

*Proposed Course Outline**
BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY
Psychology 4030 6.0 Sections B & D Term Y

York University
Department of Psychology
2013-2014

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 in Psychology and have completed 14 university courses or 84 credits (Excluding Education Courses).

Course Director: Dr. M. Sharon Armstrong
Office: 251/253 BSB
Hours: By appointment
Phone: 416-736-5125 (messages only)
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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 Textbooks:

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

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

Additional Textbook (not required):

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

Additional Readings and Audio-Video: To be announced.

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

Attendance, Participation & Behaviour Change Project Updates	(6 % - 3% per term)
Weekly Quizzes	(4 % - 3% 1 st term; 1% 2 nd term)
Theoretical Paper	(10 %)
Fall Term Test	(25 %)
Winter Mid-Term Test	(25 %)
Seminar Presentation	(10 %)
Behaviour Change Proposal	(5 %)
Behavioural Change Report	(15%)

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 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. 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.**
- * **Active involvement in class discussion.**
- * **Regular updates on student's progress on behaviour change project.**

Quizzes: A short quiz will be administered at the **beginning of class and it will be based on the text reading for that week.** The quiz will usually consist of 3 or 4 short answer questions AND/OR 4 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 at the end of the first class). These quizzes are designed to help students to maximize their understanding of the material being covered each week and to encourage study and preparation for the two multiple-choice exams, which will cover a large amount of material each term. Two (worst or missed) quizzes in the first term and one in the second term will not be counted. In these cases, students are expected to write a comprehensive chapter summary. **Other than this, there is no substitute for a missed quiz.**

Theoretical Paper:

The assignment will consist of a 1200-1400 word essay in three parts; total essay will be approximately 5 pages, **not** including references or cover page. The assignment will be broken up into three questions from your second text book, *Self-Directed Behavior: Self-Modification for Personal Adjustment*. You will answer these questions using your text books and at least two journal articles from peer reviewed journals.

Your paper will be submitted to and graded on Turnitin (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 for last resubmission to Turnitin on Moodle; 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 6th Edition. 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 Centre for Academic Writing (329 Ross) as well as the American Psychological Association (APA) Publication Manual, which you can find either the library or the bookstore. In addition, there are several 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 immediately.

Behavioural Assessment & Application of Behaviour Change Programme

Having learned the underlying theoretical principles and many of the techniques of behavioural assessment and change, you will now have the opportunity to put your recently acquired knowledge into practice as you apply behaviour modification strategies to your own behaviour. For this assignment, you will choose a target behaviour that you would like to either increase or decrease. Using an ABAB study design, you will observe the behaviour, attempt to modify it, remove the treatment, and observe and write up the results.

The Full Year Process:

- ❖ Review the principles of ABAB (reversal) study design.
- ❖ Consider a behaviour that you would like to change.
- ❖ **Clear your choice of behaviour change topic with professor by due date.**
- ❖ Come up with an operational definition of that behaviour that is specific, well-defined, measurable and can be observed by another person. This is your target behaviour.
- ❖ List the maintaining conditions for that target behaviour.

- ❖ Beginning the **week of the first class in January**, observe your behaviour for one week; **be sure to record this information carefully**– this is your baseline data! Make sure that this raw data is safely and securely stored!
- ❖ From what you have learned in this course, a review of the relevant literature, and taking into consideration your assessment data (as much as you have accumulated to this point), come up with the most effective intervention for modifying the behaviour.
- ❖ **Write your proposal and upload it to Turnitin by the due date on your lecture schedule.**
- ❖ Following the dates listed on your Lecture Schedule, you will engage in your treatment for one week, then remove the treatment for one week and finally re-start the treatment for one week, always continuing to collect data to measure your behaviour.
- ❖ Analyse your results.
- ❖ In late February, results will be presented to the class.
- ❖ Papers are to be uploaded on Moodle on the date of the student's presentation. (See Lecture Schedule for 2nd option).
- ❖ Note that neither the grade for the paper nor the grade for the presentation is in any way dependent upon the success of the behaviour modification programme! Rather, grades are dependent upon the quality of the design and of the written and presented work.

Proposal – Part I – Steps 1-4 of “The Process of Behavior Therapy” in Chapter 4 of S&G text:

1. Clarify a problem you would like to work on in your project next term. Reviewing step one in your text, can you come up with a specific, simple and single problem to solve?
2. Describe the goal(s) you would like to accomplish in specific, unambiguous and measurable terms. Are they realistic? How do you know? If not, what changes do you need to make?
3. Describe your target behaviour. State whether it is an acceleration behaviour or a deceleration behaviour. Discuss **how** your target behaviour meets the 4 characteristics of Good target behaviour (TB; pp. 53-54). Now take a critical look at what you have written. What might be missing or needed to be in place to ensure validity of each of the four characteristics?
4. When/how/under what conditions is your TB appropriate and adaptive? When/how might it not be appropriate or adaptive?

Proposal – Part II

- ◆ Describe your modified TB after having reviewed and incorporated Dr. Armstrong's comments from “Proposal – Part I”. Explain how your new TB has been improved.
- ◆ Describe the ABAB study design. What is the function of each of the four phases?

Proposal – Part III

- ◆ Now that you have designed a good target behaviour and one that is appropriate and adaptive, focus on the maintaining conditions. What are all of the possible maintaining conditions and what do you think are the probable maintaining conditions of your TB?
- ◆ Describe intervention you plan to use.
- ◆ Show how your intervention is expected to directly change the maintaining conditions and how it is expected to indirectly change the TB.
- ◆ Use the example of the graph in chapter four of Spiegler & Guevremont to demonstrate, roughly, what you expect to see (in terms of the ABAB study design).

Final Report (due on day of presentation):

You will write up the procedure and results of your self-change programme in the form of a research study report. 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 12 to 25 pages. ***Rather than focusing on the number of pages, concentrate on producing a well developed paper with the following elements:***

- ❖ Introduction
 - Description of the target behaviour with a complete functional analysis
 - Review of the research literature associated with your chosen intervention.
- ❖ Method
 - Brief explanation of your ABAB design.
 - Description of the intervention used.
 - Explanation of how data was collected, controls, reinforcement contingencies.
- ❖ Results
 - Detailed description of baseline and post-treatment measures (relevant times and dates to be clearly evident).
 - Graphs or charts to facilitate description of results.
 - Specific results of the ABAB-designed treatment (no speculations, just results).
- ❖ Discussion
 - Broader discussion of results and outcomes (be sure to integrate principles and concepts used).
 - Your progress including any obstacles or setbacks.
 - Note that you must show that you clearly understand any **difference between success of the treatment** as evidenced by the ABAB design and whether or not you felt that the treatment was **personally successful** – the latter having more to do with your personal behaviour change goal(s).
- ❖ Conclusions (Note that Discussion/Conclusions could be one section).
 - A critical appraisal of your results, including an analysis of the particular method used to obtain results; an explanation of the possible reasons for the specific results obtained (e.g., degree of success or failure); potential for transfer to other behaviours and future modifications. Relevant material from literature review to be tied into conclusions or discussion.

Seminar Presentation: You will present the results of your Behavioural Assessment and Application of Behavioural Change Programme. You will include a description of your method, your summarised results (charts & tables can be used) and discussion. Each student's presentation will be 25 minutes in length. Presentation sign-up sheet will be available in class in early January. Power-point or Poster style media may be used. Points will be deducted for times under 23 minutes or over 27 minutes.

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 on the following regularly updated website:

<http://www.registrar.yorku.ca/calendars/2013-2014/policies/>

All students should be familiar with the tutorial on Academic Integrity which can be found at:

http://www.yorku.ca/tutorial/academic_integrity/index.html

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.

Last Date to Enrol with permission of Course Director is October 25, 2013

Last Date to Drop this Course Without Academic Penalty is Feb. 14, 2014

**Changes to this PROPOSED course outline may be within the first few weeks of classes. Changes will be announced in class and/or posted on Moodle.*