

BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY

HH/PSYC 4030 6.0 Section D - Fall/Winter 2014-2015

Department of Psychology
Faculty of Health
York University

Course Director: Dr. Karen K. Hardtke

Lecture Time: Tuesdays 4pm-7pm
Lecture Location: FC 103

Secretary: Ms. Agnes Levstik, Room 281 BSB
Secretary's Office & Phone: 416-736-5125

Email: hardtke@yorku.ca (expect up to 3 days for a reply)

Office & Office Hours: Students are invited to approach me after lecture with brief questions. Appointments needing more time can be scheduled as needed.

Course Objectives and Brief Description

This course will introduce students to the major principles, concepts, techniques, and applications of behaviour therapy. Both historical perspectives and current conceptualisations of behaviour and the behavioural psychotherapies aimed at modifying and changing behaviour 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-behavioural therapies. At the same time, students will investigate and appraise relevant research and ethical issues. Students are encouraged to gain an appreciation of the strengths and

limitations of behaviour therapy and how this model fits for them.

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.

Finally, throughout the year, students will be directed to explore how behaviour modification principles are at work in their daily lives and the world around us.

Prerequisites

Ψ Introduction to Psychology (PSYC 1010 6.0) with a minimum grade of C

Ψ One of the following Statistical Methods courses: PSYC 2020 6.0; PSYCH 2021 3.0; PSYC 2510 3.0; or substitutes or equivalents

Ψ Personality (AK/AS/HH/SC/ PSYC 2130 3.0)

Ψ Abnormal Psychology (AK/AS/HH/SC PSYC 3140 3.0)

Ψ Students must be in an Honours Program in Psychology and have completed 84 credits (excluding education courses).

Required Textbook

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

Suggested Reading

Any reputable news source (i.e., CBC, globe and mail, Toronto star, etc).

Additional Readings and Audio-Video: To be announced.

Format

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

Given the smaller class size, it is my goal that classes will not only be used to convey information, but also to provoke respectful discussion, critical

thinking and experiential opportunities promoting application of the concepts and principles discussed.

As such, **active participation in both class discussion and skills' practice is expected.**

Evaluation

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

1.	Attendance & Participation	(7%)
2.	Pop Quiz Total	(5%)
3.	Fall Take Home Assignment	(3%)
4.	Fall Theoretical Paper	(10%)
5.	Fall Term Test	(20%)
6.	Winter Term Test	(20%)
7.	Group Behaviour Change Presentation	(15%)
8.	Final Behaviour Change Paper	(20%)

Grading

Range of Marks	Letter Grade Equivalent
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 (Marginally below 50% - Marginally
failing)	
0-39	F (Below 50% - Failing)

Description of Course Requirements

Turnitin Service and Moodle

Unless you have made alternate arrangements with the professor, you will hand in all written assignments and essays to the Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. More importantly, I invite you to use this service yourself to flag any potential problems with your writing/referencing. 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.**

Attendance and Participation (7%)

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 (note that attendance will be taken within the first 15 minutes of the lecture).
- evident preparation for discussion about text chapter/assigned readings
- quality and level of active involvement in class discussion

Please Note: Although not a focus, nor an expectation, some students may choose to disclose personal information during class discussions. Furthermore, many students will potentially have differing points of view on a given topic. It is expected that regardless of the content of the information shared, students will treat one another with the utmost respect and maintain confidentiality outside of class. Violating these expectations will not be tolerated. In the event of a violation, the offending student will lose participation marks and potentially be prevented from attending additional lectures prior to engaging in a discussion with the course director.

Fall Take Home Assignment (3%)

In order to ensure students have a solid understanding of several of the core behavioural modification/learning principles, students will be asked to do the assignment and submit it to moodle ([see lecture schedule for due date](#)).

You will:

1. Describe the principles of classical conditioning and provide an example of this principle at work from your everyday life. ([Note: if you choose to provide a diagram, you must accompany that diagram with a verbal explanation](#)).
2. Explain operant conditioning and provide an example of this principle at work, drawing from your everyday life. ([Note: if you choose to provide a diagram you must accompany that diagram with a verbal explanation](#)).

3. Describe the various reinforcement schedules associated with operant conditioning and give an example of a reinforcement schedule, drawing from your everyday life.

Fall Theoretical Paper (10%)

The assignment will consist of a 1200-1400 word essay (~5 pages, not including references or cover page).

You will conduct a literature review of one behaviour therapy (or cognitive-behavioural therapy, or a specific behaviour modification programme) that is used to change some particular target behaviour, or to effect change within a specific population. Topics will be provided in the second week of class. Students wishing to pursue their own topic must clear the topic with the course director by end of September.

You will:

- briefly describe the population or target behaviour that is the focus of the therapy
 - include a brief history of the use of that behaviour therapy for the behaviour or population under discussion
- describe the specific principles of behaviour modification that underlie the therapy (e.g., classical or operant conditioning, study design principles, mechanisms of behaviour change, etc.).
- explore/analyse the effectiveness of the method for this population or behaviour from your reading of the relevant efficacy and effectiveness research.

Note that a minimum of 3 peer-reviewed journal articles must be included in your literature review. Note also that because the aim of this assignment is to facilitate your understanding not just of the practical aspects, but of the history and theory underlying the method you have chosen to investigate, it is important that your writing goes beyond mere description to become a critical analysis of the issues associated with your topic.

Your paper will be submitted to and graded on Turnitin (via Moodle). See due dates on Lecture Schedule. Note that there are two due dates; the first is the due date for uploading your document into Turnitin on Moodle; the second is the final due date; after that there will be a penalty of 5% per day late.

Papers are to be typed, double-spaced and [written in accordance with the Publication Manual of the American Psychological Association Sixth Edition, 2009](#).

Students are expected to work independently on this assignment. For those students who have not done a great deal of writing to date, this is a good time to get familiar with the campus Academic Writing Centre: <http://www.yorku.ca/laps/writ/centre/> as well as the American Psychological Association (APA) Publication Manual, which you can find either the library or the bookstore. There are further writing resources posted on the York University website. If you choose to use any of these resources, you will need to get started on your paper ASAP.

Pop Quizzes (5%)

Expect a short pop quiz at the beginning of every class. The quiz will consist of both multiple choice and at times short-answer questions based on the text reading for that week. These quizzes are designed to help you maximize your understanding of the material being covered each week, to flag material you may need to review before the term tests and to give you practice answering the multiple choice questions.

In-Class Fall (20%) & Winter (20%) Multiple Choice Tests (Total – 40%)

The two In-class Multiple Choice Tests are non-cumulative. Both the Fall Term Test and the Winter Term Test will be comprised of 65 multiple-choice questions based on material from the required textbook and lectures. Students will have one hour to complete the term examination. [See lecture schedule for examination dates.](#)

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
- appropriate* documentation verifying the circumstances for the missed test/exam must be provided

- telephone number where student can be reached and best time to call back

Note: 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.

Group Seminar Presentation (15%)

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. 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.).

Final Behaviour Change Paper (20%)

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.

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 in the first weeks of the class (i.e., September) so that appropriate arrangements can be made.

Note: 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.