

***Proposed Course Outline***  
**BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY**  
**Psychology 4030 6.0      Section A      Term Su**

**York University**  
**Department of Psychology**  
**2014**

**Prerequisites:** Prerequisites: AK/AS/HH/SC/PSYC 1010 6.0 or AK/PSYC 2410 6.0 with a minimum grade of C (See Page 1); AK/AS/HH/SC/ PSYC 2030 3.0 or AK/PSYC 2530 3.0 or substitute; one of AK/AS/HH/SC/PSYC 2020 6.0, AK/AS/HH/SC/PSYC 2021 3.0, AK/HH/PSYC 2510 3.0 or substitutes; AK/AS/HH/SC/ PSYC 2130 3.0 and AK/AS/HH/SC PSYC 3140 3.0. Students must be in an Honours Program in Psychology and have successfully completed 14 university courses or 84 credits (Excluding Education Courses).

**Course Director:** Dr. M. Sharon Armstrong  
**Office:** 251/253 BSB  
**Hours:** By appointment  
**Phone:** 416-736-5125 (messages only)  
**Email:** [sarm@yorku.ca](mailto:sarm@yorku.ca) (expect up to 3 days for reply)

**Secretary:** Ms. Agnes Levstik  
**Office:** 281 BSB  
**Phone:** 416-736-5125

**Time & Location:** *See Lecture Schedule*

**Course Objectives and Brief Description:**

In this course, we will examine theory, research and practical applications associated with behaviour change. Both historical perspectives and current conceptualisations of behaviour and psychotherapies aimed at behaviour modification will be studied.

As the course unfolds, students will gain comprehension of the models of behaviour modification and the basic principles and procedures of the behaviour and cognitive behaviour therapies. At the same time, students will investigate and appraise relevant research and ethical issues. Later in the year, students will apply the basic principles of behaviour modification to specific treatment plans for behaviour change and evaluate the effectiveness of these procedures.

Note that *active participation in both class discussion and skills practice is expected*.

**Format:** Seminar style. Classes will include a combination of lectures, class discussions, in-class exercises, videos, and student presentations.

**Required Textbooks:**

*Contemporary Behavior Therapy, 2010, 5<sup>th</sup> edition.* Authors: M. D. Spiegler & D.C. Guevremont.  
Publisher: Wadsworth/Cengage.

For a free trial &/or reduced price on this book go to:

[http://www.coursesmart.com/IR/2851412/9780495509066?\\_hdv=6.8](http://www.coursesmart.com/IR/2851412/9780495509066?_hdv=6.8)

**Recommended Textbooks (not required):**

*Principles of Behavior, 2014, 7<sup>th</sup> edition.* Authors: R. W. Malott & J.T. Shane. Publisher: Pearson.

For a free trial &/or reduced price on this book go to:

[http://www.coursesmart.com/IR/2851412/9780205959617?\\_hdv=6.8](http://www.coursesmart.com/IR/2851412/9780205959617?_hdv=6.8)

*Self-Directed Behavior: Self-Modification for Personal Adjustment, 2014, 10<sup>th</sup> edition.* Authors: D.L. Watson & R.G. Tharp. Publisher: Wadsworth/Cengage.

For a free trial &/or reduced price on this book go to:

[http://www.coursesmart.com/IR/2851412/9781285077093?\\_hdv=6.8](http://www.coursesmart.com/IR/2851412/9781285077093?_hdv=6.8)

*Behavior Modification: What it is and how to do it, 2007, 8<sup>th</sup> edition.* Authors: G. Martin & J. Pear.  
Publisher: Pearson.

For a free trial &/or reduced price on this book go to:

[http://www.coursesmart.com/IR/2851412/9780205013531?\\_hdv=6.8](http://www.coursesmart.com/IR/2851412/9780205013531?_hdv=6.8)

**Additional Readings and Audio-Video:** To be announced.

**Evaluation (See Lecture Schedule for dates):**

Attendance, Participation & Pop Quizzes	(10 %)
<b>Chapter One Quiz (online)</b>	<b>(5 %)</b>
<b>Chapter 17 Quiz (online)</b>	<b>(5 %)</b>
Theoretical Paper	(15 %)
1 <sup>st</sup> Term Test	(20 %)
2 <sup>nd</sup> Term Test	(20 %)
Group Presentation	(10 %)
Behavioural Change Paper	(15%)

<b>Grading:</b>	<b>Percentage</b>	<b>Letter Grade</b>
	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
	0-39	F

### **Description of Course Requirements:**

**Turnitin Service and Moodle:** Unless you have made alternate arrangements with the professor, you will hand in all written essays to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. You will be able to access Turnitin through the Moodle application for this course. *Note that I will be making use of Moodle to post important information and any changes to the course – be sure to check Moodle regularly.*

**Class participation:** Each week, after reading the book chapter for the next class, you will prepare comments or questions for classroom discussions. Class participation will be evaluated on the basis of the following:

- \* **Consistent seminar attendance.**
- \* **Evident preparation for discussion about text chapter/assigned readings.**
- \* **Quality and level of active involvement in class discussion.**

**Quizzes:** Expect a short quiz at the **beginning of every class; it will be based on the text reading for that week. If you miss the quiz because you are late or absent, you have missed the quiz – no make-ups will be given.** The quiz will usually consist of 3 or 4 short answer questions AND/OR 4 to 6 multiple-choice questions. (The first quiz will be a little different; it will test student's understanding of the contents of this syllabus and will be administered on Moodle). These quizzes are designed to help students to maximize their understanding of the material being covered each week and to encourage study and preparation for the two multiple-choice exams, which will cover a large amount of material.

### **Theoretical Paper:**

The assignment will consist of a 1000-1200 word essay (or 3-4 pages) **plus** APA-formatted References, Headings **and** Cover Page, and making use of a proper introductory section and concluding comments, answer the following questions:

Some argue that humans are innately aggressive. Others believe that aggression is a learned response. What are some of the arguments that can be found in psychological and other fields of inquiry into the Nature-Nurture debate on aggressive behaviour? What are the underlying causes and mechanics of aggression, according to Behaviour Modification theory? After examining the arguments and underlying mechanisms, what proves to you to be most compelling – explain.

Alternatively, you can focus your paper on a behaviour associated with love (e.g., attachment seeking; sexual behaviours). If so, ensure that you present an actual behaviour – not just a descriptive concept or quality. Answer the questions posed above.

*A minimum of 3 references must include at least 2 scholarly sources (e.g., textbooks, scholarly journals, published dissertations).*

Your paper will be submitted to and graded on Turnitin (Moodle). *See due dates on Lecture Schedule. Note that there are two due dates; the first is the due date for uploading your document into Turnitin on Moodle; the second – 2 days later – is the final due date for last resubmission to Turnitin on Moodle; after that there will be a penalty of ½ mark per day late.*

Papers are to be typed, double-spaced and written in accordance with the Publication Manual of the American Psychological Association 6th Edition. Students are expected to work independently on this

assignment. For those students who have not done a great deal of writing to date, this is a good time to get familiar with the Centre for Academic Writing (329 Ross) as well as the American Psychological Association (APA) Publication Manual, which you can find either the library or the bookstore. In addition, there are several writing resources posted on the York University website. If you choose to use any of these resources, you will need to get started on your paper immediately.

### **Behaviour Change Paper**

Choose a *simple, concrete, specific target behaviour* that you would like to change within yourself and write up a Behaviour Change Proposal as follows:

- ❖ Introduction
  - Operational definition of the behaviour that is specific, well-defined, measurable and can be observed by another person. This is your target behaviour (TB). *Note that your TB must be different from the TB you are presenting with your group.*
  - Using the ABC model described in your text-book, present a functional analysis of your behaviour (ensuring that you think through this clearly and carefully and show the antecedents and consequences in precise, measureable, behavioural terms – the MC's).
- ❖ Method
  - Choose the most probable maintaining condition that would be the simplest and most straightforward reinforcer, punisher (or prompt) to change.
  - From your Spiegler & Guevremont text book, choose an appropriate behaviour modification treatment that will directly alter the probably maintaining condition.
  - Describe how you will put that treatment into effect so that your reader could replicate it.
  - Describe precisely how (what, when & where) you will measure the target behaviour.
  - Introduce the ABAB design and how it will be used to study the effects of your treatment on your MC and indirectly on your TB. Show your understanding of the purpose and underlying principles of the Reversal Design.
- ❖ Results
  - Describe your expected results – your hypothesis – in terms of the ABAB design.
  - Make sure that you consider how long each phase of the study will last, and provide a good rationale for this.
  - Draw a graph of your expected results, across the different phases of the reversal study. (See the text book for a good example).
- ❖ Discussion/Literature Review
  - Normally, a literature review is presented at the beginning of a research proposal, as part of the introduction and to help provide a framework for the study. In this case, because you will not be expected to carry out the study, you will discuss your expected results in terms of issues and previous studies as described in the text book and at least 2 references from the literature (at least one article on your target behaviour and at least one article on your treatment – usually, the best papers will include at least one article that describes both).
  - Discuss Reactivity, Researcher Bias as it may apply to your study.
  - Concluding comments.

[Examples of target behaviours: increase brushing or flossing teeth; accelerate pleasure-reading; accelerate text-book reading; accelerate hand-raising in class; accelerate empathic comments to significant others; decelerate nail-chewing; decelerate sugary beverage consumption... See also examples in your text book.]

*This paper must be written in APA-format for a research study. Use the headings listed above and "Sample One-Experiment Paper" in APA manual as a guide. No specific page limit is set, but the paper should not be under 5 pages, nor much more than 10.*

**Group Seminar Presentation:**

During the month of July, there will be 10 one-hour presentations by two groups of three per class, focusing on a specific behaviour modification strategy for a particular target behaviour.

- ❖ Groups of 3 will have formed and you will have chosen your Topic from the sign-up list (*May 28*) and you will present:
  - ❖ Create “a person” or “a client.” Make her/him come to life for us in your description.
  - ❖ Identify and clarify her/his/their problem. Different examples might be possible.
  - ❖ What goals might be set for this problem?
  - ❖ Identify some possible Target Behaviours that might be chosen as the focus of a treatment intervention.
  - ❖ Choose a specific TB and explain what makes this TB more appealing (i.e., from the list of Good Target Behaviour in the text) as opposed to some other choice(s).
  - ❖ Carry out a hypothetical functional analysis of this TB, by identifying the possible maintaining antecedents and consequences that are setting the stage for and/or punishing the acceleration TB or reinforcing the deceleration TB (depending on which type of TB it is).
  - ❖ Create a plausible treatment plan. Tell the class what this treatment plan will modify (using good behavioural terminology). Describe all of the aspects of this plan that makes it a plausible treatment.
  - ❖ Also, given that you will have brainstormed possible treatment plans for this problem in the early stages, and having kept track of this brainstorming session, talk about the ideas that came up and why you decided against these ideas. ← *Here’s one good reason why it is important to read the whole set of instructions before you start!* 😊
  - ❖ Briefly describe how you will study the effects of your treatment and what measures you will put into place to control for extraneous variables (e.g., a reversal study design; multiple-baseline...).
  - ❖ Two important things about your presentation (it is an hour, so you have time for both): 1. Have fun with it! And 2. Make sure you incorporate underlying behaviour principles (e.g., classical or operant conditioning, study design principles, mechanisms of behaviour change, etc.).
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**Missed Tests/Examinations**

The student must contact the **course director** or the **course director’s secretary** within **48 hours** of the missed test/exam, with the following information:

- name (give spelling of last name)
- student number
- course and section of course
- telephone number where student can be reached and best time to call back

If student is unable to contact the secretary or course director during this 48 hour period, subsequent documentation accounting for the delay **must** be provided.

Appropriate documentation verifying the circumstances for the missed test/exam **must** be provided. Failure to provide appropriate documentation will result in a grade of F for the missed test/exam.

*What is appropriate documentation?*

**In medical circumstances:**

- Statement from attending physician (or psychologist) which **must** include:
  - full name, mailing address, telephone number of physician
  - nature of the illness and its duration (i.e., dates covered)
  - statement regarding whether the illness (or medication) would have **SERIOUSLY** affected the student’s ability to take the test/exam

- The physician's office may be contacted to verify that the forms were completed by the physician.
- In non-medical circumstances:**
- Official or credible documentation that supports the nature of the emergency (e.g., death certificate or obituary notice, automobile accident notice, appropriate receipts for emergency travel...)
  - **Having to work at the time of the test is not considered a valid reason to miss a test.**

### ***Make-Up Test***

The student must be prepared to write the make-up test at the time set by the course instructor and must contact the course director (or the course director's secretary) to find out when the make-up test will take place, which may be as early as one week following the missed test. The make-up test will cover the same content but will not necessarily include the same questions as the original test. A conflict with another course during the time of the make-up **is not** a valid reason for missing the make-up.

**Cheating and Plagiarism are not tolerated:** For further information and clarification please refer to the York University Senate Policy on Academic Honesty and other important general course information (regarding such things as ethics review processes, access/disability, religious observances, etc.) that is available on the following regularly updated website:

<http://www.registrar.yorku.ca/calendars/2013-2014/policies/>

All students should be familiar with the tutorial on Academic Integrity which can be found at:

[http://www.yorku.ca/tutorial/academic\\_integrity/index.html](http://www.yorku.ca/tutorial/academic_integrity/index.html)

### **Accommodation for Students with Special Needs**

Students with physical, learning or psychiatric disabilities who require accommodation in teaching style or evaluation methods should **discuss this with the Course Director early in the year** so that appropriate arrangements can be made.

Students who feel there are extenuating circumstances which may interfere with the successful completion of any course requirements should discuss the matter with the Course Director **as soon as possible** to make appropriate arrangements. Be familiar with the Senate Policy and attached Guidelines for Students with Special Needs.

**Last Date to Enrol with permission of Course Director is May 30, 2014**

**Last Date to Drop this Course Without Academic Penalty is July 4, 2014**

*\*Changes to this PROPOSED course outline and lectures schedule may be made within the first few classes. Changes will be announced in class and/or posted on Moodle. Students are responsible for keeping track of these changes.*

**Proposed Lecture Schedule (Summer 2014)**

Date	Topic	Reading*
(*Readings in brackets are recommended, <u>not</u> required) (*Readings from Watson & Tharp will be recommended)		
May 5	<b><i>This class will be conducted as slide show on Moodle – no in-class seminar. For this class you will: 1. Read this syllabus carefully; 2. Read the Slides; 3. Take the two tests posted on Moodle.</i></b> Class Introduction; Course Outline; Introduction to Behaviour Therapy    Spiegler & Guevremont, Chapter 1 <i>Course Outline Quiz</i> <i>(S&amp;G) Chapter 1 Quiz</i>	
May 7	Antecedents	Spiegler & Guevremont, Chapter 2
May 12	The Behavioural Model	Spiegler & Guevremont, Chapter 3
May 14	The Process	Spiegler & Guevremont, Chapter 4
	<b><i>Theoretical Paper to be uploaded to Turnitin</i></b>	
May 19	VICTORIA DAY- No Classes	
May 21	Assessment	Spiegler & Guevremont, Chapter 5
	<b><i>Theoretical Paper Due - FINAL DEADLINE</i></b> <b><i>Do NOT hand in hard copy. Paper will be graded on Moodle.</i></b>	
May 26	Acceleration	Spiegler & Guevremont, Chapter 6
May 28	Deceleration	Spiegler & Guevremont, Chapters 7
	<b><i>Sign Up Sheets in class for Presentations</i></b>	
June 2	Combinations	Spiegler & Guevremont, Chapter 8
June 4	Brief Exposure	Spiegler & Guevremont, Chapter 9
June 9	<b>Term Test (S.&amp;G. chaps 3-9; 53 MC questions)</b>	
June 11	Prolonged Exposure	Spiegler & Guevremont, Chapter 10
June 16	Modelling	Spiegler & Guevremont, Chapter 11
June 18	CBT - I	Spiegler & Guevremont, Chapter 12





June 23	CBT-II	Spiegler & Guevremont, Chapter 13
	<i>Behaviour Change Paper to be uploaded on Turnitin</i>	
June 25	Acceptance and Mindfulness	Spiegler & Guevremont, Chapter 14
	<i>Behaviour Change Paper: FINAL DEADLINE to be uploaded on Turnitin</i>	
June 30	Applications to Medical Disorders	Spiegler & Guevremont, Chapter 15
July 2	Applications to Psychological Disorders with Primary Physical Characteristics	Spiegler & Guevremont, Chapter 16
July 7	<b>Term Test</b> ( <i>S.&amp;G., chaps. 10-16, 60 MC questions</i> )	
July 9	Group Presentations and Behaviour Change Project Paper Due	
July 14	Group Presentations and Behaviour Change Project Paper Due	
July 16	Group Presentations and Behaviour Change Project Paper Due	
July 21	Group Presentations and Behaviour Change Project Paper Due	
July 23	Group Presentations and Behaviour Change Project Paper Due	
July 28	Strengths & Challenges (on Moodle)	Spiegler & Guevremont, Chap. 17
	<i>Chapter 17 On-line Quiz</i>	



### *Group Project Ideas*

*(students will choose via lottery, later in the term)*

Remember that with each of the ideas below, you will begin with brainstorming sessions (and I'd like to see some evidence of that process in your presentation) in which you will do all of the following:

-  create a character who exhibits the problem in some specific way – here you are free to use your imagination.
-  Then, making use of Chapter 4 of the text (brainstorming and analysing pros and cons along the way – keeping track of this analysis in memos which you will provide examples of in at least one of your slides):
  - *clarify the client's problem* in good behavioural terms
  - *formulate treatment goals*
  - *design a “good target behaviour”* that is concrete and measurable
  - *identify probable maintaining conditions* of the target behaviour
  - Design a Treatment Plan; spend some time on this; you may need to critique and refine your initial ideas of appropriate treatment plan
  - Follow the rest of the Instructions in the Course Outline and come up with a good, and enjoyable presentation!

During the presentation weeks, there will be two one-hour presentations, each class. Both class presentations on the same day will be on the same general theme or topic, but are expected to be separate and independent from each other. You are welcome to discuss requirement-related issues and general ideas about the topic with each other, but the planning for your particular group's presentation should be done independent of the other group so that the whole class will benefit from two ways of looking at one problem.

#### The Ideas

Presentation Date	Presentation Topic
July 9	Many of the food choices on campus are high in salt, fat and/or sugar. Come up with a treatment for one aspect of this problem.
July 14	It sometimes seems that we live in a digital world that is dominated by devices. Is it possible to escape from the rings, the pings, the messages and alerts...? Some students feel that they spend too much time on their phones, ipads, or other devices, to the detriment of their academic success. Identify one of the specific issues here and come up with a treatment for one aspect of the problem.
July 16	To maintain good health, we need to get sufficient exercise. Many students don't. Identify one aspect of this problem for your client and come up with a treatment.
July 21	Children who have been diagnosed with Autism Spectrum Disorder may experience and express problems in the areas of: <ul style="list-style-type: none"> <li>• Social interaction</li> <li>• Verbal &amp; non-verbal communication</li> <li>• Stimulation behaviours</li> </ul> With your hypothetical client, create a treatment plan for one aspect of this disorder.
July 23	All of us probably exhibit some bad habits that we have learned through modelling or environmental prompts. Some of these bad

	habits may interfere with quality of life, including smoking, excessive drinking or drug-taking, or even poor dental hygiene. Choose one of these general problems and create a useful treatment for your client.

<b>Presentation Date</b>	<b>Info in Brief</b>	<b>1<sup>st</sup> Group Names</b>	<b>2<sup>nd</sup> Group Names</b>
July 9	Improve your client's food Choices on Campus		
July 14	Decelerate/alter use of devices & improve academic success.		
July 16	Accelerate exercise...		
July 21	Treatment for one aspect of Autism...		
July 23	Bad habits...		