

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4030 Sections D & E**  
**BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY**  
**2016-2017**

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**Instructor Information**

Instructor: Dr. Karen K Hardtke

Email: [hardtke@yorku.ca](mailto:hardtke@yorku.ca) (expect up to 2 days for a reply)

Office & Office Hours: Students are invited to approach me before lecture with brief questions.

Appointments requiring more time can be scheduled as needed.

Secretary & Contact Information: Ms Agnes Levstik - 281 BSB. 416-736-5125

**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I 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 (excluding (EDUC) education courses)

**Course website:** [Moodle](#)

**Course 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 and interventions aimed at modifying and changing behaviour, will be examined and critiqued.

As the course unfolds, students will gain comprehension of the models of behaviour modification across the *Three Generations* of the Behaviour Therapies. From the *First Generation* therapies of the 1950s and 60s, which emphasized treating clients' overt behaviours by changing the external conditions influencing them, to the *Second Generation* therapies of the mid-1960s that introduced the idea that thoughts/cognitions play an important role in how we feel and behave. Finally we will cover the current 'Third Generation' Therapies, which emerged in the 1990s and stand as a stark contrast to those therapies that came before them in terms of conceptualization of goals, etc. 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 the behaviour therapies and how the model of behaviour therapy fits for them as future clinicians.

Later in the year students will have the opportunity to put theory into practice as they apply the behaviour modification strategies learnt in this course to modifying an aspect of their own behaviour.

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

**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.**

## **Learning Outcomes**

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**

In this class students will:

- \* Learn the principles underlying behaviour modification and behaviour therapy.
- \* Learn how these underlying principles form the basis for the development of interventions for specific behaviour problems.
- \* Develop a functional understanding of the different kinds of treatments and treatment packages and how they are applied to specific behaviour problems.
- \* Learn experientially by carrying out a research project that will include applying theory and treatment intervention(s) learned in this course to ameliorate a personal behaviour deficit or excess and using appropriate research methodology.

## **Required Text**

*Contemporary Behavior Therapy, 2016, 6<sup>th</sup> edition.* Author: M. D. Spiegler. Publisher: Cengage.

(Note that if you choose to make use of an earlier edition of the text, you will need to ensure that you have access to all of the new material & changes to the latest edition.)

For a reduced price on this book go to:

<https://www.vitalsource.com/products/contemporary-behavior-therapy-michael-d-spiegler-v9781305446359>

Students who have not done a great deal of academic writing are encouraged to make use of the Student Papers and Academic Research Kit (SPARK) which can be found at:

<http://www.yorku.ca/spark/index.html>

## Course Requirements and Assessment\*

Assessment	Weighting
Attendance/Participation/Pop Quizzes	15%
Fall Take Home Assignment	5%
Fall Term Test (Multiple Choice & Short Answer)	25%
Behaviour Change Project (BCP)	30%
BCP Proposal (Fall Term) 5%	
BCP Report (Winter Term) 15%	
BCP Panel Presentation (Winter Term) 10%	
Winter Term Test (Multiple Choice)	20%
Class Team Debates	5%
Total	100%

(\*Due Dates: see Lecture Schedule)

**Turnitin Service and Moodle:** Students will hand in all written assignments 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.**
- \* **Pop Quizzes**

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.

**Pop Quizzes:** During the first term, a short quiz may be given at the **beginning of any class and it will be based on that week's chapter of the text book.** The quiz will usually consist of 1 or 2 short answer questions and/or several multiple-choice questions. 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. Quizzes will be**

**given within the first ten minutes of class so arriving late will potentially result in you having to miss that week's quiz.**

Quiz marks will be incorporated into the attendance/participation grade. *The weighting of the pop quiz grade will depend upon the number of quizzes given in the term and therefore cannot be specified ahead of time.*

**Fall Take Home Assignment:** 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](#)). [The Assignment will also be posted on Moodle.](#)

You will:

- 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](#)).
- 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](#)).
- Describe the various reinforcement schedules associated with operant conditioning and give an example to illustrate a reinforcement schedule, drawing from your everyday life.
- In this course, I will be using both individual and group contingencies to reinforce your behaviour. Describe each contingency and provide an example from your course evaluation to illustrate each one.
- TBA (re: the final question)

**Term Tests:** Two term tests will be given – one in the Fall Term and one in the Winter Term. The two tests are non-cumulative.

Fall Term Test: Short answer and Multiple Choice.

Winter Term Test: Multiple Choice.

For these two in-class tests, study the entire chapters, as well as lecture material. *See lecture schedule for dates.*

### **Behaviour Change Project (BCP)**

Having learned the underlying theoretical principles and many of the techniques of behavioural assessment and change, you will 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. You will then 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. Below are the specific instructions for the BCP components.

**Fall BCP Proposal:** Your BCP Proposal will include the following (note this is a proposal and as such you may change aspects of your project as your knowledge of the material increases)

- A brief description of the ABAB study design to show that you understand its purpose
- A description of the general behaviour you plan to modify
- The target behaviour and a functional analysis of your TB
- The intervention(s) you are considering to use to modify your TB
- Your hypothesis regarding change

**BCP Final Report:** 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

Clarification of your Problem & Initial Treatment Goals

Literature Review: describe/discuss/analyse the articles you have found on your topic, both in terms of treatment and the behaviour to be changed.

Description of your TB

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

Describe of the intervention used in your study, being sure to employ behavioural terminology, and clearly explaining the treatment's underlying behaviour principles.

Describe your ABAB research design and clearly articulate your knowledge of the rationale for that particular kind of design.

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.

### 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).

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.

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. I will post the BCP on Moodle and we will discuss it as the semester unfolds.**

**BCP Seminar Presentation:** You will present the results of your Behavioural Change Project. You will include a description of your method, your summarised results (charts & tables can be used) and discussion. Each student's presentation will be circa 30 minutes in length (this will depend on class size – specific intructions will be given once the course is underway). Presentation sign-up sheet will be available in class in early January. Power-point or Poster style media may be used.

**Grading as per Senate Policy:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

**Late Work/Missed Tests or Exams:** Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

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. Failure to provide appropriate documentation will result in a grade of F for the missed test/exam.

**Add/Drop Deadlines:** For a list of all important dates please refer to: [Important Dates](#)

<b>Important dates</b>	<b>Fall (F)</b>	<b>Year (Y)</b>	<b>Winter (W)</b>
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

### **Information on Plagiarism Detection**

As stated in a previous section, Turnitin will be used to encourage and help students prevent any problems with academic honesty in their written work. Students will access Turnitin assignments on Moodle for this course.

### **Electronic Device Policy**

Laptops may be used in this class to take notes. Laptops and other devices are ONLY to be used in class to take notes and, occasionally and when permitted by the professor, to look up information relevant to material being covered in that class.

The use of laptops and other devices for personal use (e.g., completing course work other than note-taking for this course, surfing the net, Facebook, texting, etc.) may be distracting to one's seat-mates, and it is both disrespectful to those who are participating in the class and detrimental to the individual student's learning experience.

### **Attendance Policy**

Students are expected to attend classes regularly and will be graded on attendance and participation. There is no "make-up" for a missed class. If a student must miss a class, it is expected that the student will read the chapter for that week and answer questions posted on the lecture slides on Moodle in order to facilitate learning and prepare for exams.

### **Academic Integrity for Students**

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

**Test Banks:** The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited too; buying or selling test banks.

**Electronic Devices During a Test/Examination:**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

**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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

**Course Schedule:** See lecture schedule, printed separately for each section of this course.

These course materials are designed for use as part of the PSYC4030 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.