

Faculty of Health
Department of Psychology
PSYC 4030 6.0 D: BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY
Monday/11:30-14:30/FC105
Y/2017-2018

Instructor and T.A. Information

Instructor: Diane Lawless, Ph.D., C.Psych

Office: 277 BSB

Office Phone: 416-736-5117

Office Hours: by appointment

Email: dawless@yorku.ca

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 Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

Course Description

This course focuses on the theoretical and clinical application of psychotherapies oriented toward behavioural change. It is designed to cover traditional models of behaviour change, as well as more recent developments. It has both a theoretical and practical, hands-on component.

Initially we will cover the development of behavioural and cognitive-behavioural therapies from a historical and conceptual perspective. This is followed by examining a specific behavioural approach that addresses children's behavioural problems by focusing on the interaction between parent and child.

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

Acquire an understanding of how major learning theories contribute to the development of a range of behaviour modification approaches. Become familiar with the way in which behavioural programs are refined in target specific populations. Become familiar with factors that influence choice and application of behavioural interventions.

Required Text

Spiegler, Michael D. (2016). Contemporary Behavior Therapy. (6th Ed.) Cengage Publishing

Hembree-Kigin, T.L., McNeil, C.B. (2010). Parent-Child Interaction Therapy. Springer

ADDITIONAL READINGS: Posted on moodle

Bandura: Social Learning theory

Wolpe: Patterson & Watkins, 1996

Case Study: Covert sensitization for Paraphilia

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test #1	Oct 16, 2017	15%
Test #2	Jan. 8, 2018	18%
Test #3	Feb 26, 2018	18%
Film Review	TBD	4%
Theoretical paper	Feb. 5, 2018	14%
Case Study	April 2, 2018	20%
Participation	-	11%
Total		100%

Description of Assignments

Term Test #1 (15%)

The first term test (Oct. 16) will include lecture material, Chapters 1-7 in the Spiegler text *plus Assigned Reading* ``Bandura – Social learning theory``, available on moodle

Term Test #2 (18%) The second test (Jan. 8) will include lecture material, Chapters 8-14 in the Spiegler text *plus Assigned Reading* ``Wolpe`` (Chapter 6 of Patterson & Watkins, available on moodle.

Term Test #3 (18%) (Feb. 26) will include Chapters 1-8 in the Hembree-Kigin & McNeil text in addition to one extra chapter to be discussed in class.

Please note: not all material from the readings will be covered in class. Moreover, some material presented in class will not be covered by the readings. Knowledge of both will be required for every test. Tests will consist of multiple choice, short answer and essay questions.

Film review (4%)

A part of each class will be devoted to a film review. Each student will sign up to be a discussant. Film discussants will need to preview the film. All films are available in the York library. Because viewing time in class is limited to 10-15 minutes, you will need to select the portions of the film you believe would be most useful for the class to see. After the class views the selected portions, you will provide your reactions to the film as a means of stimulating class discussion. This is not meant to be a formal presentation. *Please note: the library takes reserved films off of the shelf 1 week prior to the viewing date. This means students will need to review their films on an earlier date.*

Theoretical Paper: Due February 5, 2018

Topics for the term paper should cover either, a) the application of behavioural or cognitive-behavioural interventions to a *specific* behaviour, or b) a specific issue relevant to the discussion of behavioural or cognitive-behavioural therapies. Examples of possible paper topics will be presented in class; however the choice of topic is up to you. *Please note: you need to clear the topic with me prior to writing the paper.* The paper should be approximately 6-8 pages in length (double-spaced), with approximately 250 words per page.

The objective of this paper is to help you decipher or recognize the theoretical foundations of your chosen intervention. Thus, the paper should not only include a description and elaboration of a specific type of intervention or issue, it should also

encompass a discussion of the theory that underlies your chosen intervention. In other words, how does the treatment exemplify (or fail to exemplify) the assumptions, principles, concepts or constructs of behaviour therapy. Do not rely solely textbooks as resource material. You should also make use of literature published in journals or edited texts. Papers should follow American Psychological Association (APA) format. Grammar and spelling will count.

Case Study: (N of 1 project)

List of three possible change behaviours	Dec. 4
Baseline collection:	Jan. 15 - 28
Treatment proposals:	Jan 29
Treatment:	Jan. 29 – Feb. 11
Post treatment:	Feb. 12 – 26
Presentation of Findings:	March 5 – March 26
Final Paper: April 2	20%

Psychology involves the study of human behaviour. For this requirement, you will study OBSERVABLE behaviour.....your own! It is your opportunity to apply some of the principles of behaviour modification in a practical manner. You will design and apply a treatment plan for yourself, mapping consistencies and changes in some aspect of your own observable behaviour using an ABA programme. Steps for this process are outlined below.

1. Start by briefly outlining the principles of an ABA (before and after) study.
2. List some sources of dissatisfaction or desired changed
3. List three behaviours (and the situations in which they typically occur) that you would like to increase or decrease (present in class December 4, 2017)
4. From the three behaviours listed in 3 above, select one. In your selection, keep in mind that it must be a behaviour that can be measured objectively or empirically (i.e., it can be counted, weighed, measured, etc. and it can be detected by another observer observing you). Thus, “asking questions in class”, or “losing 5 pounds” could be objectively “measured” by you, or by an external observer. However, “improving your mood” or “feeling less cranky” is difficult for even you to measure objectively, let alone for an external observer to do so. This doesn’t mean that “changes in mood” are not important psychological phenomenon. It’s just that for this assignment we want to work with behaviours that are more easily measured. Case study progress will be discussed each week in class, so pick a behaviour you are comfortable discussing in class
5. Starting during the week of January 8, collect baseline or base rate data of your selected behaviour for 2 full weeks to determine your pre-treatment level. Incorporate principles of behavioural assessment in your baseline recording. Note: how will you record

and protect your data? Some students have recorded data that was undecipherable and one even lost her baseline data.

6. Discuss principles of learning or behaviour change that can guide you in your attempts to modify your own behaviour (e.g., reinforcement, controlling antecedents, modeling, shaping etc.). These principles arise from psychological theory and research. You need to go to the literature to be able to describe them adequately.
7. Because of individual differences, some principles of learning apply more readily to one person than another, so in considering these principles look for those that are most likely to work with the particular individual that is you.
8. Relying on your baseline and assessment procedures, decide on a “treatment” or behaviour change procedure based on some combination of the learning principles discussed in 6 and 7 above. (Verbal class presentation of treatment proposals Jan. 29 2018)
9. Beginning in the week of Jan. 29, put the behaviour change plan into operation and continue collecting and recording data for two weeks.
10. Stop the treatment after two weeks, and continue to collect and record “post-treatment” data for additional two weeks (Feb. 12 – 26)
11. Analyze and present your results. In presenting any data, at least two characteristics should be portrayed: a) Central tendencies or condensations: and b) Variability. Graphic data, tables and verbal descriptions are acceptable means of data presentation.
12. Discussion of results and suggestions for future treatment. Class presentations of case study findings will be scheduled from March 5 to March 28, 2016.
13. Hand in a 10-page (maximum) double-spaced paper describing your study. The paper should include a description of baseline data collection and assessment, treatment package, results, and a discussion including suggestions for future treatment. You can use an empirical article format, but write in the first person. Otherwise rely on APA style guidelines. (Due April 2, 2018)

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 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

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://myacademicrecord.students.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.

Important New Information Regarding Missed Tests

For any missed tests or late assignments, 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 test/assignment.**

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2017-18 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	March 10 - Apr. 6

***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

The University has subscribed to the Turnitin service which helps professors identify internet plagiarism and helps students maintain academic integrity. The work submitted by students in this course will be submitted to Turnitin. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second class, consult with the instructor to make alternate arrangements

Electronic Device Policy

Electronic devices are to be used in class for course work only. In respect for other students, refrain from using electronic devices in class for personal or entertainment purposes.

Attendance Policy

Students are expected to attend all seminar classes. While participation depends being in class, the grade for participation is not based on attendance per se.

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 by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

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.

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 Materials Copyright Information

These course materials are designed for use as part of the Psyc 4030 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

- Sept. 11 Course Overview
Intro and Antecedents of Contemporary Behaviour Therapy
Readings: Spiegler, Chapters 1 & 2
AR: Bandura and Social Learning theory (moodle)
- 18 The Behavioural Model
Readings: Spiegler: Chapter 3
The Process of Behaviour Therapy
Readings: Spiegler: Chapter 4
Film: Breaking a long-term pattern of poor sleep [electronic resource]
- 25 Behavioural Research and Assessment:
Readings: Spiegler: Chapters 5 & 6
Film: Behavioral evaluation and treatment of headaches [electronic resource]
Application Exercise #1
- Oct. 2 Acceleration Behavior Therapy
Readings: Spiegler: Chapter 7
Cognitive-behavioral therapy for problems with binge eating [electronic Resource]
Application Exercise #2
- Oct. 9 Thanksgiving, No class
- Oct. 16 Test #1

- 23 Deceleration Behaviour Therapy
 Readings: Spiegler: Chapter 8
 DVD 12339: Harry, behavioral treatment of self-abuse
 Application Exercise #3
- Oct.. 30 Combining Reinforcement & Punishment
 Reading: Spiegler: Chapter 9
 Film: Behavior_modification strategies for obsessive-compulsive behavior
 [electronic resource].
 Application Exercise #4
- Nov. 6 Brief/Graduated Exposure Therapy:
 Systematic Desensitization and in Vivo Exposure
 Readings: Spiegler & Chapter 10
 Patterson & Watkins (1996) Chapter 6
 DVD 5154: Fight or Flight: overcoming panic and agoraphobia
 Application Exercise #5
- Prolonged/Intense Exposure Therapy
 Readings: Spiegler: Chapter 11
- 13 Modeling Therapy
 Readings: Spiegler: Chapter 12
Case Study: Covert Sensitization for paraphilia
 Application Exercise #6
- 20 Cognitive-Behavioural Therapy: Cognitive Restructuring
 Readings: Spiegler: Chapter 13
 Application Exercise #7
 Film: Cognitive-behavioral therapy with a single parent
- 27 Cognitive -Behavioural Therapy: Coping Skills
 Readings: Spiegler: Chapter 14
 Film: Behavioral couples therapy [electronic resource]
 Application Exercise #8

Dec. 4 Third Generation Behavior Therapies
Chapter 15
Film: Dialectical behaviour therapy with a female military veteran
N of 1 project: Due: list of three possible behaviours to change
Application Exercise #9

WINTER TERM

Jan. 8 Test #2

15 Developmental considerations in child behaviour problems
Reading: Hembree-Kigin & McNeil, Chapters 1 & 2
DVD 12433 Behavioral treatment of autistic children (Lovaas)
N of 1 project: Begin collecting two weeks of baseline data

22 Behavioural Play Therapy: Teaching behavioural play skills
Reading: Hembree-Kigin & McNeil, Chapters 3 & 4
Case Study: Assessment: Collecting two weeks of Baseline Data
Film: Behavioral-Educational psychotherapy for autism
Application Exercise #10

29 Teaching Discipline Skills to Parents
Reading: Hembree-Kigin & McNeil, Chapter 5
N of 1 project: Class Presentation of Treatment Proposals,
Initiate Two-Week Treatment Phase

Feb. 5 **Theoretical Paper due** (hard copy in class, e-copy to turnitin.com)
Teaching Discipline Strategies to Parents
Reading: Hembree-Kigin & McNeil, Chapters 6
Application Exercise #10

Feb. 12 Progressing through the Discipline Program
Reading: Hembree-Kigin & McNeil, Chapters 7
N of 1 project: Initiate Two Week Post-treatment Phase

Termination in behaviour therapy and PCIT
Reading: Hembree-Kigin & McNeil, Chapter 8

Feb. 19 reading week

Feb. 26 Test #3: Hembree-Kigin & McNeil

March 5 Class Presentations: Case study findings
12 Class Presentations: Case study findings
19 Class Presentations: Case study findings
26 Class Presentations: Case study findings

April 2 **Case Study Paper due** (hard copy to secretary by 1:00 p.m., e-copy to turnitin.com)