

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4030 6.0 F: BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY**  
**Wednesday/14:30-17:30/VC 118**  
**Fall/Winter; 2017/2018**

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**Instructor and T.A. Information**

Instructor: Dr. M. Sharon Armstrong  
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**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 Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

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

**Course 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 theoretical underpinnings, principles and models of behaviour modification and the basic procedures of many of the behaviour and cognitive behaviour therapies. At the same time, students will investigate and appraise relevant research and ethical issues. Students will make use of what they have learned in order to apply the basic principles of behaviour modification to specific treatment plans for behaviour change and they will evaluate the effectiveness of these procedures.

Note that *active participation* in both class discussion and skills practice is expected and will be included in the final grade.

## 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:

- \* Study and 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.

## Course Requirements and Assessment (Due Dates on Lecture Schedule):

Assessment	Date of Evaluation (if known)	Weighting
Participation & Update Reports on Behaviour Change Project	End of course	7%
Pop Quizzes	End of course	3%
First Term Paper	TBA	15%
Fall Term Test	TBA	20%
Winter Term Test	TBA	20%
Group Presentation	TBA - Second Term	15%
Behaviour Change Project Paper	End of course	20%
Total		100%

## Description of Assignments

**Moodle:** *Note that I will be making use of Moodle to post Lecture Schedule, assignment instructions and other important information as well as any changes to the course – be sure to check Moodle regularly.*

**Class participation:** Each week, after reading the book chapter for the next class, students 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 and activities.**
- \* **Contributions to idea sharing about class members' behaviour change projects.**

**Project Update Reports:** During the first few weeks of the 2<sup>nd</sup> term, students will be evaluated on the progress of their Behaviour Change Projects. This will be done at the beginning of each class, when progress reports will be given by each student. During some classes, these reports will be made individually (verbally or in writing) by answering questions posed by the professor; in other cases, they will be done via group discussion and graded during a small group presentation.

**Pop Quizzes:** During the first term, a short quiz may be administered 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 & 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.** 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.*

## Term Tests

Two term tests will be given. Two term tests will be administered, one in the fall term and one in the winter term. They will be based on text chapters as well as lecture material. They will be a combination of multiple-choice and brief short-answer questions. Study the entire chapters as well as lecture material and prepare to answer both multiple-choice and short-answer questions on the tests. *See lecture schedule for dates.*

## Fall Term Paper

A 5-6 page theoretical paper, including a section on Mosaic Plagiarism and a section that reviews the literature on a specific behaviour problem & treatment(s) will be written in APA-style. *The instructions for this assignment will be posted on Moodle.*

## **Behaviour Change Project and Paper – Second Term Project**

Having learned the underlying theoretical principles and many of the techniques of behavioural assessment and change, students will now have the opportunity to put their recently acquired knowledge into practice as they apply behaviour modification strategies to their own behaviour.

**Early in the first term**, students will choose a target behaviour from a list provided by the professor that they might like to try to either increase or decrease. The **fall term paper** will be based upon this same topic. In the second term, students will design an ABAB style research project to study the effects of a particular Behaviour Modification treatment on the identified target behaviour.

Beginning the first week of classes in January students will observe the behaviour, attempt to modify it, remove the treatment, and observe and record the results. They will then write up the procedure and results of their self-change programme in the form of a research study report. The 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. More comprehensive instructions will be provided as the first term gets underway.

### **Group Seminar Presentation**

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. ***Instructions will be posted on Moodle prior to topic selection*** for this component of the course.

### **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://myacademicrecord.students.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 Attending Physician Statement is expected to be submitted to the course director 48 hours from the missed assignment (or test) date.

### **Important New Information Regarding Missed Tests**

For any missed tests or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

### **Add/Drop Deadlines**

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

	<b>FALL (F)</b>	<b>YEAR (Y)</b>	<b>WINTER (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course <b>with permission</b> 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:** 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. Students will be able to access Turnitin **through the Moodle** application for this course.

### **Electronic Device Policy**

Electronic devices are to be turned off (or set to silent mode) and put away during class time, with the exception of those devices that are being used to take notes (e.g., laptops) or at specified times, for the purpose of completing in-class course-related assignments (e.g., group work).

### **Attendance Policy**

Class attendance will be graded as part of the participation and group engagement aspect of this course that is predicted to lead to a high level of experiential learning.

## **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 PSYC 4030 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**

The Lecture Schedule will be posted on Moodle as soon as possible.