. Students will be provided with a detailed explanation of the presentation requirements and procedure for obtaining approval during Week 5.
- **Cognitive Modification:** The job of the therapist is to (a) use a thought record to identify dysfunctional beliefs/automatic thoughts that lead to the problem behaviour the client would like to change, and (b) use cognitive techniques to evaluate and help the client modify these thoughts. Keep the various cognitive strategies in mind, such as identifying automatic thoughts, evaluating the automatic thoughts, behavioural experiments, downward arrow, etc to challenge the client’s dysfunctional beliefs about the problem behaviour.
  - **Behavioural Analysis:** The job of the therapist is to conduct a functional/chain analysis and a) identify the following components of the behavioural chain: vulnerability factors, prompting event, links, problem behaviour, and consequences, b) explain to the client how these links in the chain led to the problem behaviour, and c) offer one concrete behavioural change they can make next time to try to prevent the behaviour from happening.
  - **Contingency Management:** The job of the therapist is to (a) identify the different contingencies operating on the problem behaviour, and (b) come up with a contingency management plan to target the client’s problem behaviour. The contingency management

plan must include at least 2 or more concrete behavioural changes the client can make to alter the contingencies maintaining their behaviour.

- **Exposure Therapy:** As the therapist, you may either:
    - (1) Practice explaining exposure therapy to a client. Introduce exposure therapy as a useful treatment approach for his or her problems, and be sure to do the following: (a) link exposure therapy with the client's goals, (b) explain how and why exposure therapy is a reasonable approach, (c) describe some of the research on exposure therapy including research on habituating to anxiety and challenging expectancies, and (d) answer questions posed by the client.
    - (2) Actually do an in-vivo, imaginal, or interoceptive exposure trial including (a) constructing an exposure hierarchy, (b) determining the optimal starting point on the hierarchy, and (c) conduct one exposure with the client.
5. **Final Paper (due by end of class on January 24)** Students are to write a case formulation and treatment plan (max. 15 double spaced pages, not including references, tables, or figures) of a "client". There is a 10% penalty for exceeding the maximum number of pages. For this assignment, students are encouraged to choose a public figure (a movie star, television or literary character, or otherwise "known" individual for whom adequate information is available to complete a thorough case analysis, but they may also use someone from their own lives as long as the information is sufficiently deidentified to protect the client's identity. **Papers must be submitted through eclass and will use Turnitin software as part of the submission process (see note on Turnitin under Information on Plagiarism).** Students will be provided with a detailed explanation of the presentation requirements during the third week of class.

### **IMPORTANT COURSE POLICIES:**

**Late Submissions:** Unless there are legitimate, extenuating circumstances (that are supported by documentation), no extensions will be granted. Late assignments will receive a penalty of 5% per day.

**Special Arrangements:** Students requiring special arrangements or accommodations, please speak to the instructor within the first 2 weeks of class.

**Course Attendance:** *Attendance is expected for each class.* 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. If you cannot attend a class (e.g., due to illness, attending a conference), please let

the instructor know in advance of the class. **We will start at 2:30 pm sharp**, and take a 10 min break at around 3:45 pm. Please arrive on time.

**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 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.

Please also 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. 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+. The instructor’s role ends once the unofficial grades are submitted.

\*\*For a full description of the York University grading system see the York University Undergraduate Calendar – [Grading Scheme for 2023-24](#).

**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 and no make up will be offered. Attending Physician Statements (APS) are not required due to Covid-19, however, a reason for missing an evaluated component of the course must be provided. Note that only reasons of personal illness or family emergency that prevents you from being to come to class will be accepted as legitimate reasons for missing an exam or assignment. 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 Case Formulation Paper is due on January 24<sup>th</sup>, 2023. Students who submit their paper after the class has ended (which may be earlier than 5:15pm) on January 24<sup>th</sup> will lose two marks (out of 20) immediately. Additional two-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 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                            | Sept. 20      |
| Last date to add a course with permission of instructor                               | Sept 28       |
| Last date to drop a course without receiving a grade                                  | Feb 8         |
| Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript) | Feb 9 - Apr 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 above and the [Refund Tables](#). You are strongly advised to pay close attention to the "Last date to enroll without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. Permission to enroll will not be provided as of September 29, 2023. 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.

**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). Please note clearly that use of ChatGPT will also be considered plagiarism and any detection that ChatGPT has been used will be treated accordingly. 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.

*Turnitin.com:* "Students agree that by taking this course that their term paper will be subject to submission for textual similarity review to [www.turnitin.com](http://www.turnitin.com) for the detection of plagiarism. All submitted papers will be included as source documents in the [www.turnitin.com](http://www.turnitin.com) reference database solely for the purpose of detecting plagiarism of such papers. Use of the [www.turnitin.com](http://www.turnitin.com) service is subject to the terms of use agreement posted on the [turnitin.com](http://turnitin.com). Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with the instructor to make alternate arrangements.

**Academic Integrity for Students:** York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#). I recommend that you review Academic Integrity with 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 accommodations so that we can discuss how to consider your accommodation needs within the context of the 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 6.0E 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.](#)

**TABLE OF CLASSES and TOPICS**

| <b>Class</b> | <b>Date</b>     | <b>Topics</b>                                                                                               | <b>Readings and Assignments</b>      |
|--------------|-----------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------|
| 1            | Sept 6          | <b>Introduction and Course Overview</b>                                                                     | No readings                          |
| 2            | Sept 13         | <b>Theoretical Foundations: Behaviourism Basics, Ethics and History</b>                                     | Chapters 1 & 2                       |
| 3            | Sept 20         | <b>Theoretical Foundations: The Behavioural Model and the Process of Behaviour Therapy</b>                  | Chapters 3 & 4; Scheel et al. (2004) |
| 4            | Sept 27         | <b>Behaviour Therapy Research Methods</b>                                                                   | Chapter 5                            |
| 5            | Oct 4           | <b>Assignment review, Group presentation sign up</b>                                                        | No readings                          |
| ---          | Oct 11          | <b>NO CLASS – READING WEEK</b>                                                                              |                                      |
| 6            | Oct 18          | <b>Clinical Interviewing and Behavioural Assessment</b>                                                     | Chapter 6; Jenkins (2007)            |
| 7            | Oct 25          | <b>(Cognitive) Behavioural Case Formulation</b>                                                             | Tolin (2016); Persons (2008)         |
| 8            | Nov 1 (by zoom) | <b>Acceleration and Deceleration Therapies Part I</b><br>**class will be held from <u>2:30-3:30</u> BY ZOOM | Chapter 7                            |
| 9            | Nov 8           | <b>Acceleration and Deceleration Therapies Part II</b>                                                      | Chapters 8 & 9                       |

|                             |        |                                                                                                                 |                       |
|-----------------------------|--------|-----------------------------------------------------------------------------------------------------------------|-----------------------|
| 10                          | Nov 15 | <b>Exposure Techniques</b>                                                                                      | Chapters 10 & 11      |
| 11                          | Nov 22 | <b>Acceptance/Mindfulness-Based Therapies (ACT and DBT)</b><br><b>Guest lecture: Dr. Skye Fitzpatrick</b>       | Chapter 15            |
| 12                          | Nov 29 | <b>Term 1 Exam</b>                                                                                              | No readings           |
| <b>START OF WINTER TERM</b> |        |                                                                                                                 |                       |
| 13                          | Jan 10 | <b>Behavioural Skills Training</b>                                                                              | Chapter 12            |
| 14                          | Jan 17 | <b>Cognitive Modification Procedures</b>                                                                        | Chapters 13 & 14      |
| 15                          | Jan 24 | <b>CBT-E for Eating Disorders</b><br><b>*Case formulation paper due via eclass and Turnitin by end of class</b> | Fairburn et al (2003) |
| 16                          | Jan 31 | <b>Couple Therapies: Cognitive-Behavioural and other modalities</b>                                             | Carr (2018)           |
| 17                          | Feb 7  | <b>Oral Presentations for Group 1, 2 &amp; 3</b>                                                                | No readings           |
| 18                          | Feb 14 | <b>Oral Presentations for Groups 4, 5, &amp; 6</b>                                                              | No readings           |
| ---                         | Feb 21 | <b>NO CLASS – READING WEEK</b>                                                                                  |                       |
| 20                          | Feb 28 | <b>Oral Presentations for Groups 7, 8 &amp; 9</b>                                                               | No readings           |

|    |                  |                                                              |             |
|----|------------------|--------------------------------------------------------------|-------------|
| 21 | Mar 6            | <b>Term 2 Exam</b>                                           | No readings |
| 22 | Mar 13 (by zoom) | <b>Practical Skills Presentations (virtual presentation)</b> | No readings |
| 23 | Mar 20 (by zoom) | <b>Practical Skills Presentations (virtual presentation)</b> | No readings |
| 24 | Mar 27 (by zoom) | <b>Practical Skills Presentations (virtual presentation)</b> | No readings |
| 25 | Apr 3 (by zoom)  | <b>Practical Skills Presentations (virtual presentation)</b> | No readings |

**TOPICS FOR PRESENTATIONS (NOT A FULL LIST)**

- 1) Parent Child Interaction Therapy
- 2) Behavioural Parent Training
- 3) Virtual Reality Exposure Therapy
- 4) Applied Behaviour Analysis for Autism
- 5) Eye Movement Desensitization Therapy (EMDR)
- 6) Prolonged Exposure
- 7) Cognitive Processing Therapy
- 8) Rational Emotive Behaviour Therapy
- 9) Cognitive Behaviour Therapy for PTSD
- 10) Trauma-Focused CBT (TF-CBT) for children with PTSD
- 11) Exposure and Response Prevention for OCD
- 12) Behavioural Activation for Depression
- 13) Stress Inoculation Training
- 14) Cognitive Therapy for Delusions and Hallucinations (Psychosis)
- 15) Acceptance and Commitment Therapy
- 16) Mindfulness-Based Cognitive Therapy
- 17) CBT for Bipolar Disorder
- 18) CBT for ADHD (for children or adults)
- 20) CBT for Anger Management (for children or adults)
- 21) Behaviour Therapy for Treating Tic Disorders or Tourette's
- 22) Behaviour Therapy for Insomnia and/or other Sleep Problems
- 23) Behaviour Therapy for Chronic Pain (Broadly or a focus on one condition)
- 24) Behaviour Therapy for Treating Enuresis and/or Encopresis
- 25) Behaviour Therapy for Body Dysmorphic Disorder
- 26) Behaviour Therapy for a Anxiety (including generalized anxiety, social anxiety, or other)
- 27) Behaviour Therapy for a Panic Disorder
- 28) Behaviour Therapy for Learning Disabilities
- 29) Behaviour Therapy for Substance Use (including CBT, harm reduction, and/or relapse prevention)
- 30) Behaviour Therapy for Trichotillomania, Skin Picking, and other "Habits"
- 31) Behaviour Therapy for Somatic Symptom and Related Disorders
- 32) Behaviour Therapy for any other DSM 5 Disorder