Faculty of Health

Department of Psychology

PSYC 4030 6.0 Section C

BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY

Fridays 2:30pm-5:15pm Eastern Standard Time

Online via ZOOM

Fall/Winter 2020-2021

Please note that this course will be offered SYNCHRONOUSLY,
meaning that **students are expected to attend our Friday 2:30-5:15pm ZOOM classes**, while other opportunities to work with the course material will be offered asynchronously.

Instructor Information:
Instructor: Dr. Karen K Hardtke, CPsych.
Email: hardtke@yorku.ca (expect up to 48 hours for a reply)
Virtual Office Hours: Questions not easily addressed via email may be brought to the "virtual office hour" that will be made available in the time remaining after our Friday class.

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

Course Credit Exclusions: Please refer to York Courses Website for a listing of any 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: eClass
https://eclass.yorku.ca/eclass/course/view.php?id=13584

All course materials will be available on the course eClass site, unless otherwise indicated.

The eClass site will be your central access point for course materials!

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 & early 1960s (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 the year we will explore, learn, apply and critique the material presented while encouraging students to identify those therapies consistent with their own development as future clinicians. Students will have the opportunity to put their growing knowledge of the Behaviour therapies into practice as they apply the behaviour modification interventions/strategies learnt in this course to modify an aspect of their own behaviour. In groups, students will take the challenge of applying their knowledge to modify another's behaviour.

Finally, throughout the year, students will be directed to explore how behaviour modification principles are at work in their daily lives, while discussing and debating potential ethical issues regarding Behaiovur therapy.

Program Learning Outcomes

Upon completion of this course, students should be able to:

- ✓ Demonstrate in-depth knowledge of behaviour modification and behaviour therapy.

- ✓ Critically evaluate, synthesize and resolve conflicting results in behaviour modification and behaviour therapy .

- ✓ Articulate trends in behaviour modification and behaviour therapy.

- ✓ Locate research articles and show critical thinking about research findings on behaviour modification and behaviour therapy .

- ✓ Express knowledge of behaviour modification and behaviour therapy in written form.

- ✓ Engage in evidence-based dialogue with course director and peers.

- ✓ Demonstrate an ability to work with others.

Specific Learning Objectives

- ✓ 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/populations.

- ✓ 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 using appropriate research methodology.

✓ Display knowledge of the past and current controvosies 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

The textbook can be purchased in a few ways:

Students can contact the York University Bookstore by phone or online at: https://www.bookstore.yorku.ca Information for shipping also be found at this link.

Students can contact Nelson directly to secure a digital copy of the book: https://www.nelsonbrain.com/shop/9781305564268

(Note that if you choose to make use of an earlier edition of the course text, you will need to ensure that you have access to all of the new material & changes made to the latest edition.)

Course Format and Attendance Policy

The format of the class will be **partly synchronous** (meaning that students will be required to "show up" for our Friday afternoon online ZOOM class) and **partly asynchronous** (i.e., course work that can be done outside of class time, including readings, exercises, most evaluative components).

ZOOM meetings will be held within the 3 hour time slot in which this course is held (Friday's from 2:30-5:15pm). Included in these synchronous periods will be the following (note these are tentative time periods & tentative goals – may change as the year unfolds):
✳ 60-90+ minute seminar "classes", including both instruction and discussion – Each week you will be able to attend by opening that week's **"Zoom Seminar" Meeting link**
✳ 30+ minute class exercises (some of which may be completed asynchronously)
✳ 15 minutes will be reserved at the end of the class to complete the Weekly Quiz* (note: students needing more time to reach the 8 out of 10 correct answers to "pass" will have the rest of the week until the next class to resubmit until the 8 correct is reached)

Asynchronous components will be found under each week's **eClass** and will include the following:
✳ Lecture slides to will be available to be reviewed prior to Zoom class meetings
✳ Weekly Quizzes – you can have until the following Friday by 2pm to submit the Quiz to get the required score of 80% (or 8-10). Once the week is done – it is done and the window closed for that week to submit a quiz.

Friday Class ZOOM Meetings – Here is how it will work!

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 2:30pm to be granted access quickly and to permit the class to begin ontime.**

It is **requested that students have their cameras on during discussion periods**, 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 and remain on mute to avoid as many distractions as possible, although students may turn on 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.

A way to determine Internet connection and speed: there are online tests, such as Speedtest, that can be run.

Useful links describing computing information, resources and help for students:

Student Guide to Moodle

Zoom@YorkU Best Practices

Zoom@YorkU User Reference Guide

Computing for Students Website

Student Guide to eLearning at York University

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.). Evaluative components 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 2020-21

Course Requirements and Assessment for this course:

Assessment	Date of Evaluation	Weighting
Attendance/Participation+	End of year	12
Weekly Quizzes*	Weekly	24
Fall Take Home Assignment	End of Sept/Early Oct. 2020	10
BCP Proposal	End of Oct/Early Nov 2020	5
BCP Report	March 2021	25
Group Presentations	Winter Term	16
Class Team Debates (Ethics)	Last Fall Class	8
Total		100%

*Weekly Quizzes – The quizzes will be multiple-choice. In order to "pass" and get the grade you have to get 8-10 correct on the quiz. You can take the quiz as many times as you want. The deadline to get 8-10 on the quiz is by 2pm before the next scheduled class (see below for further information re: the weekly quizzes)

Description of Course Requirements and Assessment Components

Attendance/Participation+

Each week, after completing the reading and reviewing the lecture slides for the next class, you will prepare to bring your comments and/or questions for classroom discussions. This component will be evaluated on the following:

- Consistent seminar attendance, with end of year attendance.

- Evident preparation for discussion about text chapter/assigned readings.

- Quality and level of active involvement/participation in class discussion.

- In-class Group Excercises

Please Note: the disclosure of personal information is not in any way expected; some students, however, may choose to disclose personal information during class discussions. While 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.

Weekly Quizzes:

A short multiple choice question quiz will be given at the end of each class (with a few exceptions, which will be announced). The weekly quiz will be based on the textbook chapter and lecture material covered that week. The quiz will consist of 10 multiple-choice questions. You will be given time after the lecture to complete the week's quiz. The quiz will be graded on a pass/fail basis. You will need to achieve 8 out of 10 correct to pass the quiz. You can submit the quiz as often as you like to reach 8 correct. The deadline for each week's quiz is one hour before the next week's lecture (2pm Fridays). Each "passed" quiz will earn 1.5% of your final

grade with 24% set aside for this evaluative component. <u>There is no substitute for a missed quiz</u> as you will have the week to re-submit it as many times you need to reach 8 out of 10.

Fall Take Home Assignment

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 eClass (see lecture schedule for due date). The Assignment and instructions will be posted on eClass.

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: final questions)

Behaviour Change Project (BCP) – Proposal & Report

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 they apply behaviour modification strategies to their own behaviour.

For this assignment, students will choose a target behaviour from the list of 'problem behaviours' provided, that they would like to either increase or decrease. Student will submit their proposal in the Fall Term for feedback before embarking on their BCP.

Using an ABAB study design, you will observe the behaviour (A), attempt to modify it using 'behavioural treatment(s)' (B), remove the treatment (A), and reinstate the treatment (B). Students will then write up the procedure and results of your self-change programme in the APA format of a research study.

Specific instructions for the components of BCP Proposal and Report are outlined on our course section **eClass** Page.

Class Team Debates

Ethical issues pertaining to the use of Behavioural therapies with specific popultations will be explored/argued in a class debate format. A 'draw' will take place to form the debate teams. The debate will be held during the final meeting of the Fall Term. Specific instructions about the debate are posted on our course section **eClass** Page.

Group Seminar Presentations

In the Winter term, there will be a series of 45-minute Zoom presentations by groups of three to four students, focusing on a specific behaviour modification strategy for a particular target behaviour. Two groups will present each class. Instructions will be posted on **eClass** prior to topic selection for this component of the course.

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Missed/Late Assignments:

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a valid reason (i.e., illness, family emergency…) for missing an evaluated component in the course must be provided.

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 quiz or late assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2020-21 Important Dates

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7-Dec. 8	Feb. 6 – April 12	March 13-April 12

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are different, be sure to read the information carefully so that you understand the differences between the sessional dates below and the Refund Tables.

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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 EClass application for this course.

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 you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

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. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs 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.

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.

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, Dr. Karen Hardtke unless otherwise stated. You are welcome to use the material for study purposes but copying these materials that I post on EClass for distribution is not permitted.

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.

Student Campus Resources

Learning Skills Services: Amongst other academic supports, hone your presentation skills: https://lss.info.yorku.ca/workshops/

Student Counselling & Development: York's campus mental health services:

https://counselling.students.yorku.ca/

FYI: Calumet and Stong Colleges' Student Success Programming

Calumet and Stong Colleges aim to support the success of Faculty of Health students through a variety of free programs throughout their university career:

- Orientation helps new students transition into university, discover campus resources, and establish social and academic networks.

- Peer Mentoring connects well-trained upper-year students with first year and transfer students to help them transition into university.

- Course Representative Program aims to build the leadership skills of its course reps while contributing to the academic success and resourcefulness of students in core program classes.

- Peer Assisted Study Sessions (P.A.S.S.) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.

- Peer Tutoring offers one-on-one academic support by trained peer tutors.

- Calumet and Stong Colleges also support students' Health & Wellness, leadership and professional skills development, student/community engagement and wellbeing, career exploration, Indigenous Circle, awards and recognition, and provide opportunities to students to work or volunteer.

- Please connect with your Course Director about any specific academic resources for this class.

- For additional resources/information about our student success programs, please consult our website, email scchelp@yorku.ca, and/or follow us on Instagram and Facebook.

Course Lecture Schedule

See Course Lecture Schedule posted on **eClass**

Welcome to 4030 – the 2020/2021 Class!