

**FACULTY OF HEALTH: PSYCHOLOGY**  
**BEHAVIOUR MODIFICATION & BEHAVIOUR THERAPY 4030.6 E**  
**Monday, 11:30- 2:30, MC109**

Course Director: Diane Lawless Office: BSB 277  
Office hours: Wednesday 11:30-12:30 by appt.  
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Secretary: Agnes Levstik, Rm. 281 BSB ext. 55125

*Prerequisites: PSYC 2130 3 (Personality) and PSYCH 3140 3 (Abnormal)*

**Course Objectives:**

This course focuses on the theoretical and clinical application of psychotherapies oriented toward behavioural change. It is designed to cover traditional models of behaviour change, as well as more recent developments. It has both a theoretical and practical, hands-on component.

Initially we will cover the development of behavioural and cognitive-behavioural therapies from a historical and conceptual perspective. This is followed by examining a specific behavioural intervention that addresses children's behavioural problems by working with the parent and child at the same time.

**Requirements:**

Film Review		4%
Term Test #1	October 6, 2014	14%
Term Test #2	Dec.1, 2014	18%
Theoretical Paper	January 26, 2015	14%
Term Test #3	February 9, 2015	18%

**Case Study:**

List of three possible change behaviours	Nov. 24	
Baseline collection:	Jan. 5 - 18	
Treatment proposals:	Jan 19	
Treatment:	Jan. 19 – Feb. 1	
Post treatment:	Feb. 2 – 16	
Presentation of Findings:	Feb. 23 – March 30	
Final Paper: April 3		20%
Class participation		12%

### Conversion Table

From Percentage	To 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
(Marginally below 50%) Marginally failing	E
(Below 50%) Failing	F

### TEXTS:

Spiegler, Michael D., Guevremont, David C. (2010). Contemporary Behavior Therapy. (5th Ed.) Brooks/Cole Publishing

Hembree-Kigin, T.L., McNeil, C.B. (2010). Parent-Child Interaction Therapy. Springer

*Additional handouts provided in class*

ADDITIONAL READINGS: Posted on moodle

Bandura: Social Learning theory

Wolpe: Patterson & Watkins, 1996

Case Study: Covert sensitization for Paraphilia

### Term Test #1 (14%) and Term Test #2 (18%)

The first term test (October 6) will include lecture material, Chapters 1-6 in the Spiegler and Guevremont text **plus** Assigned Reading ``Bandura – Social learning theory``, available on moodle.

The second test (Dec. 1) will include lecture material, Chapters 7-14 in the Spiegler and Guevremont text **plus** Assigned Reading ``Wolpe`` (Chapter 6 of Patterson & Watkins, available on moodle.

**Term Test #3 (18%)** (Feb. 9) will include Chapters 1-8 in the Hembree-Kigin & McNeil text in addition to one extra chapter to be discussed in class.

*Please note:* not all material from the readings will be covered in class. Moreover, some material presented in class will not be covered by the readings. Knowledge of both will be required for every test. Tests will consist of multiple choice, short answer and essay questions.

### **Film review (4%)**

A part of each class will be devoted to a film review. Each student will sign up to be a discussant. Film discussants will need to preview the film. All films are available in the York library. Because viewing time in class is limited to 10-15 minutes, you will need to select the portions of the film you believe would be most useful for the class to see. After the class views the selected portions, you will provide your reactions to the film as a means of stimulating class discussion. This is not meant to be a formal presentation. *Please note: the library takes reserved films off of the shelf 1 week prior to the viewing date. This means students will need to review their films on an earlier date.*

### **Theoretical Paper: Due Jan. 26, 2015**

Topics for the term paper should cover either, a) the application of behavioural or cognitive-behavioural interventions to a *specific* behaviour, or b) a specific issue relevant to the discussion of behavioural or cognitive-behavioural therapies. Examples of possible paper topics will be presented in class; however the choice of topic is up to you. *Please note: you need to clear the topic with me prior to writing the paper.* The paper should be approximately 6-8 pages in length (double-spaced), with approximately 250 words per page.

The objective of this paper is to help you decipher or recognize the theoretical foundations of your chosen intervention. Thus, the paper should not only include a description and elaboration of a specific type of intervention or issue, it should also encompass a discussion of the theory that underlies your chosen intervention. In other words, how does the treatment exemplify (or fail to exemplify) the assumptions, principles, concepts or constructs of behaviour therapy. Do not rely solely textbooks as resource material. You should also make use of literature published in journals or edited texts. Papers should follow American Psychological Association (APA) format. Grammar and spelling will count.

### **A NOTE ON PAPERS AND EVALUATION AND TESTS:**

Papers that are late will be deducted 20% per day. Exceptions are made for illness, family death or exceptional circumstances. Where applicable, late papers and missed

tests will require completed **Attending Physician's Statement** (form available on the Registrar's website) for accommodation.

The University has subscribed to the Turnitin service which helps professors identify internet plagiarism and helps students maintain academic integrity. The work submitted by students in this course will be submitted to Turnitin. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second class, consult with the instructor to make alternate arrangements

**Cheating/Plagiarism.** The University does not look favourably on cheating of any kind and the penalties for doing so are very harsh. Become familiar with the rules and regulations regarding cheating/plagiarism. Information on plagiarism, cheating and other forms of academic dishonesty is provided in the Department of Psychology Supplemental Calendar and the York University Academic Integrity web site. (<http://www.yorku.ca/academicintegrity/students/index.htm>)

Information on Student Conduct Standards, Religious Observance Accommodation and Accommodations for Students with Disabilities is available on the Senate Committee on Curriculum & Academic Standards webpage – ([http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm))

### **Case Study: (N of 1 project)**

Psychology involves the study of human behaviour. For this requirement, you will study OBSERVABLE behaviour.....your own! It is your opportunity to apply some of the principles of behaviour modification in a practical manner. You will design and apply a treatment plan for yourself, mapping consistencies and changes in some aspect of your own observable behaviour using an ABA programme. Steps for this process are outlined below.

1. Start by briefly outlining the principles of an ABA (before and after) study.
2. List some sources of dissatisfaction or desired changed
3. List three behaviours (and the situations in which they typically occur) that you would like to increase or decrease (present in class November 24, 2014)
4. From the three behaviours listed in 3 above, select one. In your selection, keep in mind that it must be a behaviour that can be measured objectively or empirically (i.e., it can be counted, weighed, measured, etc. and it can be detected by another observer observing you). Thus, "asking questions in class", or "losing 5 pounds" could be objectively "measured" by you, or by an external observer. However, "improving your mood" or "feeling less cranky" is difficult for even you to measure objectively, let alone

for an external observer to do so. This doesn't mean that "changes in mood" are not important psychological phenomenon. It's just that for this assignment we want to work with behaviours that are more easily measured. Case study progress will be discussed each week in class, so pick a behaviour you are comfortable discussing in class

5. Starting during the week of January 5, collect baseline or base rate data of your selected behaviour for 2 full weeks to determine your pre-treatment level. Incorporate principles of behavioural assessment in your baseline recording. Note: how will you record and protect your data? Some students have recorded data that was undecipherable and one even lost her baseline data.
6. Discuss principles of learning or behaviour change that can guide you in your attempts to modify you own behaviour (e.g., reinforcement, controlling antecedents, modeling, shaping etc.). These principles arise from psychological theory and research. You need to go to the literature to be able to describe them adequately.
7. Because of individual differences, some principles of learning apply more readily to one person than another, so in considering these principles look for those that are most likely to work with the particular individual that is you.
8. Relying on your baseline and assessment procedures, decide on a "treatment" or behaviour change procedure based on some combination of the learning principles discussed in 6 and 7 above. (Verbal class presentation of treatment proposals Jan. 10, 2015)
9. Beginning in the week of Jan. 19, put the behaviour change plan into operation and continue collecting and recording data for two weeks.
10. Stop the treatment after two weeks, and continue to collect and record "post-treatment" data for additional two weeks (Feb. 2 – 16)
11. Analyze and present your results. In presenting any data, at least two characteristics should be portrayed: a) Central tendencies or condensations: and b) Variability. Graphic data, tables and verbal descriptions are acceptable means of data presentation.
12. Discussion of results and suggestions for future treatment. Class presentations of case study findings will be scheduled from Feb. 23 to March 30, 2015.
13. Hand in a 10-page (maximum) double-spaced paper describing your study. The paper should include a description of baseline data collection and assessment, treatment package, results, and a discussion including suggestions for future treatment. You can use an empirical article format, but write in the first person. Otherwise rely on APA style guidelines. (Due April 3, 2015)

## **FALL LECTURE SCHEDULE**

Sept. 8      Course Overview



Video 8995: One-session treatment of a patient with specific phobias  
Application Exercise #5

Prolonged/Intense Exposure Therapy  
Readings: Spiegler & Guevremont: Chapter 10

10 Modeling Therapy  
Readings: Spiegler & Guevremont: Chapter 11  
DVD 7483: Weight loss and control  
**Case Study:** Covert Sensitization for paraphilia  
Application Exercise #6

17 Cognitive-Behavioural Therapy: Cognitive Restructuring  
Readings: Spiegler & Guevremont: Chapter 12  
Application Exercise #7

Cognitive -Behavioural Therapy: Coping Skills  
Readings: Spiegler & Guevremont: Chapter 13  
Film: Cognitive therapy for depression [electronic resource].

24 Third Generation Behavior Therapies  
Chapter 14  
DVD 9144: From suffering to freedom: practicing reality acceptance  
**N of 1 project:** Due: list of three possible behaviours to change  
Application Exercise #8

Dec. 1 Test #2

## WINTER TERM

Jan. 5 Developmental considerations in child behaviour problems  
Reading: Hembree-Kigin & McNeil, Chapters 1 & 2  
Film: Reality therapy with children [electronic resource]  
**N of 1 project:** Begin collecting two weeks of baseline data

12 Behavioural Play Therapy: Teaching behavioural play skills  
Reading: Hembree-Kigin & McNeil, Chapters 3 & 4  
Case Study: Assessment: Collecting two weeks of Baseline Data

DVD 12433 Behavioral treatment of autistic children (Lovaas)  
Application Exercise #9

- 19 Teaching Discipline Skills to Parents  
Reading: Hembree-Kigin & McNeil, Chapter 5  
**N of 1 project:** Class Presentations of Treatment Proposals,  
Initiate Two-Week Treatment Phase
- 26 **Theoretical Paper due** (hard copy in class, e-copy to turnitin.com)  
Teaching Discipline Strategies to Parents  
Reading: Hembree-Kigin & McNeil, Chapters 6  
Application Exercise #10
- Feb. 2 Progressing through the Discipline Program  
Reading: Hembree-Kigin & McNeil, Chapters 7  
**N of 1 project:** Initiate Two Week Post-treatment Phase
- Termination in behaviour therapy and PCIT  
Reading: Hembree-Kigin & McNeil, Chapter 8
- Feb 6 Last day to drop course without academic penalty*
- 9 Test #3: Hembree-Kigin & McNeil
- 16 reading week
- 23 Class Presentations: Case study findings
- Mar. 2 Class Presentations: Case study findings
- 9 Class Presentations: Case study findings
- 16 Class Presentations: Case study findings
- 23 Class Presentations: Case study findings
- 30 Class Presentations: Case study findings
- April 3 **Case Study Paper due** (hard copy to secretary by 1:00 p.m., e-copy to  
turnitin.com)



*Last day to drop class without academic penalty: Feb. 6, 2015*