

Faculty of Health
Department of Psychology
PSYC 4030 Section C & E
BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY
Fall/Winter 2017-2018

Instructor Information

Instructor: Dr. Karen K Hardtke, CPsych.

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

Appointments requiring more time can be scheduled as needed.

Email: hardtke@yorku.ca (expect up to 48 hours for a reply)

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 introduces students to the major principles, concepts, techniques, and applications of the behaviour therapies. We begin by exploring the behaviour therapies of the 1950&60s (i.e., the “First Generation” Behaviour therapies) with their focus on treating clients’ overt ‘problem’ behaviours by changing the external conditions influencing them. We then move into the 1960s with the introduction of cognitive factors as important determinants of ‘problem’ behaviours (i.e., the “Second Generation” Behaviour Therapies including the Cognitive Behavioural therapies). Finally, we will touch upon the emergence of the “Third Generation” Behaviour therapies, a departure in the 1990s from the previous generations and represented by the therapies of Mindfulness and Acceptance Commitment Therapy. Throughout we will explore, learn and critique the material presented while encouraging students to identify those therapies consistent with their own development as clinicians.

Early in the year, students will be asked to identify a behaviour they would like to modify. As the year progresses, they will have the opportunity to put their growing knowledge into practice as they apply the behaviour modification strategies learnt to modifying as 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.

Program 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 and interventions underlying the “Three Generations” of 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 (i.e., how to conduct a comprehensive functional analysis to inform treatment)
- ✓ Learn experientially by carrying out a research project that will include applying theory and treatment intervention(s) learned in this course to modify a personal behaviour deficit or excess and using appropriate research methodology.
- ✓ Display knowledge of the past and current controversies with regards to behavioural interventions by participating in a group debate.

Required Text

Contemporary Behavior Therapy, 2016, 6th 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.)

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Attendance/Participation+	Periodic updates throughout year	15
Fall Take Home Assignment #1	End of September 2017	5
Fall Take Home Assignment #2	End of October 2017	10
Fall Term Test	Last day of Fall classes 2017	25
BCP Report	March - April 2018	15
BCP Presentation	March 2018	10
Winter Term Test	Mid February 2018	15
Class Team Debates	Last day of class 2018	5
Total		100%

Description of Grading Components

Attendance/Participation+: Each week, after reading the book chapter for the next class, you will prepare comments or questions for classroom discussions. This component will be evaluated on the following:

- * **Consistent seminar attendance, with end of year attendance and contributions during student BCP presentations weighted slightly higher.**
- * **Evident preparation for discussion about text chapter/assigned readings.**
- * **Quality and level of active involvement in class discussion.**
- * **Pop Quizzes & Inclass Group Exercises**

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 and in-class exercises 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 #1

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 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.
- Explain operant conditioning and provide an example of this principle at work, drawing from your everyday life.

- Describe the various reinforcement schedules associated with operant conditioning and give an example to illustrate a reinforcement schedule, drawing from your everyday life.
- TBA (re: the final questions)

Fall Take Home Assignment #2

Students will be asked to commit to a problem behaviour taken from the list provided that they will address in their Behaviour Change Project. Students will conduct a comprehensive literature review of the behavioural therapies/interventions that have been used to modify their chosen problem behaviour (functional analysis, research design) as well as outline the research design they plan to implement in the BCP.

[This assignment, with its expected components, will be outlined on the course section Moodle page.](#)

Term Tests: Two term tests will be given – one in at the end of the Fall Term and one mid-Winter Term.

Fall Term Test: Multiple Choice & Short Answer.

Winter Term Test: Multiple Choice.

For these two in-class tests, study the entire chapters, as well as lecture material.

[See lecture schedule for test dates.](#)

Behaviour Change Project (BCP)

Having learned the underlying theoretical principles and many of the techniques of behavioural assessment and change, students will have the opportunity to put their recently acquired knowledge into practice as you apply behaviour modification strategies to your own behaviour. For this assignment, students will choose a target behaviour from the list of ‘problem behaviours’ provided 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.

[Specific instructions for the components of BCP are outlined on your course section Moodle Page.](#)

BCP Seminar Presentation

You will present the results of your Behavioural Change Project to the class in March. 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 instructions 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 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

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.

Late work will not be accepted without significant grade penalty. [Please approach me immediately if you are in a position of falling behind.](#)

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2017-18 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	March 10 - Apr. 6

***Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Information on Plagiarism Detection

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.

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.

["Participants who engaged in text messaging demonstrated significantly poorer performance on a test covering lecture content compared with the group that did not send and receive text messages."](https://doi.org/10.2478/v10195-011-0039-0) (Barks, Searight & Ratwick, 2013, <https://doi.org/10.2478/v10195-011-0039-0>).

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 tests.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

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 Materials Copyright Information

These course materials are designed for use as part of the **COURSE CODE** 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. [Intellectual Property Rights Statement](#).

Course Schedule:

See lecture schedule, printed separately for each class.