

Faculty of Health
Department of Psychology
PSYC 4030 6.0 Section D: BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY
Mondays, 11:30am to 2:30pm, rm. 101 McLaughlin College (MC)
Fall/Winter 2018-2019

Instructor Information

Instructor: Jennifer Lewin
Office: rm. 251 BSB
Office Phone: -
Office Hours: Mondays 5:30pm to 6:30pm
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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

This course will introduce students to theoretical (e.g., major principles, concepts, and theories), clinical (e.g. techniques and applications), and research aspects of behaviour therapy. The course will be grounded in traditional models of behaviour modification and behaviour therapy techniques. Students will also be exposed to current conceptualizations of behaviour and cognitive-behaviour therapies. Additionally, students will have the opportunity to investigate and appraise current empirical research on behavioral therapy . Students will be expected to apply basic principles of behaviour modification to specific plans for behaviour change and evaluate the effectiveness of these procedures. This course will emphasize both a theoretical and practical, hands-on approach to learning behaviour principles and therapy. This course strongly encourages active participation in both class discussion and skills exercises (e.g., role plays).

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 scholarly 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 both written and oral form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

1. To develop an educated, informed opinion regarding the strengths and limitations of behaviour therapy.
2. To obtain both a theoretical and experiential sense of various issues common to behaviour therapists and behavioural therapy through literature reviews, class discussions, and participation in various practical exercises and role plays.

Required Text

Spiegler, Michael D. (2016). Contemporary Behavior Therapy, 6th edition. Boston, MA: Cengage.

Course Requirements and Assessment:

| Assessment | Date of Evaluation (if known) | Weighting |
|--------------------------------|-------------------------------|-----------|
| Test 1 | October 15, 2018 | 12% |
| Test 2 | November 26, 2018 | 15% |
| Theoretical Paper | January 28, 2019 | 13% |
| Test 3 | February 25, 2019 | 15% |
| Group Presentation | March 4 to March 25, 2019 | 10% |
| Presentation Discussant | March 4 to March 25, 2019 | 5% |
| Attendance/Class Participation | throughout the course | 10% |
| Behaviour Mod Case Study | Dec. 3 to April 1st | 20% |
| Total | | 100% |

Description of Assignments

Test 1: Worth 12%

The first test will take place in class on **Monday, October 15th** and test questions will be based on Chapters 1-7 of the textbook, and all lecture material (lectures 1 to 5), including supplementary materials (e.g., assigned readings, videos shown in class, etc...).

Test 2: Worth 15%

The second test will take place in class on **Monday, November 26th** and test questions will be based on Chapters 8 to 13 of the textbook, any supplemental readings provided in class, as well as all lecture material (lectures 5 to 9), including videos shown in class.

Theoretical Paper: Worth 13%

The term paper is due on **Monday, January 28th** via turnitin on moodle by 11:59pm. This theoretical paper gives you the opportunity to engage in a literature review on a particular topic that either a) discusses the effectiveness/limitations regarding the application of behavioural or cognitive-behavioural interventions to a specific behavior or specific clinical population or b) a specific issue relevant to the discussion of behavioural or cognitive-behavioural therapies. The paper needs to be 6 to 8 pages in length (double spaced, one inch margins), with approximately 250

words per page. This is a literature review paper therefore APA style is to be used (in addition grammar and spelling will count with regards to your mark). Additionally, at least 8 recent (i.e., from the last 10 years) peer reviewed journal articles need to be referenced (although do not limit yourself if you wish to use more articles).

Some examples of potential topics for the paper (and group presentations) are located at the end of the course outline. Potential topics will also be discussed in class; however, the choice of topic is up to you. You will need to discuss your topic with the course instructor and receive approval for it prior to writing the paper! **Please note:** *your term paper cannot be on the same topic as your group presentation.*

Test 3: Worth 15%

The second test will take place in class on **Monday, February 25th** and test questions will be based on textbook and supplemental readings provided in class (and will be outlined later in the fall term) as well as all lecture material (lectures 10 to 16), including videos shown in class.

Group Presentation: Worth 10%

Presentation length: 30 to 40 minutes (will be timed)

Post-presentation discussion time: 15-20 minutes

Group size: 3 to 4 people

Presentation article due: in class, 1 week before presentation

Discussants: 2 people per presentation

Student presentations will take place **March 4 to April 1st**. Students will work in groups of 3 or 4 to deliver a presentation to the class that will be a maximum of 40 minutes in duration. Topics can be chosen from the list provided at the end of the course outline (not exhaustive list) or you can select another topic as long as you discuss the topic with me beforehand and it is approved. You will be marked as a group regarding the content and process of the presentation as well as how well you respond to questions posed by the class and the course instructor. You will need to provide a relevant reading (e.g., journal article, book chapter, etc) to the class, one week prior to your presentation. **Please note:** *your presentation topic cannot be the same as the topic for your theoretical paper.*

Presentation Discussant: Worth 5%

For each group presentation, two students who are **not** presenting on that day will act as “discussants”. Each discussant must hand in four discussion questions (two based on the article/reading and two based on the presentation). Discussants will help to lead the discussion following the presentation, by noting points of interest and developing questions from the presentation and from the article assigned by the group presenters.

Case Study Final Paper: Worth 20%

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|---|---------------------------------|
| List of three possible change behaviours: | December 3, 2018 in class |
| Baseline Collection: | January 14 to 27, 2019 |
| Brief presentation of Treatment proposal: | January 28, 2019 in class |
| Treatment: | January 28 to February 10, 2019 |
| Post Treatment: | February 11 to 24, 2019 |

Final Paper due:

April 1, 2019 in class

With behaviour therapy, client change results from “doing something” different rather than “talking about” issues or problems. For the case study project, you will have the opportunity to apply an ABA programme to one of your own behaviours. For the purpose of this project, you will choose an OBSERVABLE behaviour and apply principles of behaviour modification in a practical manner in order to increase your understanding of these principles and maybe even make a change in your behaviour that you have been wanting to make. 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 the case study project are outlined:

1. Start by making sure you outline and understand the principles of an ABA study (Chapter 5 “reversal studies”).
2. Brainstorm some observable behaviours you would like to change or problem behaviours.
3. List three observable behaviours (and the situations in which they typically occur) that you would like to increase or decrease (to provide in class on December 3, 2018).
4. Select one of the behaviours from your list to observe and monitor. In your selection keep in mind that the behaviour should be an “overt” or observable behaviour that can be measured objectively by you (i.e., it can be counted, weighed, or measured and this behaviour can also be observed by another person). For example, “biting my nails”, “gaining 5 pounds” or “initiating conversations with people I know” can be objectively measured by you or by an external observer. In contrast, “ruminating less” or “feeling more peaceful” is difficult for you to measure objectively, let alone for an external observer to do so. Changes in mood or changes in one’s internal experience are important psychological phenomena (and can be modified using behavioural principles); however, for the purpose of this project, work with a behaviour that is more easily measured. Case study progress will be discussed each week in class, so pick a behaviour with which you are comfortable discussing in class. .
5. Starting during the week of January 14, 2019, collect baseline or base rate data of your selected behaviour for 2 weeks to determine your pre-treatment level. Incorporate principles of behavioural assessment in your baseline recording. Note: you need to consider, how you will record and protect your data? Make sure that when you record your data, you can actually read it, and back it up so that you don’t lose it!
6. Discuss principles of learning or behaviour change that can guide you in your attempts to modify your own behaviour (e.g., reinforcement, controlling antecedents, modeling, shaping, etc.). These principles arise from psychological theory and research. You will need to refer to your textbook as well as to the research literature to be able to describe them adequately for the particular behaviour you are observing and “treating”.
7. Remember that behaviour therapy is about creating an individualized treatment plan. As such, when looking through different principles of learning and behaviour change, in your decision consider which principles are most likely to work with you. (Just like if you work with clients in the future, you need to justify and determine which principles of learning would be most likely to work or resonate with client).
8. Relying on your baseline data and review of assessment procedures (and behaviour change principles), create a treatment or behaviour change procedure based on some combination of

learning principles discussed in 6 and 7 above. Brief, informal class presentations of treatment proposals will take place during January 28th class.

9. Beginning the week of January 28th, you will put your behaviour change plan into operation and continue collecting and recording data for 2 weeks.

10. Stop “treatment” after 2 weeks, and continue to collect and record “post-treatment” data for additional 2 weeks (from February 11 – 24).

11. Hand in a 10-page paper (maximum) double spaced paper describing your study. The paper should include a description of your baseline data collection and assessment, treatment package, results, and a discussion including suggestions for future treatment. In your results section, make sure to provide a) central tendencies or condensations and b) variability. Graphic data, tables, and verbal descriptions are all acceptable means of data presentation. You can employ an empirical article format but due to the nature of the project, write it in the first person. Your paper should follow APA guidelines. The paper is due on Monday, April 1st (hard copy in class and soft copy via turnitin on moodle).

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 2018-19](#))

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.

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 2018-19 - Important Dates](#)

| | FALL (F) | YEAR (Y) | WINTER (W) |
|--|---------------------|---------------------|-----------------------|
| Last date to add a course without permission of instructor (also see Financial Deadlines) | Sept. 18 | Sept. 18 | Jan. 16 |
| Last date to add a course with permission of instructor (also see Financial Deadlines) | Oct. 2 | Oct. 23 | Jan. 30 |

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| Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines) | Nov. 9 | Feb. 8 | March 8 |
| Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below) | Nov. 10 - Dec. 4 | Feb. 9 - Apr. 3 | March 9 - Apr. 3 |

***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

The university has subscribed to the Turnitin service which helps professors identify internet plagiarism and helps students maintain academic integrity. The work submitted by you in this course will be submitted through Turnitin via moodle.

Electronic Device Policy

Electronic devices are to be used in class for course work only. Social norms have a significant impact on our behaviours, so out of respect for other students (and the course instructor), refrain from using electronic devices in class for personal or entertainment purposes.

Attendance Policy

Students are expected to attend all seminar classes. Attendance will make up a portion of your participation grade. 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(s) for that week and answer questions posted on the lecture slides (posted 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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

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 PSYC4030D 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

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| September 10 | Lecture 1: Course Overview/Chapter 1 and 2 |
| September 17 | Lecture 2: Chapters 3 and 4: Behavior Model/Process of BT |
| September 24 | Lecture 3: Chapter 5 and 6 : BT Research & Behavioral Assessment |
| October 1 | Lecture 4: Chapter 7: Acceleration Behavior Therapy |
| ***** Fall Reading Week, October 8 to 12, 2018***** | |
| October 15 | Test 1 (all textbook readings, lecture notes, videos) |
| October 22 | Lecture 5: Chapter 8: Deceleration Behavior Therapy |
| October 29 | Lecture 6: Chapter 9: Combining Reinforcement & Punishment |
| November 5 | Lecture 7: Chapter 10 & 11: Exposure Therapy |
| November 12 | Lecture 8: Chapter 12: Modelling Therapy |

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| November 19 | Lecture 9: Chapter 13: CBT: Cognitive Restructuring |
| November 26 | Test 2 (textbook readings, ch. 8 to 13, all lecture, video material) |
| December 3: | Lecture 10: Chapter 13: CBT: Cognitive Restructuring continued Case study project: Due: list of three possible behaviours to change |
| Winter Term 2019 | |
| January 7 | Lecture 11: Chapter 14: CBT: Coping Skills |
| January 14 | Lecture 12: Chapter 14: CBT: Coping Skills continued Case study project: begin collecting 2 week baseline data |
| January 21 | Lecture 13: Chapter 15: Third Generation Behavior Therapies: Mindfulness |
| January 28 | Lecture 14: Chapter 15: 3 rd Generation Behavior Therapies: DBT Case Study project: Brief class presentation of Treatment Proposal Initiate 2-week Treatment phase |
| February 4 | Lecture 15: Chapter 15: 3 rd Generation Behavior Therapies: ACT Theoretical Paper due via turnitin on moodle |
| February 11 | Lecture 16: 3 rd Generation Behavior Therapies: EMDR Case study project: Initiate 2-week post-treatment phase |
| ***** Winter Reading Week, February 18 to 22, 2019***** | |
| February 25 | Test 3 (all textbook readings/supplemental readings and all lecture material including videos for lectures 10 to 16) |
| March 4 | Group Class Presentations |
| March 11 | Group Class Presentations |
| March 18 | Group Class Presentations |
| March 25 | Group Class Presentations |
| April 1st | Potentially group class presentation Course reflections Case Study Paper due (hard copy in class, e-copy via Turnitin on moodle) |

Some examples of Topics for Presentations and Papers (not a full list)

1. Behavioural Parent Training
2. Virtual Reality Exposure Therapy
3. Social Skills Training
4. Assertion Training
5. Rational Emotive Behaviour Therapy
6. Schema-Focused Cognitive Therapy
7. Problem-Solving Therapy/Training
8. Behaviour Therapy for Chronic Pain
9. Behaviour Therapy for Adherence to Medical Regimens
10. Behaviour Therapy for Prevention of/Treating Physical Illness
11. Behaviour Therapy for Treating Enuresis and/or Encopresis
12. Behaviour Therapy for Treating Tic Disorders
13. Behaviour Therapy for Insomnia and Sleep Problems
14. Behaviour Therapy for Anorexia and/or Bulimia Nervosa
15. Behaviour Therapy for Autism Spectrum Disorder
16. Behaviour Therapy for Bipolar Disorder
17. Behaviour Therapy for other DSM-V Disorder