

**COURSE OUTLINE
YORK UNIVERSITY
FACULTY OF HEALTH
DEPARTMENT OF PSYCHOLOGY
PSYCH 4030 6.0 E-FALL/WINTER 2013-2014**

BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY

- Course Director: Dr. Farrokh Sedighdeilami
Room 251 BSB, (416) 736-5125
Office hours: by appointment
fsd@yorku.ca
- Secretary: Agnes Levstik
Room 281 BSB, (416) 736-5125
- Class Meets: Mondays 11:30-2:30 @ SC 203
- Requirements: Two class presentations, a functional behavioural interview, and two exams (one each term). Grading will be based on class presentations, exams, interview, class discussion, and attendance.

Course Objectives and Description:

This course will focus on fundamental principles, concepts, techniques, and applications of behaviour therapy. Historical, theoretical, and clinical application of behaviour modification and behaviour therapy will be covered. Research and measurement issues will be discussed, as well. During the course students will gain a thorough understanding of the fundamental principles of behaviour therapy, and major behaviour therapy procedures applied today, such as cognitive-behavioural therapy (CBT), intensive behavioural intervention (IBI), and functional behavioural interview. Students will become familiar with applications of behaviour therapy and procedures of behavioural medicine and various psychological disorders (DSM). Finally, they will apply the basic principles of behaviour assessment and modification to conduct a functional behavioural assessment interview.

Format:

Seminar style. Class will include a combination of lectures, discussions, video clips, and student presentations.

Required Text:

Spiegler, M.D., & Guevremont, D.C. (2010). Contemporary Behavior Therapy (Fifth Edition). Wadsworth.

Evaluation:

1) Test # 1	(Fall-term- Multiple Choice)	20%
2) Test # 2	(Winter-term- Multiple Choice)	20%
3) Class Presentation # 1	(Group)	20%
4) Functional Behavioural Assessment Interview		15%
5) Class Presentation # 2		15%
6) Attendance & Participation		10%

Test # 1 (Fall-term) & Test # 2 (Winter-term)

The Fall term test (December 02, 2013) will include lecture material, Chapters 1-8 in the Spiegler & Guevremont text. The Winter term test (March 10, 2014) will include lecture material, Chapters 9-16. Both tests will be multiple choice.

There will be no “make up” test unless the request is accompanied by an “attending Physician’s Statement.” The form can be obtained from the Registrar’s Office. If a student becomes ill, the course director must be contacted within 48 hours of the test. If you become ill at any point during the term, you should obtain a note from your physician.

Oral Presentation:

For the first presentation, students (in group 2 or 3) will choose a topic for their group presentations. A Presentation sign-up sheet will be available during the first class. The topics are related to Chapters 8-16 in Spiegler & Guevremont text. First presentations start on October 28. Second presentations will start in the winter term. Each student chooses a topic from the list provided in this course outline and presents it to the class (20 to 30 minutes). Different topics can be chosen by students with the consultation of the course director. During both presentations students present to the class, provoke discussions, and answer questions.

Functional Behavioural Assessment Interview:

The success of a treatment depends on understanding why the client responds in a certain way, and teaching the client a more suitable method of getting that same need met. The process of uncovering why a client responds in a particular way is called a Functional Behaviour Assessment, or FBA. Conducting a Functional Behavioural Assessment Interview is the first step when starting to create a treatment plan. In the winter term students will learn about FBA and how to conduct a FBAI. 15% of the final marks will be based on this part of the course.

Attendance & Participation:

Students are encouraged to be active participants in class. They should prepare comments or questions for class discussion. 10% of the mark will be based on consistent seminar attendance and active involvement in class discussion.

Grading & Final Marks

Numerical marks will be used to evaluate performances. Final marks will be converted to a letter grade based on the York University conversion system as follows:

Percentage	Letter Grade
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
(Marginally below 50%) Marginally failing	E
(Below 50%) Failing	F

Topics For Presentation # 2

Cognitive-Behavioural Therapy for Obsessive-Compulsive Disorder (OCD)
Behaviour Therapy Vs Psychoanalysis
Cognitive-Behavioural Therapy for Post-traumatic Stress Disorder (PTSD)
Behaviour Therapy & Phenomenology
Cognitive-Behavioural Therapy for physically injured clients (e.g., work related injuries)
Behaviour Therapy in correctional services
Behaviour Therapy: pros & cons (why Behaviour Therapy?)
Cognitive-Behavioural Therapy with children and Adolescents
Behavioural Play Therapy
Parent Child Interaction Therapy
Cognitive-Behavioural Therapy with couples
Rational Emotive Behaviour Therapy
Lovaas and his contribution
Early Behavioural Intervention for children with Pervasive Developmental Disorder (PDD)
Incorporating Speech-Language Therapy into Applied Behaviour Analysis Program
Teaching new skills to children with Autism
Are treatments other than Behaviour Therapy effective in treating Autism?

Cognitive Behaviour Therapy and medication for depression: Is any of them more effective?

Intervention strategies for Attention Deficit Hyperactivity Disorder (ADHD)

(with emphasis on Behaviour Therapy)

Cognitive-Behavioural therapy for Eating Disorders

Eye Movement Integration Therapy

Applying Cognitive-Behavioural Therapy for Reducing Disruptive Behaviours in Schools

Cognitive-Behavioural Therapy for Chronic Fatigue Syndrome

Behaviour Modification for Weight Management

Behaviour Modification in the Classroom

Applied Behaviour Analysis (ABA)

Managing diabetes through Behaviour Modification

Self-Instructional Training

Stress-Training Program

Appraisal of Behaviour Modification Techniques in Hospitals

Appraisal of Behaviour Modification Techniques with Children

Applying Intensive Behavioural Intervention (IBI) with Autistic Children

Cognitive-Behavioural Therapy for Childhood Trauma

Behavioural Diagnosis

Neurobiological Considerations for Behaviour Therapy

Lecture Schedule

Fall

Sept.	9	Course overview, Behaviour Therapy: Introduction, Antecedents of Contemporary Behaviour Therapy, Presentation #1 (group) assigned
Sept.	16	The Behavioural Model, Presentation #2 assigned
Sept.	23	The Process of Behaviour Therapy
Sept.	30	Behavioural Assessment
Oct.	7	Acceleration Behaviour Therapy
Oct.	14	Thanksgiving (No Class)
Oct.	21	Deceleration Behaviour Therapy
Oct.	28	Group Presentations Start. Combining Reinforcement and Punishment
Nov.	4	Group Presentation Exposure Therapy: Brief/Graduated
Nov.	11	Group Presentation Exposure Therapy: Prolonged/Intense
Nov.	18	Group Presentation Modeling Therapy
Nov.	25	Group Presentation Cognitive-Behavioural Therapy: Cognitive Restructuring
Dec.	2	Fall-term Test Chapters 1-8

Winter

Jan.	6	Functional Behavioural Assessment and Interview
Jan.	13	Group Presentations Continue Cognitive-Behavioural Therapy: Coping Skills
Jan.	20	Group Presentation Third-Generation Behaviour Therapies
Jan.	27	Group Presentation Applications of Behaviour Therapy to Medical Disorders
Feb.	3	Group Presentation Applications of Behaviour Therapy to Psychological Disorders with Primary Physical Characteristics

Feb 10 Presentations #2 Start (Based on chosen topics from the course outline)

Feb. 17 Reading Week

Feb. 24 Presentation #2 Continues (Functional Behavioural Interview Due)

Mar. 3 Presentation #2

Mar. 10 Winter-term Test Chapters 9-16

Mar. 17, 24 & 31 Presentation #2 continues

Last date to drop courses without receiving a grade February 14, 2014

GOOD LUCK!