

**Faculty of Health  
Department of Psychology  
PSYC 4030 Section B  
BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY  
Fall/Winter 2017-2018  
Thursdays 8:30am – 11:15am FC 103**

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**Instructor: Dr. Lorne Sugar, C. Psych.**

**Office: 277 BSB**

**Office Hours:           Mondays 5:45pm – 6:45pm  
                                  Tuesdays 11:30am – 12:30pm (or until no one remains)  
                                  Thursdays 7:30am – 8:15am**

**Email: [lornes@yorku.ca](mailto:lornes@yorku.ca) \*\*E-mail is checked twice daily Monday to Friday.**

**Secretary: Ms. Agnes Levstik**

**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 and Contacting the Instructor:** Students are encouraged to contact the instructor through e-mail or in-person during designated office times to discuss any questions or concerns. Appointments are not required for office times and students will be seen on a first-come-first-serve basis. Assignment and test marks are provided to students directly in class and are not posted through Moodle. Please note that Moodle will not be used for this course.

**Course Description:**

This course will introduce students to several of the major principles, concepts, techniques, and applications of behaviour therapy. In order to provide a more comprehensive framework for consideration, students will also be introduced to various principles, concepts, and techniques from other therapeutic schools of thought. Moreover, this course will focus on the processes involved in conducting therapy and the role of the therapist in a variety of situations and contexts, which will include but will not be limited to a behaviour therapy framework.

## 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

The above seven learning outcomes emphasize broader departmental requirements which are expected to be demonstrated by all undergraduate students taking this course regardless of the section in which they are enrolled. Specific learning objectives for students enrolled in this particular section include:

1. Being capable of demonstrating an awareness of the strengths and limitations of behaviour therapy both generally, as well as with respect to its specific techniques. This awareness will be conveyed verbally through class participation and a group oral presentation as well as in written form through tests and papers.
2. Thinking critically about behaviour therapy and in so doing, forming and communicating sophisticated impressions of the goodness of fit between behaviour therapy and the student on a more personal level. This may be facilitated by each student's consideration of what they have learned about behaviour therapy and the alternative approaches reviewed in class.
3. Experiencing various issues common to therapists and behaviour therapy through participation in and/or observation of various practical exercises completed in class.

## Required Text:

Spiegler, M. D. (2016). Contemporary Behavior Therapy (Sixth Edition). Cengage Learning.

## Course Format:

This course will be seminar-based. Classes will be comprised of lectures, discussions, demonstrations, and role-playing activities. It is anticipated that classes will be used to convey information, provoke respectful discussion and critical thinking, and provide the opportunity to experience and practice several of the concepts discussed in the text and/or reviewed in class.

**PLEASE NOTE:** \*\* Despite it not being an expectation of this course whatsoever, some students may choose to disclose personal information during discussions. In addition, many students will potentially have differing points of view on any given topic. It is expected that regardless of the content of the information shared, students will treat one-another with the utmost respect and maintain confidentiality outside of class. Violating these expectations will not be tolerated. In the event of a violation, the offending student will lose participation marks and potentially be prevented from attending additional lectures prior to engaging in a discussion with the instructor.

## Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Test #1	November 30 <sup>th</sup> , 2017	25%
Test #2	March 1 <sup>st</sup> , 2018	20%
Research Review Paper	November 9 <sup>th</sup> , 2017	15%
Opinion Paper	March 1 <sup>st</sup> , 2018	10%
Group Oral Presentation	January 18 <sup>th</sup> – February 1 <sup>st</sup> , 2018	15%
Consultation Assignment	March 8 <sup>th</sup> , 15 <sup>th</sup> , and 29 <sup>th</sup> , 2018	10%
Participation	Throughout the Course	5%
Total		100%

## Description of Assignments:

### Tests:

Both tests will be comprised of multiple-choice questions from the textbook and lectures. Although the hope is that students will retain information from the first half of the course, the second test is not cumulative.

### Research Review Paper:

This paper will require library research. Students will select a topic from the course outline or another topic not listed. Permission from the instructor must be obtained beforehand and students are not permitted to complete their research review paper on the same topic as their oral presentation. Within eight double-spaced pages (maximum), students will provide a description of their topic and then discuss the strengths and limitations of their chosen topic. Finally, students

will critically evaluate the research upon which their paper is based. Note that this is not an opinion paper but a review paper and as such, appropriate referencing using APA style is expected. At least eight journal articles must be referenced although students are encouraged to not limit themselves unnecessarily.

### **Opinion Paper:**

This six-page (maximum) double-spaced paper will be the forum within which students articulate their personal views/opinions with regard to (cognitive) behaviour therapy after having had the opportunity to absorb and contemplate the content of this course. This paper is to be written in the first-person (i.e., “I think that...” “I believe...”) and no additional research is required. Points from the textbook and lectures can be used without referencing. This paper will be an opportunity to critically evaluate chosen aspects of the course content (not the course itself) and allow students to articulate their current views of (cognitive) behaviour therapy and the goodness of fit between them and this (and possibly other) school(s) of thought.

### **Oral Presentation:**

Students will work in groups of three or four to deliver a presentation to the class that will be of a maximum duration of 40 minutes. Topics can be chosen from the list provided or students can select another topic as long as permission from the instructor is obtained. The topic chosen by each student in the group must be different from his or her research review paper. Students will be marked either as a group or individually on the content and process of the presentation as well as how they respond to questions posed by the class and the instructor.

### **Consultation:**

Each student will meet with the instructor (who will be assuming a supervisory role) for a 15-minute consultation session. Vignettes will be provided to students ahead of time for preparation purposes. The student will share his or her formulation and proposed treatment plan and respond to questions from “the supervisor”. This exercise will allow students the opportunity to design a treatment plan to suit a particular client and respond to any questions and concerns. For this assignment, students will likely need to rely on information conveyed throughout the entire course.

### **Grading as per Senate Policy:**

Numerical marks will be used throughout this class to evaluate performance. Once all evaluative components are completed, these numerical marks will be summed to produce a final mark for each student. This final mark will then be converted to a letter grade based on the following university conversion guidelines:

<u>Range of Marks</u>	<u>Letter Grade Equivalent</u>
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-50	E
39 and Below	F

Please note that there will be no “curving” in this class. Students will earn grades based solely on their performance. If students work hard and perform well, marks will be strong. If students do not work hard and performance suffers, marks will be weaker. Students are encouraged to keep the rules of rounding in mind. For example, a final mark of 74.8 would be rounded to a 75 but a final mark of 74.2 would not. A final mark of 73.8 would be rounded to a 74, but not to a 75. Students are also encouraged to remain mindful that final grades submitted by the instructor to the university are considered “unofficial” grades. The university always has the option of making adjustments. For example, a student finishing the course with a final mark of 81.4 clearly falls within the A range, however university adjustments (if applied) could serve to maintain this mark in the A range or lower it to a B+. Another example might be that a student with a final mark of 78.9 may remain at a B+ or through university adjustments may be lowered to a B or raised to an A. The instructor’s role ends once the unofficial grades are submitted. Please note that fourth year courses tend to be less susceptible to these grade adjustments in comparison to lower-level courses, but they are not exempt from such.

\*\*For a full description of the York University 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 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 instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

\*\*In addition to the above, please note carefully the following requirements regarding course tests as well as all other evaluative components:

- 1) Students who miss a test must notify the instructor prior to the test and will only be able to write a make-up test if they produce the standard York University Attending Physician Statement or copies of death certificates or police/insurance company forms detailing an automobile accident. The student is required to inform the instructor prior to the start of the class test, and notification of an absence once the test has begun will not be accepted. Please be aware that there is no guarantee that the make-up test will follow the same format as the original. Note clearly that the date, time, and possibly off site location of the make-up test will be chosen by the instructor, regardless of students' schedules. Having to attend another class or work expectations will not be sufficient reasons for a student to miss the make-up test and there will only be the one opportunity for students to write the make-up test.
  
- 2) Papers are due on **November 9<sup>th</sup>, 2017** (research review paper) and **March 1<sup>st</sup>, 2018** (opinion paper). Students who submit their paper after class on the date the paper is due will lose three marks (out of 15) for the research review paper and two marks (out of 10) for the opinion paper. Additional three and two mark deductions for the research review paper and opinion paper respectively will be made for each day the paper is late following the due date. Papers sent by e-mail will not be accepted.
  
- 3) If a student is absent on the day of his or her presentation, the other group members will be expected to complete the presentation and will be marked accordingly, while the absent student will receive a zero. A student who misses or is late for his or her consultation will receive a zero. Time constraints do not permit rescheduling.

### Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#) on the York University website.

#### Important dates

#### Full-Year Courses

Last date to add a course **without** permission of instructor (also see Financial Deadlines)

**Sept. 20**

Last date to add a course **with permission** of instructor (also see Financial Deadlines)

**Oct. 18**

Last date to drop a course without receiving a grade (also see Financial Deadlines)

**Feb. 9**

Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)

**Feb. 10 – April 6**

**Information on Plagiarism:**

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. Students are also expected to be mindful of referencing their work appropriately in all assignments that require such, and that this referencing conform to APA requirements. Failing to give appropriate credit to authors of original works regardless of whether the student is paraphrasing or using a direct quotation is considered plagiarism.

**Electronic Device Policy:**

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.

**Attendance Policy:**

Although there is no attendance mark for this course, it is expected that students will attend regularly in order to maximize the benefits associated with taking this course. Also note that students cannot participate appropriately if they are absent frequently and this will be reflected in the participation mark.

**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](#)

**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

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
September 7 <sup>th</sup>	Introduction	
September 14 <sup>th</sup>	(Cognitive) Behaviour Therapy and Therapists	1
September 21 <sup>st</sup>	Ethical Issues	
September 28 <sup>th</sup>	Assessment Part 1— ABC and the Biopsychosocial Assessment <b>Paper Topics Assigned</b>	3 and 5
October 5 <sup>th</sup>	Assessment Part 2—Interviewing Exercise	6
October 12 <sup>th</sup>	Assessment Part 3—Testing, Scoring, and Interpretation	
October 19 <sup>th</sup>	Acceleration Behaviour Therapy <b>Presentation Groups/Topics/Dates Assigned</b>	7, 8, and 9
October 26 <sup>th</sup>	<b>Reading Day—No Class</b>	
November 2 <sup>nd</sup>	Process of Behaviour Therapy and Stages of Change	4
November 9 <sup>th</sup>	Client groups often treated through BT/CBT—Part 1 <b>Research Paper Due</b>	
November 16 <sup>th</sup>	Client groups often treated through BT/CBT—Part 2	
November 23 <sup>rd</sup>	Client groups often treated through BT/CBT—Part 3	
November 30 <sup>th</sup>	<b>Test 1—Chapters 1, 3, 4, 5, 6, 7, 8, 9, and Lectures</b>	
January 4 <sup>th</sup>	Cognitive Behavioural Therapy	13
January 11 <sup>th</sup>	Dialectical Behaviour Therapy <b>Consultation Dates Assigned/Vignettes Provided</b>	14 and 15
January 18 <sup>th</sup>	Presentations 1, 2, and 3	10
January 25 <sup>th</sup>	Presentations 4, 5, and 6	11

### COURSE OUTLINE CONT'D

February 1 <sup>st</sup>	Presentations 7, 8, and 9	12
February 8 <sup>th</sup>	Psychodynamic Psychotherapy—An Alternative	
February 15 <sup>th</sup>	Client-Centered Therapy—An Alternative	17
February 22 <sup>nd</sup>	<b>Reading Week—No Class</b>	
March 1 <sup>st</sup>	<b>Test 2—Chapters 10, 11, 12, 13, 14, 15, 17, and Lectures Opinion Paper Due</b>	
March 8 <sup>th</sup>	Consultations	
March 15 <sup>th</sup>	Consultations	
March 22 <sup>nd</sup>	<b>Instructor Absent—No Class</b>	
March 29 <sup>th</sup>	Consultations	

## Topics for Presentations and Papers (Not a Full List)

- 1) Token Economy
- 2) Behavioural Parent Training
- 3) Virtual Reality Exposure Therapy
- 4) Systematic and In Vivo Desensitization (which can include Flooding)
- 5) Eye Movement Desensitization Therapy (EMDR)
- 6) Social Skills Training
- 7) Assertion Training
- 8) Rational Emotive Behaviour Therapy
- 9) Schema-Focused Cognitive Therapy
- 10) Cognitive Therapy for Delusions and Hallucinations
- 11) Self-Instructional Training
- 12) Problem-Solving Therapy/Training
- 13) Stress Inoculation Training
- 14) Cognitive-Behavioural Couple Therapy
- 15) Acceptance and Commitment Therapy
- 16) Dialectical Behaviour Therapy
- 17) Mindfulness-Based Cognitive Therapy
- 18) Behaviour Therapy for Chronic Pain
- 19) Behaviour Therapy for Adherence to Medical Regimens
- 20) Behaviour Therapy for Prevention of/Treating a Physical Illnesses
- 21) Behaviour Therapy for Treating Enuresis and/or Encopresis
- 22) Behaviour Therapy for Treating Tic Disorders
- 23) Behaviour Therapy for Insomnia and Sleep Problems
- 24) Behaviour Therapy for Anorexia and/or Bulimia Nervosa
- 25) Behaviour Therapy for Autism Spectrum Disorders
- 26) Behaviour Therapy for a Specific Anxiety Disorder
- 27) Behaviour Therapy for a Specific Mood Disorder
- 28) Behaviour Therapy for any other DSM V Disorder