

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4030 6.0 Section E: BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY**  
**Wednesdays, 2:30-5:30 2020-2021**  
**Online via Zoom from 2:30 (see EClass for weekly details)**  
**Term/Year 2020-2021**

---

**This course will be delivered online, and will include both synchronous and asynchronous aspects. Lectures will either be pre-recorded or slides will be posted on EClass. Quizzes and tests will be delivered via EClass. Course activities, such as group discussions and class exercises will be delivered by Zoom, during the pre-set course time and students will be graded on participation for this element of the course. Be sure that you have Zoom installed on your computer (or whatever device you will be using) BEFORE the start of classes. See York Zoom page at: <https://yorku.zoom.us/>**

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

**To Meet with Me:** I will be available online for the duration of class; outside of class time, 10-15 minute Zoom appointments can be scheduled via email.

**Email:** [sarm@yorku.ca](mailto:sarm@yorku.ca) – when emailing please put the course & section in the subject line, use your name as it appears in EClass, and expect that it could take me up to 3 days to see your email.

**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.

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

**All course materials will be available on the course eClass site, unless otherwise indicated by me. EClass will be your central access point for course materials.**

## **Course Description**

In this course, we will examine theory, research and practical applications associated with human behaviour change. We will look at some historical perspectives of behaviour modification and we will examine current psychotherapies aimed at changing human behaviour. More specifically, we will study the three generations of behaviour therapy that are tied to: i) change in overt behaviours; ii) change in covert behaviours and iii) acceptance-based therapies. Studying the different therapy modalities that apply to each generation, you will also discover the significance of the types of changes that apply, as you get to know the difference between first-order change and second-order change.

Active participation in a variety of remote – and when it becomes possible in-class – activities, discussions and skills practices will enhance and bolster students' newly acquired understanding 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. As well, students will investigate and appraise relevant research and ethical issues. In the latter half of the course, students will make use of what you have learned in order to apply basic principles of behaviour modification to specific treatment plans for behaviour change and then you 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. (online book available through publisher or VitalSource)
  - *If purchasing an older version of the text, note that there are a number of changes and not all chapters are the same.*

## Our Expected Class Format:

The format of the class will be **partly synchronous** (meaning that students will be required to “show up” for online Zoom meetings) and partly asynchronous (i.e., can be done outside of class time, including readings, exercises, most evaluative components). Zoom meetings and exams will be held within the 3 hour time slot in which this course is held (see first page). Included in these synchronous periods will be the following **(time lengths are tentative & may evolve over time, given that the virtual classroom is new for most of us, as we return to classes this year):**

- \* 45-90 minute seminar “classes”, including both instruction and discussion – Each week you will be able to attend by opening that week’s “Zoom Seminar” Meeting
- \* 30 minute class exercises (some of which may be completed asynchronously)
- \* 60 minute exams (fall and winter exams) will also be scheduled during class time

**Asynchronous** components will be found under each week’s EClass CLASS and will include the following:

- \* 25-45 minute recordings of weekly lectures highlighting important elements from that week’s text chapter
- \* Lecture slides which students should review prior to Zoom class meetings
- \* Fall Term Weekly Quizzes – must completed prior to Zoom class meetings, note that these quizzes will be closed half an hour before class and **no** re-takes will be permitted. Text book may be used for these quizzes.
- \* Class forum discussions may be used to allow students to complete EClass assignments.
- \* EClass-based exercises that can be done on student’s own time.

Some of the links below may be useful as you negotiate this online class format:

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

## Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Participation	End of Term	12%
First Term Mini Paper	2 weeks after due date	10%
Fall Term Weekly Quizzes	Weekly	10%
Fall Term Exam	1-2 weeks after test date	16%
Winter Term Exam	1-2 weeks after test date	16%
BCP Update Reports	End of Winter Term	6%
Behaviour Change Report	End of Winter Term	15%
Group Presentation	End of Winter Term	15%
<b>Total</b>		<b>100%</b>

## Description of Assignments

**EClass:** I will be posting the Lecture Schedule, assignment instructions and other important information – as well, as any changes – on EClass so be sure to **check EClass at the start of this course and regularly throughout the term.**

**Class participation:** Each week, after reading the book chapter for the next class, and **after viewing the recorded lecture for that week**, students will prepare comments or questions for class discussions on Zoom. As well, I may post specific questions on the EClass site for you to discuss during our Zoom meeting or in class forums. This will become more clear as the EClass course is fully developed. **Evaluation = 12% based on:**

- \* **Regular attendance at the Zoom Discussion Seminar (approx. 4%).**
- \* **Students are requested to have their camera on during our class discussions. If this poses a problem, please contact me.**
- \* **Quality and level of active involvement in class discussion on the assigned readings in the Zoom Seminar OR on other forms of classroom interaction activities (e.g., Class Forums, Chat Rooms, etc) that will be posted each week on the EClass course (approx. 8%).**
- \* **Online Etiquette: remember that you are \*not\* anonymous on Zoom, whether on the main page or when you are in break-out rooms. Important tips:**
  - You will need to use your Passport York account and login name in order to log in. Be sure that your identity is clear to others.
  - Be present and respectful – if you wouldn't say something face-to-face, don't say it online!
  - Do not assume that others see things exactly the way you do. Patience, respect and the practice of compassion are crucial in this forum.
  - Be careful about sharing your own personal information – generally it is not a requirement of this class.
  - Respect the privacy of others who share their personal information and do not share outside of the class.

**Fall Term Mini Paper:** A 3-4 page theoretical paper, including: i) a section on Plagiarism and ii) a section that describes your specific problem behaviour and target behaviour. Although brief, your paper will be written in APA-style. Instructions for this assignment will be posted on EClass. **(Evaluation = 10%).**

**Weekly Quizzes:** During the first term, a short quiz (approx. 5-8 questions) will be posted on EClass the **week before** each class (except for the first week). It will be **based on that week's chapter of the text book**. So for example, after the first class, I will be posting the quiz for the **second class**, which will be on **chapter 2** of the text. You will have **one attempt to write each quiz, which will close half an hour before the start of class**. Once it is closed it cannot be re-opened. The quiz will usually consist primarily of multiple-choice questions, although there may be one or two short answer questions included, particularly as time goes on. You **will be able** to consult your text to answer the quiz. These quizzes are designed to help students maximize their understanding of the material being covered each week by encouraging reading and preparation. **(Evaluation = 10%)**

**Term Exams:** Two term tests/exams 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. As of the writing of this lecture schedule, I may (or may not) include some multiple-choice questions; the term tests will consist **primarily of short-answer** questions. The tests are **not** cumulative although your *knowledge* of second term concepts is expected to be built upon concepts you studied in the first term. See your lecture schedule for test dates. **(Evaluation = 16% each)**

**Behaviour Change Project (BCP) Update Reports:** During the first few weeks of the Winter term, students will be evaluated on the progress of their Behaviour Change Projects. I will be posting instructions each week on EClass to direct students to that week's update report assignment. During some weeks, these reports will be made individually (verbally on Zoom or in writing). Students will answer questions that I supply and/or complete mini written assignments on EClass. In other cases, you may be asked to provide your project update reports in groups – either on Zoom or on the EClass chat and if so, your reports for that week will be evaluated as a group. **(Evaluation = 6%).**

**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. Your **fall term paper** will be based on this target behaviour. In the second term, students will design an ABAB style research project to study the effects of a particular Behaviour Modification Treatment on this same 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 10 to 20 pages. More comprehensive instructions will be provided on EClass. **(BCP Report evaluation = 15%)**

**Group Seminar Presentation:** In the second term, there will be a series of 45-minute Zoom 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 EClass prior to topic selection** for this component of the course. **(Evaluation = 15%)**

### 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 2020-21](#)

### Missed Tests/Midterm Exams/Late Assignment:

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 <b>without permission</b> of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course <b>with permission</b> 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. Sharon Armstrong, 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](#).

### **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](mailto:scchelp@yorku.ca), and/or follow us on [Instagram](#) and [Facebook](#).