

**Faculty of Health  
Department of Psychology  
PSYC 4030 Section A  
BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY  
Summer 2020**

**Tuesdays and Thursdays—8:30am – 11:15am Eastern Standard Time  
This Course is Offered Online Via Zoom**

**\*Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus.**

**\*\*Please also note that this course will be offered SYNCHRONOUSLY, meaning that students are expected to meet at the scheduled times.**

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**Instructor:** Dr. Lorne Sugar, C. Psych.  
**Office Times:** By Appointment  
**Email:** [lornes@yorku.ca](mailto:lornes@yorku.ca) **\*\*E-mail is checked twice daily Monday to Friday, once early in the morning and a second time before 3pm.**

**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:**

It is the student's responsibility to be aware of any course credit exclusions. Please be sure to check the Psychology program requirements and/or consult with either the Undergraduate Psychology Department or an academic advisor.

**Course Website and Contacting the Instructor:** Students are encouraged to contact the instructor through e-mail for very basic questions (i.e., questions that can be addressed in no more than one short paragraph) or to schedule appointments to ask questions of greater depth, to discuss more extensive concerns, or to engage in conversations about other issues. These

appointments will be scheduled/run via Zoom. Please note that Moodle will not be used for this course.

### **Course Description:**

This course will introduce students to several of the major principles, concepts, techniques, and applications of behaviour therapy. In order to provide a more comprehensive framework for consideration, students will also be introduced to principles, concepts, and techniques from other therapeutic schools of thought. Moreover, this course will focus on the processes involved in conducting therapy and the role of the therapist in several situations and contexts.

### **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**

The above seven learning outcomes emphasize broader departmental requirements which are expected to be demonstrated by all undergraduate students taking this course regardless of the section in which they are enrolled. Specific learning objectives for students enrolled in this particular section include:

1. Being capable of demonstrating an awareness of the strengths and limitations of behaviour therapy both generally, as well as with respect to its specific techniques. This awareness will be conveyed verbally through class participation and a group oral presentation as well as in written form through tests and a research review paper.
2. Thinking critically about behaviour therapy and in so doing, forming and communicating sophisticated impressions of the goodness of fit between behaviour therapy and the student on a more personal level. This may be facilitated by each student's consideration of what they have learned about behaviour therapy and the alternative approaches reviewed in class. This will be conveyed by students through class participation and by performance on tests.

3. Experiencing various issues common to therapists and behaviour therapy through participation in and/or observation of various practical exercises completed in class.

**Required Text:**

Spiegler, M. D. (2016). Contemporary Behavior Therapy (Sixth Edition). Cengage Learning.

Please note that the textbook can be purchased in one of two ways:

- 1) Students can contact the York University Bookstore by phone or online at: <https://www.bookstore.yorku.ca> and order the book. The textbook will be shipped for free if the coupon code FreeShip is used.
- 2) Students can contact Nelson directly to secure a digital copy of the book: <https://www.nelsonbrain.com/shop/9781305564268>

**Course Format:**

This course will be seminar-based. Classes will be comprised of lectures, discussions, demonstrations, and role-playing activities. It is anticipated that classes will be used to convey information, provoke respectful discussion and critical thinking, and provide the opportunity to experience and practice some of the concepts discussed in the text and/or reviewed in class.

Please note that students will be provided with a recurring link to enter the virtual classroom via Zoom. The instructor will enable the “waiting room” function to ensure that only students registered in the course will be allowed entry. To that end, students must use their proper name as their identifier. Once the lecture begins, the instructor will not be focused on participants accessing the waiting room so it might take quite some time prior to late-arriving students being noticed and granted access. As such, students are expected to be in the waiting room prior to 8:30am to be granted access quickly and to permit the class to begin on time.

It is requested that students have their cameras on, if possible, so that the instructor can determine if students have any questions during designated question and answer periods. Students are asked to join the class on mute and remain on mute to avoid as many distractions as possible, although students may turn off the mute function when asking or answering questions. Students will therefore need a stable higher-speed Internet connection and a computer with a webcam and microphone and/or a smart device with these features.

**PLEASE NOTE:** \*\* Despite it not being an expectation of this course whatsoever, some students may choose to disclose personal information during discussions. In addition, many students will potentially have differing points of view on any 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 instructor.

### Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Test #1	June 18 <sup>th</sup> , 2020	25%
Test #2	July 28 <sup>th</sup> , 2020	25%
Research Review Paper	June 11 <sup>th</sup> , 2020	20%
Group Oral Presentation	July 16 <sup>th</sup> , - 23 <sup>rd</sup> , 2020	15%
Consultation Assignment	July 30 <sup>th</sup> – August 6 <sup>th</sup> , 2020	10%
Participation	Throughout the Course	5%
Total		100%

### Description of Assignments:

#### Tests:

Both tests will be comprised of essay questions from the textbook and lectures. Although the hope is that students will retain information from the first half of the course, the second test is not cumulative. Because students will have access to the textbook and to their notes while they complete the tests at home, questions will be more complex and application-focused rather than the definitional questions often found on multiple-choice tests. Although the tests can be completed within about four-to-five hours, students will be given up to 48 hours to complete each test to allow all students requiring accommodations (i.e., extra time, breaks) to avail themselves of such. Please note that 48 hours to complete each test is substantially more time than is required and no further extensions will be provided under any circumstances.

#### Research Review Paper:

This paper will require library research. Students will select a topic from the course outline or another topic not listed. Permission from the instructor must be obtained beforehand and students are not permitted to complete their research review paper on the same topic as their oral presentation. Within eight double-spaced pages (maximum), students will provide a description of their topic and then discuss the strengths and limitations of their chosen topic. Finally, students will critically evaluate the research upon which their paper is based. Note that this is not an opinion paper but a research review paper and as such, appropriate referencing using APA style is expected. At least eight journal articles must be referenced although students are encouraged to not limit themselves unnecessarily.

### **Oral Presentation:**

Students will work in groups of three or four to deliver a presentation to the instructor that will be of a maximum duration of 40 minutes. Topics can be chosen from the list provided or students can select another topic as long as permission from the instructor is obtained. The topic chosen by each student in the group must be different from his or her research review paper. Students will be marked either as a group or individually on the content and process of the presentation as well as how they respond to questions posed by the instructor. Students not presenting need not attend class that day and presentation content will not be featured on the class tests.

### **Consultation:**

Each student will meet with the instructor (who will be assuming a supervisory role) for a 15-minute consultation session. Fictional client cases will be provided to students ahead of time for preparation purposes. The student will share his or her formulation and proposed treatment plan and respond to questions from “the supervisor” about their formulation and/or treatment plan. For this assignment, students will need to rely on information conveyed throughout the entire course.

### **Grading as per Senate Policy:**

Numerical marks will be used throughout this class to evaluate performance. Once all evaluative components are completed, these numerical marks will be summed to produce a final mark for each student. This final mark will then be converted to a letter grade based on the following university conversion guidelines:

<u>Range of Marks</u>	<u>Letter Grade Equivalent</u>
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-49	E
39 and Below	F

Please note that there will be no “curving” in this class. Students will earn grades based solely upon their performance. If students work hard and perform well, marks will be strong. If students do not work hard and performance suffers, marks will be weaker. Students are encouraged to keep the rules of rounding in mind. For example, a final mark of 74.8 would be rounded to a 75 but a final mark of 74.2 would not. A final mark of 73.8 would be rounded to a 74, but not to a 75. Students are also encouraged to remain mindful that final grades submitted by the instructor to the university are considered “unofficial” grades. The university always has the option of making adjustments. For example, a student finishing the course with a final mark of 81.4 clearly falls within the A range, however university adjustments (if applied) could serve to maintain this mark in the A range or lower it to a B+. Another example might be that a student with a final mark of 78.9 may remain at a B+ or through university adjustments may be lowered to a B or raised to an A. The instructor’s role ends once the unofficial grades are submitted. Please note that fourth year courses tend to be less susceptible to these grade adjustments in comparison to lower-level courses, but they are not exempt from such.

\*\*For a full description of the York University grading system see the York University Undergraduate Calendar – [Grading Scheme for 2019-20](#).

### **Late Work/Missed Tests or Exams**

Students unable to complete a test due to illness or family emergency must notify the instructor prior to the test and will only be able to complete a make-up test if they submit the completed HH PSYC: Missed Tests/Exams Form to the instructor. **If the instructor does not receive the completed form within 48 hours of the original test start time the student will receive a grade of zero for the test.** Attending Physician Statements are not required due to COVID-19.

Please be aware that the make-up test will very likely be of a different format than the original test. Note clearly that the date and time of the make-up test will be chosen by the instructor, regardless of students’ schedules. Having to attend another class, time differences, or work expectations will not be sufficient reasons for a student to miss the make-up test and there will only be the one opportunity for students to write the make-up test.

The Research Review Paper is due on **June 11<sup>th</sup>, 2020**. Students who submit their paper after 11:15am will lose three marks (out of 15) immediately. Additional three-mark deductions will be made for each 24-hour period the paper is late following the due date and time. **Because the due date for this paper has been provided well ahead of time, all late papers will be subjected to the late penalty, no exceptions. It is each student’s responsibility to begin assignments promptly and account for unexpected events and illnesses.**

If a student is absent on the day of his or her presentation, the other group members will be expected to complete the presentation and will be marked accordingly, while the absent student will receive a zero. A student who misses or is late for his or her consultation will receive a zero. Time constraints do not permit rescheduling of either assignment.

### **Add/Drop Deadlines**

For a list of all important dates please refer to: [Important Dates](#) on the York University website.

Important dates	SU Courses
<b>Last date to add a course without permission of instructor (also see Financial Deadlines)</b>	<b>May 25<sup>th</sup></b>
<b>Last date to add a course with permission of instructor (also see Financial Deadlines)</b>	<b>June 8<sup>th</sup></b>
<b>Last date to drop a course without receiving a grade (also see Financial Deadlines)</b>	<b>July 17<sup>th</sup></b>
<b>Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript –</b>	<b>July 18<sup>th</sup> – August 12<sup>th</sup></b>

**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.

### **Electronic Device Policy:**

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that students will complete tests/exams in a manner that does not require consulting an unauthorized source.

### **Attendance Policy:**

Although there is no attendance mark for this course, it is expected that students will attend regularly in order to maximize the benefits associated with taking this course. Also note that students cannot participate appropriately if they are

absent frequently and this will be reflected in the participation mark. **If a student is enrolled in the course and does not plan on attending regularly, for whatever reason, the student should reconsider enrolling in this course at this time. Please remain mindful that certain evaluative components absolutely must be completed during class time regardless of the country students are living in currently or any work commitments they may have.**

### **Information on Plagiarism:**

Students are also expected to be mindful of referencing their work appropriately in all assignments that require such, and that this referencing conform to APA requirements. Failing to give appropriate credit to authors of original works regardless of whether the student is paraphrasing or using a direct quotation is considered plagiarism.

Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own etc.) to aiding and abetting (i.e., helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty - <https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

### **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.

### **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 university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary.

Students are strongly encouraged to schedule a confidential meeting with the instructor as early as possible in the term if it is believed that academic accommodations are required, so that these can be considered and planned within the context of this course. <https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.
2. All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

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 6.0A 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.

### **COURSE SCHEDULE**

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Chapter</u></b>
May 12 <sup>th</sup>	Welcome and Introduction	
May 14 <sup>th</sup>	Ethical Issues	1
May 19 <sup>th</sup>	Assessment Part 1— The Clinical Interview	3
May 21 <sup>st</sup>	Assessment Part 2—Interviewing Exercise	

May 26 <sup>th</sup>	<b>Assignment of Papers/Presentations/Consultations</b>	
May 28 <sup>th</sup> June 2 <sup>nd</sup>	Assessment Part 3—Testing, Scoring, and Interpretation The Process of Behaviour Therapy and the Trans-Theoretical Model	4 and 5
June 4 <sup>th</sup>	Acceleration/Deceleration Behaviour Therapy	7, 8, & 9
June 9 <sup>th</sup>	Client groups often treated through BT/CBT—Part 1	
June 11 <sup>th</sup>	Client groups often treated through BT/CBT—Part 2 <b>Research Review Paper Due</b>	
June 16 <sup>th</sup>	Client groups often treated through BT/CBT—Part 3	
June 18 <sup>th</sup>	<b>Test 1—Chapters 1, 3, 4, 5, 7, 8, 9, and Lectures Submitted by e-mail by 8:30am on Saturday June 20<sup>th</sup> at the very latest, with a Zero being assigned by 8:31am.</b>	
June 23 <sup>rd</sup>	<b>READING WEEK—NO CLASS</b>	
June 25 <sup>th</sup>	<b>READING WEEK—NO CLASS</b>	
June 30 <sup>th</sup>	Cognitive Therapy and CBT	13 and 14
July 2 <sup>nd</sup>	Dialectical Behaviour Therapy	15
July 7 <sup>th</sup>	Psychodynamic Therapy—An Alternative	10 and 11
July 9 <sup>th</sup>	Person-Centered Therapy—An Alternative	12
July 14 <sup>th</sup>	Comparing Approaches—Ten Dimensions	17
July 16 <sup>th</sup>	Presentation Groups 1, 2, and 3	
July 21 <sup>st</sup>	Presentation Groups 4, 5, and 6	
July 23 <sup>rd</sup>	Presentation Groups 7, 8, (and 9)	
July 28 <sup>th</sup>	<b>Test 2—Chapters 10, 11, 12, 13, 14, 15, 17, and Lectures Submitted by e-mail by 8:30am on Thursday July 30<sup>th</sup> at the very latest with a Zero being assigned by 8:31am</b>	
July 30 <sup>th</sup> , August 4 <sup>th</sup> , and August 6 <sup>th</sup>	Consultations	

## Topics for Presentations and Papers (Not a Full List)

- 1) Token Economy
- 2) Behavioural Parent Training
- 3) Virtual Reality Exposure Therapy
- 4) Systematic and In Vivo Desensitization (which can include Flooding)
- 5) Eye Movement Desensitization Therapy (EMDR)
- 6) Social Skills Training
- 7) Assertion Training
- 8) Rational Emotive Behaviour Therapy
- 9) Schema-Focused Cognitive Therapy
- 10) Cognitive Therapy for Delusions and Hallucinations
- 11) Self-Instructional Training
- 12) Problem-Solving Therapy/Training
- 13) Stress Inoculation Training
- 14) Cognitive-Behavioural Couple Therapy
- 15) Acceptance and Commitment Therapy
- 16) Mindfulness-Based Cognitive Therapy
- 17) Behaviour Therapy for Chronic Pain
- 18) Behaviour Therapy for Adherence to Medical Regimens
- 19) Behaviour Therapy for Prevention of/Treating a Physical Illnesses
- 20) Behaviour Therapy for Treating Enuresis and/or Encopresis
- 21) Behaviour Therapy for Treating Tic Disorders
- 22) Behaviour Therapy for Insomnia and Sleep Problems
- 23) Behaviour Therapy for Anorexia Nervosa
- 24) Behaviour Therapy for Bulimia Nervosa
- 25) Behaviour Therapy for Autism Spectrum Disorders
- 26) Behaviour Therapy for a Specific Anxiety Disorder
- 27) Behaviour Therapy for a Specific Mood Disorder
- 28) Behaviour Therapy for any other DSM V Disorder