

**Faculty of Health**  
**Department of Psychology**  
**HH/PSYC 4030 6.0 Sections C & F**  
**BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY\***  
**2016-17**

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**Instructor Information**

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**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 (excluding (EDUC) education courses)

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

**Course 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 theoretical underpinnings, principles and models of behaviour modification and the basic procedures of many 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 and will be included in your grade.

**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 applying theory and treatment intervention(s) learned in this course to ameliorate a personal behaviour deficit or excess and using appropriate research methodology.

## Required Text

*Contemporary Behavior Therapy, 2016, 6<sup>th</sup> edition.* Author: M. D. Spiegler. Publisher: Cengage. Note that if you choose to make use of an earlier edition of the text, you will need to ensure that you have access to all of the new material & changes to the latest edition.

For a reduced price on this book go to:

<https://www.vitalsource.com/products/contemporary-behavior-therapy-michael-d-spiegler-v9781305446359>

Students who have not done a great deal of academic writing are encouraged to make use of the Student Papers and Academic Research Kit (SPARK) which can be found at:

<http://www.yorku.ca/spark/index.html>

## Course Requirements and Assessment\*\*

| Assessment                               | Weighting   |
|--|-------------|
| Attendance/Participation/Pop Quizzes     | 10%         |
| Project Update Reports (2nd term)        | 5%          |
| Fall Term Test 1 (SA***)                 | 18%         |
| Fall Term Test 2 (MC****)                | 20%         |
| Winter Term Test (MC & SA)               | 20%         |
| Behaviour Change Results Presentation    | 10%         |
| Individual Behavior Change Project Paper | 17%         |
| <b>Total</b>                             | <b>100%</b> |

(\*\***Due Dates:** see Lecture Schedule; \*\*\*SA=Short Answer; \*\*\*\*MC = Multiple Choice)

**Turnitin Service and Moodle:** Students will hand in all written assignments 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.**
- \* **Contributions to idea sharing about class members' behaviour change projects.**
- \* **Pop Quizzes**

**Pop Quizzes:** During the first term, a short quiz may be administered at the **beginning of any class and it will be based on that week's chapter of the text book.** The quiz will usually consist of 1 or 2 short answer questions & several multiple-choice questions. These quizzes are designed to help students maximize their understanding of the material being covered each week and to encourage study and preparation for term tests. **There is no substitute for a missed quiz.** Quiz marks will be incorporated into the attendance/participation grade. *The weighting of the pop quiz grade will depend upon the number of quizzes given in the term and therefore cannot be specified ahead of time.*

**Project Update Reports:** During the first few weeks of the 2<sup>nd</sup> term, students will be evaluated on the progress of their Behaviour Change Projects. This will be done at the beginning of each class, when progress reports will be given by each student. During some classes, these reports will be made individually (verbally or in writing) by answering questions posed by the professor; in other cases, they will be done via group discussion and graded during a small group presentation.

### **Behaviour Change Project and Paper – Second Term Project**

Having learned the underlying theoretical principles and many of the techniques of behavioural assessment and change, you will now have the opportunity to put your recently acquired knowledge into practice as you apply behaviour modification strategies to your own behaviour. For this assignment, you will choose a target behaviour that you would like to either increase or decrease. Using an ABAB study design, you will observe the behaviour, attempt to modify it, remove the treatment, and observe and write up the results. You will then write up the procedure and results of your self-change programme in the form of a research study report. Your 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 12 to 25 pages. More comprehensive instructions will be provided as the first term gets underway.

## **Presentation of Behaviour Change Project Results**

In the last 3 or 4 weeks of the 2<sup>nd</sup> term, students will present the results of their behaviour change projects to the class. Specific instructions will be given at the beginning of the second term.

## **Term Tests**

Three term tests will be given. Two term tests will be administered in the fall term and one in the winter term. They will be based on text chapters as well as lecture material. The first test will be short answer only. The second fall term test will be multiple choice only. The one winter test will be a combination of multiple-choice and brief short-answer questions. Study the entire chapters as well as lecture material and prepare to answer both multiple-choice and short-answer questions on the tests. *See lecture schedule for dates.*

## **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 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

## **Late Work/Missed Tests or Exams**

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

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. Failure to provide appropriate documentation will result in a grade of F for the missed test/exam.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

| <b>Important dates</b>   | <b>Fall (F)</b>     | <b>Year (Y)</b>     | <b>Winter (W)</b>    |
|--|---------------------|---------------------|----------------------|
| Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)       | Sept. 21            | Sept. 21            | Jan. 18              |
| Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)          | Oct. 5              | Oct. 19             | Feb. 1               |
| Last date to drop a course without receiving a grade (also see Financial Deadlines)                    | Nov. 11             | Feb. 10             | March 10             |
| Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript – see note below) | Nov. 12 -<br>Dec. 5 | Feb. 11 -<br>Apr. 5 | March 11 -<br>Apr. 5 |

## Information on Plagiarism Detection

As stated in a previous section, Turnitin will be used to encourage and help students prevent any problems with academic honesty in their written work. Students will access Turnitin assignments on Moodle for this course.

## Electronic Device Policy

Laptops may be used in this class to take notes. Laptops and other devices are ONLY to be used in class to take notes and, occasionally and when permitted by the professor, to look up information relevant to material being covered in that class.

The use of laptops and other devices for personal use (e.g., completing course work other than note-taking for this course, surfing the net, Facebook, texting, etc.) may be distracting to one’s seat-mates, and it is both disrespectful to those who are participating in the class and detrimental to the individual student’s learning experience.

## Attendance Policy

Students are expected to attend classes regularly and will be graded on attendance and participation. There is no “make-up” for a missed class. If a student must miss a class, it is expected that the student will read the chapter for that week and answer questions posted on the lecture slides on Moodle in order to facilitate learning and prepare for exams.

## Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

**Test Banks:**

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited to; buying or selling test banks.

**Electronic Devices During a Test/Examination:**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

**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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

**Course Schedule:**

*See lecture schedule, printed separately for each class.*

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