

Proposed Course Outline*
BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY
Psychology 4030 6.0 Sections C&F Term F/W

York University
Department of Psychology
2014-2015

Prerequisites: Prerequisites: AK/AS/HH/SC/PSYC 1010 6.0 or AK/PSYC 2410 6.0 with a minimum grade of C (See Page 1); AK/AS/HH/SC/ PSYC 2030 3.0 or AK/PSYC 2530 3.0 or substitute; one of AK/AS/HH/SC/PSYC 2020 6.0, AK/AS/HH/SC/PSYC 2021 3.0, AK/HH/PSYC 2510 3.0 or substitutes; AK/AS/HH/SC/ PSYC 2130 3.0 and AK/AS/HH/SC PSYC 3140 3.0. Students must be in an Honours Program (maintaining Honours Standing) in Psychology and have successfully completed 14 university courses or 84 completed credits (Excluding Education Courses).

Course Director: Dr. M. Sharon Armstrong
Office: 273 BSB
Hours: By appointment
Phone: 416-736-5125 (messages only)
Email: sarm@yorku.ca (expect up to 3 days for reply)

Secretary: Ms. Agnes Levstik
Office: 281 BSB
Phone: 416-736-5125

Time & Location: *See Lecture Schedule*

Course Objectives and Brief Description:

In this course, we will examine theory, research and practical applications associated with behaviour change. Both historical perspectives and current conceptualisations of behaviour and psychotherapies aimed at behaviour modification will be studied.

As the course unfolds, students will gain comprehension of the models of behaviour modification and the basic principles and procedures of the behaviour and cognitive behaviour therapies. At the same time, students will investigate and appraise relevant research and ethical issues. Later in the year, students will apply the basic principles of behaviour modification to specific treatment plans for behaviour change and evaluate the effectiveness of these procedures.

Note that *active participation in both class discussion and skills practice is expected.*

Format: Seminar style. Classes will include a combination of lectures, class discussions, in-class exercises, videos, and student presentations.

Required Text:

Contemporary Behavior Therapy, 2010, 5th edition. Authors: M. D. Spiegler & D.C. Guevremont.
Publisher: Wadsworth/Cengage.

For a free trial &/or reduced price on this book go to:

http://www.coursesmart.com/IR/2851412/9780495509066?_hdv=6.8

Recommended Textbooks (not required):

Principles of Behavior, 2014, 7th edition. Authors: R. W. Malott & J.T. Shane. Publisher: Pearson.

For a free trial &/or reduced price on this book go to:

http://www.coursesmart.com/IR/2851412/9780205959617?_hdv=6.8

Self-Directed Behavior: Self-Modification for Personal Adjustment, 2014, 10th edition. Authors: D.L. Watson & R.G. Tharp. Publisher: Wadsworth/Cengage.

For a free trial &/or reduced price on this book go to:

http://www.coursesmart.com/IR/2851412/9781285077093?_hdv=6.8

Behavior Modification: What it is and how to do it, 2007, 8th edition. Authors: G. Martin & J. Pear. Publisher: Pearson.

For a free trial &/or reduced price on this book go to:

http://www.coursesmart.com/IR/2851412/9780205013531?_hdv=6.8

Additional Readings and Audio-Video: To be announced.

Evaluation (See Lecture Schedule – posted on Moodle – for dates):

Attendance, Participation

& Behaviour Change Project Updates (7 %)

Weekly Quizzes (*MC & SA) (8 %)

First Fall-Term Theory MC & SA Test (17 %)

Second Fall-Term MC & SA Test (17 %)

Winter Term MC Test (17 %)

Group Behaviour Change Presentation (14 %)

Individual Behaviour Change Paper (20 %)

(*MC = multiple choice; SA=short answer)

Grading:	Percentage	Letter Grade
	90-100	A+
	80-89	A
	75-79	B+
	70-74	B
	65-69	C+
	60-64	C
	55-59	D+
	50-54	D
	40-49	E
	0-39	F

Description of Course Requirements:

Turnitin Service and Moodle: Unless you have made alternate arrangements with the professor, you will hand in written essays to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. You will be able to access Turnitin through the Moodle application for this course. *Note that I will be making use of*

Moodle to post important information and any changes to the course – be sure to check Moodle regularly.

Class participation: Each week, after reading the book chapter for the next class, you will prepare comments or questions for classroom discussions. Class participation will be evaluated on the basis of the following:

- * **Consistent seminar attendance.**
- * **Evident preparation for discussion about text chapter/assigned readings.**
- * **Quality and level of active involvement in class discussion.**
- * **Contributions to idea sharing about class members' behaviour change projects.**

Quizzes: A short quiz will be administered at the **beginning of every class and it will be based on the text reading for that week.** The quiz will usually consist of 1 or 2 short answer questions &/or 3 to 6 multiple-choice questions. (*The first quiz will be a little different; it will test student's attention to the contents of this syllabus and will be administered on Moodle at the end of the first class*). These quizzes are designed to help students maximize their understanding of the material being covered each week and to encourage study and preparation for term tests. **There is no substitute for a missed quiz.**

Group Seminar Presentation:

In the second term, there will be a series one-hour presentations by groups of three students, focusing on a specific behaviour modification strategy for a particular target behaviour. Two groups will present each class.

- ❖ Groups of 3 will be chosen to work on a selected topic, by lottery (*see lecture schedule*). Each group will:
 - ❖ Create “a client.” Make the client “come to life” for your audience.
 - ❖ Identify and clarify her/his/their problem. Different examples might be possible, given the general topic provided by the course director.
 - ❖ What goals might be set for this problem?
 - ❖ Identify some possible Target Behaviours (TBs) that might be chosen (initially) as the focus of a treatment intervention.
 - ❖ From that list, choose one TB. Explain what makes this TB more appealing (i.e., from the list of Good Target Behaviour in the text) as opposed to some other choice(s).
 - ❖ Carry out a hypothetical functional analysis of this TB, by identifying the possible maintaining antecedents and consequences that are setting the stage for, reinforcing and/or punishing the TB. If you can create a “chain analysis” all the better (i.e., a complex functional analysis that includes: triggers; peripheral relevant factors; and the precise, detailed chain of events that leads up to and follows the TB).
 - ❖ Create a plausible treatment plan. Tell the class what (and how) this treatment plan will modify (using good behavioural terminology). Describe all of the aspects of this plan that makes it a plausible treatment.
 - ❖ Also, given that you will have brainstormed possible treatment plans for this problem in the early stages, and having kept track of this brainstorming session, talk about the ideas that came up and why you decided against these ideas. ← *Here's one good reason why it is important to read the whole set of instructions before you start!* 😊
 - ❖ Briefly describe what kind of study would be most relevant to determine the effects of your treatment (e.g., a reversal study design; multiple-baseline...), and why.
 - ❖ Early in your planning stage, get together (in person, or via Moodle Forum) with the other group that is presenting on the same day to ensure that your two presentations will be sufficiently different as to make both presentations interesting and informative.

- ❖ Two important things about your presentation (it is an hour, so you have time for both): 1. Have fun with it! And 2. Make sure you incorporate an explanation of the underlying behaviour principles (e.g., classical or operant conditioning, study design principles, mechanisms of behaviour change, etc.).

Behaviour Change Paper

Although several students will be presenting on the same general topic, each student is expected to – and will be graded on – the completion of a unique final paper. Therefore, your papers will be written separately and individually in order to produce an original essay based on the individual student's research and critical thought.

Using the topic that you have been assigned for the seminar presentation, you will write up a mock study based upon a behavioural treatment of the target behaviour you have chosen to focus upon for your proposed client. Your paper will include a literature review (using a minimum of 3 academic [peer-reviewed] journal articles) and a good choice of research design for the target behaviour and treatment that you are hypothetically investigating. Note that you may use the same TB and treatment as you will be presenting in the group, or you may choose a different TB, and/or different treatment approach. What you **MUST** do individually is fourfold:

1. Review the literature that best fits your mock study (i.e., choose, describe and critically analyse the articles that present the kind(s) of treatment used and the type of TB that you have hypothetically attempted to change).
2. Choose and fully describe the components of your appropriate study design, including the rationale for choosing that design.
3. Write up your mock behaviour experiment in the form of a research study report (using past tense, as if you had completed the study).
4. Critically analyse potential benefits and potential issues/problems associated with the treatment and the research design chosen.

Your report will be written in APA format as a research study. The number of pages will depend upon the target behaviour and the type of programme used; acceptable papers may vary in length from 10 to 25 pages. ***Rather than focusing on the number of pages, concentrate on producing a well developed paper with the following elements:***

- ❖ Introduction
 - Literature Review: describe/discuss/analyse the articles you have found on your topic, both in terms of treatment and the behaviour to be changed.
 - Operational definition of a **good** target behaviour (e.g., one that is specific, well-defined, measurable and could be observed by another person).
 - Functional analysis of TB: (analysis of the maintaining conditions and how they relate to choice of particular treatment). (This could be in Method section.)
- ❖ Method
 - Description of the intervention used, being sure to employ behavioural terminology, and clearly explaining the treatment's underlying behaviour principles. Clarify exactly how and when the treatment was delivered, so that your reader could easily replicate your study.
 - Explain how data was collected, along with what was controlled for, and how controls were put in place. Describe precisely the how, what, when (& where) of measurement.
 - Introduce and describe your research design (e.g., pre-post; ABA, multiple baseline...); be sure that the type of research design that you – the researcher – chose is appropriate for the

behaviour you have attempted to change in your mock study, and clearly articulate your knowledge of the rationale for that particular kind of design.

- ❖ Results
 - Describe fully the results you would expect to find, according to the expected results of your chosen research design, given a valid treatment.
 - Draw a graph of your expected results. Make sure your graph is fully labelled and easy to read and that the type of graph drawn makes sense given the chosen TB, intervention and research design.
 - Use your text, literature examples, and other sources to make sure you are on the right track.
- ❖ Discussion/Literature Review
 - Discuss your expected results as compared to the examples in the literature as well as text-based examples. Explain any potential deviations from what the current research suggests.
 - **Thinking critically** and making good use of your text and the literature on your topic, consider and **discuss the potential confounds and issues that could affect your study**. There are always issues to consider, such as (but not limited to) Reactivity, Researcher Bias, limitations on particular designs and confounding variables. Be sure to describe fully.
 - Concluding comments should move from the particular to the general, in terms of the topic under investigation.

Term Tests

Three term tests will be given, which will be based on text chapters and lecture material. Study the entire chapters as well as lecture material and prepare to answer both multiple-choice and short-answer questions on the tests.

Missed Tests/Examinations

The student must contact the **course director** or the **course director's secretary** within **48 hours** of the missed test/exam, with the following information:

- name (give spelling of last name)
- student number
- course and section of course
- telephone number where student can be reached and best time to call back

If student is unable to contact the secretary or course director during this 48 hour period, subsequent documentation accounting for the delay **must** be provided.

Appropriate documentation verifying the circumstances for the missed test/exam **must** be provided. Failure to provide appropriate documentation will result in a grade of F for the missed test/exam.

What is appropriate documentation?

In medical circumstances:

- Statement from attending physician (or psychologist) which **must** include:
 - full name, mailing address, telephone number of physician
 - nature of the illness and its duration (i.e., dates covered)
 - statement regarding whether the illness (or medication) would have **SERIOUSLY** affected the student's ability to take the test/exam
- The physician's office may be contacted to verify that the forms were completed by the physician.

In non-medical circumstances:

- Official or credible documentation that supports the nature of the emergency (e.g., death certificate or obituary notice, automobile accident notice, appropriate receipts for emergency travel...)
- **Having to work at the time of the test is not considered a valid reason to miss a test.**

Make-Up Test

The student must be prepared to write the make-up test at the time set by the course instructor and must contact the course director (or the course director's secretary) to find out when the make-up test will take place, which may be as early as one week following the missed test. The make-up test will cover the same content but will not necessarily include the same questions as the original test. A conflict with another course during the time of the make-up **is not** a valid reason for missing the make-up.

Cheating and Plagiarism are not tolerated: For further information and clarification please refer to the York University Senate Policy on Academic Honesty and other important general course information (regarding such things as ethics review processes, access/disability, religious observances, etc.) that is available in the Psychology Supplemental Calendar and on the following websites:

- <http://www.yorku.ca/academicintegrity/students/index.htm> (the academic integrity tutorial here does not work, so go to the next links below):
- I strongly encourage students to take the Faculty of Health Academic Integrity Tutorial and Quiz at: http://www.yorku.ca/health/new_students/#AcademicIntegrity
- At the Senate Policy on Academic Honesty website <http://www.yorku.ca/secretariat/policies/document.php?document=69>

Accommodation for Students with Special Needs

Students with physical, learning or psychiatric disabilities who require accommodation in teaching style or evaluation methods should **discuss this with the Course Director early in the year** so that appropriate arrangements can be made.

Students who feel there are extenuating circumstances which may interfere with the successful completion of any course requirements should discuss the matter with the Course Director **as soon as possible** to make appropriate arrangements. Be familiar with the Senate Policy and attached Guidelines for Students with Special Needs.

See York website for important dates: registrar.yorku.ca/enrol/dates/fw14.htm

Last Date to Enrol with permission of Course Director is October 14, 2014.

Last Date to Drop this Course Without Academic Penalty is February 6, 2015.

****Changes to this PROPOSED course outline and lectures schedule may be made within the first few classes. Changes will be announced in class and/or posted on Moodle. Students are responsible for keeping track of these changes.***