



## **Program 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:**

<b>Assessment</b>	<b>Date of Evaluation (if known)</b>	<b>Weighting</b>
Test 1	December 2nd, 2019	25%
Test 2	March 9th, 2020	20%
Research Review Paper	November 11th, 2019	15%
Opinion Paper	March 2nd, 2020	10%
Group Oral Presentation	January 20th, - February 3rd, 2020	15%
Consultation Assignment	March 16th – March 20th, 2020	10%
Participation	Throughout the Course	5%
<b>Total</b>		<b>100%</b>

**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.

**Group 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. Cases 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” about their formulation and/or treatment plan. 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 York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2019-20](#)

**Missed Tests/Midterm Exams/Late Assignment:**

For any missed tests, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed tests.

In addition, to the online form, students documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., MUST submit official documentation (e.g. [Attending Physician Statement](#))

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

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. **Failure to complete the form and have it be received by the instructor within 48 hours of the original test will result in a grade of zero for the test.**

Please be aware that there is no guarantee that a make-up test will follow the same format as the original. Note clearly that the date, time, and likely 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.

Papers are due on **November 11<sup>th</sup>, 2019** (research review paper) and **March 2<sup>nd</sup>, 2020** (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 except under extraordinary circumstances (determined by the instructor, not the student). **Note clearly that physician statements and other such documentation will not permit a student to submit a late paper without a penalty, as due dates are known well ahead of time. It is each student's responsibility to begin assignments early and account for unexpected events and illnesses. All late papers will be subjected to late penalties, no exceptions.**

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 of either assignment.

### Add/Drop Deadlines:

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	<b>FALL (F)</b>	<b>YEAR (Y)</b>	<b>WINTER (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

**\*Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

### Information on Plagiarism Detection:

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 familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

## **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

## **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:** 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 Materials Copyright Information**

These course materials are designed for use as part of the PSYC 4030 6.0A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

**Course Schedule:**

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

**COURSE OUTLINE CONT'D:**

January 6 <sup>th</sup>	Cognitive Therapy and CBT	13
January 13 <sup>th</sup>	Dialectical Behaviour Therapy	14 and 15

**Consultation Dates Assigned/Vignettes Provided**

January 20 <sup>th</sup>	Presentations 1, 2, and 3	10
January 27 <sup>th</sup>	Presentations 4, 5, and 6	11
February 3 <sup>rd</sup>	Presentations 7, 8, and 9	12
February 10 <sup>th</sup>	Psychodynamic Psychotherapy—An Alternative	
February 17 <sup>th</sup>	<b>Family Day/Reading Week—No Class</b>	
February 24 <sup>th</sup>	Client-Centered Therapy—An Alternative	17
March 2 <sup>nd</sup>	Group Therapy—CBT and Experiential	

**Opinion Paper Due**

March 9 <sup>th</sup>	<b>Test 2—Chapters 10, 11, 12, 13, 14, 15, 17, and Lectures</b>	
March 16 <sup>th</sup>	Consultations	
March 23 <sup>rd</sup>	Consultations	
March 30 <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) Mindfulness-Based Cognitive Therapy
- 17) Behaviour Therapy for Chronic Pain
- 18) Behaviour Therapy for Adherence to Medical Regimens
- 19) Behaviour Therapy for Prevention of/Treating a Physical Illnesses
- 20) Behaviour Therapy for Treating Enuresis and/or Encopresis
- 21) Behaviour Therapy for Treating Tic Disorders
- 22) Behaviour Therapy for Insomnia and Sleep Problems
- 23) Behaviour Therapy for Anorexia and/or Bulimia Nervosa
- 24) Behaviour Therapy for Autism Spectrum Disorders
- 25) Behaviour Therapy for a Specific Anxiety Disorder
- 26) Behaviour Therapy for a Specific Mood Disorder
- 27) Behaviour Therapy for any other DSM V Disorder