

Faculty of Health
Department of Psychology
PSYC 4030 6.0 D BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY
Mondays/11:30-2:30/DB 0009
2019/20

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 human behaviour change. Both historical perspectives and current conceptualisations of behaviour and psychotherapies aimed at behaviour modification will be studied.

*Through **active participation** in classroom discussion and skills practice, students will gain comprehension of the theoretical underpinnings, principles and models of behaviour modification as well as 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.*

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 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: 1) the application of underlying principles and development of an intervention to ameliorate a personal behaviour deficit or excess and 2) the use of appropriate research methods to evaluate this treatment intervention.

Required Text

- *Contemporary Behavior Therapy, 2016, 6th edition.* Author: M. D. Spiegler. Publisher: Cengage.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Participation & Update Reports on Behaviour Change Project	End of course	8%
Pop Quizzes	End of course	8%
First Term Paper	TBA	16%
Fall Term Test	TBA	20%
Winter Term Test	TBA	20%
Group Presentation	TBA - Second Term	12%
Behaviour Change Project Paper	End of course	16%
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 (a basic but not sufficient component for a good grade).**
- * **Evident preparation for discussion about text chapter/assigned readings.**
- * **Quality and level of active involvement in class discussion and activities.**
 - **See also Electronic Device Policy in this document.**
- * **Contributions to idea sharing about class members' behaviour change projects.**

Project Update Reports: During the first few weeks of the 2nd 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 will be administered at the **beginning of several classes and it will be based on that same 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 by encouraging reading 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 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 systematically observe their chosen target 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 2019-20](#)

Missed Tests/Midterm Exams/Late Assignment

For any missed tests, midterm exam 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 missed tests, midterm exam or late assignments.

In addition, to the online form, students documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., MUST submit official documentation (e.g. [Attending Physician Statement](#)).

Submission of the official documentation (e.g., APS) is to be submitted within 48 hours of the missing assignment/test/work date. There will only be one make-up test date scheduled, and there is no make-up test for a missed make-up test.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

***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 submit 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). **Participation grades will adversely affected by failure to comply with this policy.**

Attendance Policy

Class attendance will be graded as part of the participation and group engagement elements of this course. Participation and active engagement in classroom discussion and exercise is regarded as a very important aspect of the learning process.

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 4030 6.0 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 next page.

Tentative Course Schedule: Changes will be announced on Moodle or in class.

FALL TERM

<u>Date</u>	<u>Topic</u>	<u>Reading to be completed</u>
September 9	Class Introduction; Course Outline; Introduction to Behaviour Therapy *Expect a Course Outline Quiz	Course Outline & Text, Chapter 1
September 16	Antecedents of Contemporary BT	Text, Chapter 2
September 23	The Behavioural Model	Text, Chapter 3
September 30	The Process of BT	Text, Chapter 4
October 7	Research	Text, Chapter 5
October 12-18	FALL READING WEEK – NO CLASSES	
October 21	Assessment Fall Term Paper DUE by upload on Moodle	Text, Chapter 6
October 28	Acceleration Interventions	Text, Chapter 7
November 4	Deceleration Interventions	Text, Chapters 8
November 11	Token Economy, Contingency Contract, Behavioural Parent Training	Text, Chapter 9
November 18	Brief Exposure	Text, Chapter 10
November 25	Prolonged Exposure	Text, Chapter 11
December 2	Fall Term Test (Multiple Choice & Short Answer) (20% based on Text chapters 5, 7, 8, 9, 10, 11)	

Tentative Course Schedule: Changes will be announced on Moodle or in class.

WINTER TERM

Date Topic Reading to be completed

January 6 Modelling Text, Chapter 12

Start Behaviour Change Project(BCP): Record Baseline Data for one week.

Group Presentation Lottery

January 13 CBT - I Text, Chapter 13

BCP: Implement change and Record Treatment Data for one week. Discussion to answer questions and facilitate understanding of the behaviour change project. Remember that your project update reports will be graded (weighed 5% of final course grade).

January 20 CBT-II Text, Chapter 14

BCP: Remove treatment and record data for one week. Discussion to answer questions and discuss progress of the individual behaviour change projects. Remember that your project update reports will be graded (weighed 5% of final course grade).

January 27 Acceptance and Mindfulness Text, Chapter 15

BCP: Reinstate treatment and record data for one week. Discussion to answer questions and discuss progress of the individual behaviour change projects. Remember that your project update reports will be graded (weighed 5% of final course grade).

February 3 Applications to Medical Disorders Text, Chapter 16

BCP: Conclude post-treatment phase and begin analysis of results. Discussion to answer questions and discuss progress of the individual behaviour change projects. Remember that your project update reports will be graded (weighed 5% of final course grade).

February 10 Apps to Psychological Disorders Text, Chapter 17

With Primary Physical Characteristics

*BCP: write up results of behaviour change project. **Behaviour Change Project PAPER due.***

February 15-21 Winter Reading Week – No Classes

February 24 **Winter Term Test: MC & SA – chapters 12-17 (worth 20%)**

March 2 Two Group Presentations and Discussion

March 9 Two Group Presentations and Discussion

March 16 Two Group Presentations and Discussion

March 23 Two Group Presentations and Discussion

March 30 Two Group Presentations and Discussion