Behavioir 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 through 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:

**Evaluation:**

1) Test # 1 (Fall-term- Multiple Choice) 20%
2) Test # 2 (Winter-term- Mulitiple 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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>80-89</td>
<td>A</td>
</tr>
<tr>
<td>75-79</td>
<td>B+</td>
</tr>
<tr>
<td>70-74</td>
<td>B</td>
</tr>
<tr>
<td>65-69</td>
<td>C+</td>
</tr>
<tr>
<td>60-64</td>
<td>C</td>
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<tr>
<td>55-59</td>
<td>D+</td>
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<tr>
<td>50-54</td>
<td>D</td>
</tr>
<tr>
<td>(Marginally below 50%)</td>
<td>Marginally failing</td>
</tr>
<tr>
<td>(Below 50%) Failing</td>
<td>F</td>
</tr>
</tbody>
</table>

Topics For Presentation # 2

- Cognitive-Behavioural Therapy for Obsessive-Complusive 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!