

**Faculty Of Health  
Department Of Psychology  
York University**

**Behaviour Modification & Behaviour Therapy  
HH/PSYC 4030 6.0 A  
Fall/Winter 2015-2016**

**Course Director: Dr. Sandra Salem**

**Office: BSB 270**

**Office Hours: By appointment**

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**Secretary: Agnes Levstik, Rm. 281 BSB, (416) 736-5125**

**Time & Location: *Mondays 7-10, location FC 103***

**Prerequisites:**

- ✓ Introduction to Psychology (AK/AS/HH/SC/PSYC 1010 6.0 or AK/PSYC 2410 6.0 with a minimum grade of C)
- ✓ One of the following Statistical Methods courses: Introduction to Research Methods (AK/AS/HH/SC/ PSYC 2030 3.0 or AK/PSYC 2530 3.0) or substitute one of Statistical Methods I&II (AK/AS/HH/SC/PSYC 2020 6.0, AK/AS/HH/SC/PSYC 2021 3.0 & AK/HH/PSYC 2510 3.00)
- ✓ Personality (AK/AS/HH/SC/ PSYC 2130 3.0)
- ✓ Abnormal Psychology (AK/AS/HH/SC PSYC 3140 3.0)
- ✓ Students must be in an Honours Program in Psychology and have completed 14 university courses or 84 credits (Excluding Education Courses).

**Brief Description**

This course focuses on the theory, research, and clinical applications of psychotherapies oriented toward behavioural change. Both historical perspectives and current conceptualizations aimed at behaviour modification will be reviewed and discussed. It has both a theoretical and practical, hands-on component.

**Course Objective**

By the end of the course students the students will have acquired a depth and breadth of knowledge of the major behaviour modification/behaviour therapy theories as well as the knowledge of different behavioural assessments and measuring strategies. Students will also be introduced to the methodology used in behavioural research and assessment. Students will be given the opportunity to apply the knowledge they've gained both in a practical self-managed behaviour change context and in communication of the ideas they have learned. Students will develop skills in communicating information and ideas using many different modalities.

Given the smaller class size, it is my goal that classes will not only be used to convey information, but also to provoke respectful discussion, critical thinking and experiential opportunities promoting application of the concepts discussed. As such, ***active participation in both class discussion and skills practice is expected.***

**Required Text**

Spiegler, M. D., & Guevremont, D. C. (2010). Contemporary Behaviour Therapy (Sixth Edition). Wadsworth.

**Format**

This course will be seminar-based. Classes will include a combination of lectures, class discussions, in-class exercises and role-playing, and student presentations.

**Evaluation**

Attendance and Participation (10%, 5 per term)

Discussion Leader (5%)

Fall Term Test (20%)

Winter Term Test (20%)

Theoretical Paper (10%)

Oral Presentation (15%)

Behaviour Change Proposal (5%)

Behaviour Change Report (15%)

**Grading**

Range of Marks	Letter Grade Equivalent
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
(Marginally below 50%) Marginally failing	E
(Below 50%) Failing	F

**Attendance and participation:**

Each week, after reading the book chapter for the next class, you will prepare comments or questions (minimum of 3) for classroom discussions and submit a copy of them at the beginning of each class. Class participation will be evaluated on the basis of the following:

- Consistent seminar attendance (as defined by number of classes attended)
- Evident preparation for discussion about text chapter/assigned readings
- Active involvement in class discussion (as indicated by the questions and comments you make verbally in class)

**Discussion Leader:**

Students will lead the class in discussion on a pre-chosen date/topic. It is important that the students have a good understanding of the material prior to class and be ready with questions or comments to pose to the class or activities to do with the class. Discussion leaders must also navigate current class discussion and be able to adjust their comments or questions accordingly. They must also be able to encourage class participation. Discussion leaders will not be required to present on the topic at hand, but must be able to facilitate discussion on the topic. Each discussion leader will be expected to facilitate approximately 30 minutes worth of discussion on their chosen topic.

**Tests: (December 7, 2015; April 4, 2016)**

The two in-class tests are non-cumulative. The first test will be comprised of short answer questions from the material in the textbook and lectures. The second test will also be comprised of short answer questions from the text and lectures (including student oral presentations) but the weighting will be much heavier on the textbook given that there are fewer lectures during the second part of the year.

**Theoretical Paper: November 9, 2015**

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 paper on the same topic as their oral presentation. Within a maximum of eight double-spaced pages (about 250 words per page; not including title page or works cited), students will highlight relevant research on the populations and problems for which their topic has been proven helpful. In addition, students will be expected to review the strengths and limitations of their chosen topic, critically evaluate the research, and a discussion of the theory underlying the intervention. Note that this is not an opinion paper but a review paper and as such, appropriate referencing using APA style is expected (grammar and spelling will count towards lost marks). At least five journal articles must be referenced although students are encouraged to not limit themselves unnecessarily.

### **Oral Presentation:**

Students will work in groups of two (a couple of groups will have three students) to deliver a presentation to the class that will be of a 60-minute duration (groups of three will have 90 minutes). Topics can be chosen from the list of topics or students can select another topic as long as permission from the course instructor is obtained. The chosen topic for each student must be different from that of their theoretical paper. Students will be marked (as a group) on the content of the presentation as well as how they respond to reasonable questions posed by the class and the course director. Students will be required to provide the course director with a printed copy of their presentation at the beginning of class.

### **Behaviour change proposal and report:**

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 design. Steps for this process are outlined below.

1. Review the principles of an ABA study design.
2. Consider behaviours that you would like to change.
3. List three of these behaviours (and the situations in which they typically occur as well as their maintaining conditions) that you would like to increase or decrease.
4. From the three behaviours listed, select one. Behaviour change progress will be discussed each week in class, so pick a behaviour you are comfortable discussing in class. Come up with an operational definition of that behaviour that is specific, well defined, measurable, and can be observed by another person (i.e., the behaviour must be measured objectively or empirically).
5. Starting during the week of January 4, 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? Make sure you have a secure copy and do not lose this data, as you will need it for class discussion and the final report.
6. Review 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. 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 you.
7. Relying on your baseline and assessment procedures, decide on a behaviour change procedure based on some combination of the learning principles discussed in 6 above. (Class presentation of treatment proposals January 4 and 11, 2016).

Present this information to the class (the presentation should be about 5 minutes excluding subsequent discussion) and be prepared to answer questions from the class regarding your plan. There is no need for power point, however provide the course director with a half page, typed, description of the information listed below using point form. Information discussed during class and in the half page description provided to the course director should include the following information:

- A description of the behaviour you plan to modify (i.e., the operational definition of the behaviour)
  - The target behaviour and all proposed maintaining conditions
  - A description of your data collection method and plan for analysis
  - The intervention you plan to use
  - Your hypothesis regarding change
8. Beginning in the week of January 18, 2016, put the behaviour change plan into operation and continue collecting and recording data for two weeks.
  9. Stop the treatment after one week, and continue to collect and record “post-treatment” data for an additional 2 weeks (February 1, 2016).
  10. Submit an 8-page (maximum) typed double-spaced paper describing your study through the turnitin link on moodle (Due February 22, 2016). You can use an empirical article format, but write in the first person. Otherwise rely on APA style guidelines. The paper should include the follow information:
    - Introduction
      - Description of the target behaviour with a complete functional analysis
      - Short review of the research literature associated with your chosen intervention
    - Method
      - Brief explanation of your ABA design.
      - Description of the intervention used.
      - Explanation of how data was collected, controls, reinforcement contingencies.
    - Results
      - Detailed description of baseline and post-treatment measures (relevant times and dates to be clearly evident).
      - Your progress including any obstacles or setbacks.
      - Graphs or charts to facilitate description of results.
      - Results and outcomes (be sure to integrate principles and concepts used).
    - Conclusions
      - A critical appraisal of your results, including an analysis of the particular method used to obtain results; an explanation of the possible reasons for the specific results obtained (e.g., degree of success or failure); potential for generalization and future modifications.

### **A NOTE ON PAPERS, EVALUATIONS, TESTS, and PRESENTATIONS**

The theoretical paper is due at the beginning of class on November 9, 2015 and the Behaviour Change Report is due at the beginning of class on February 22, 2016. Papers that are late will be deducted 5% per day. Exceptions are made for illness or family death

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 miss a test must notify the course director prior to the test or within 24 hours afterwards and will only be able to write a make-up test if they produce valid documentation to support their absence. Serious illnesses (that are explicitly specified in a doctor's note) and family tragedies (for which a death certificate must be produced) are the only acceptable justifications for missing a test.

**\*\*\*Please note** - that there is no guarantee that the make-up test will follow the same format as the original. The date, time, and off-site location of the make-up test will be chosen by the course director. There will only be one opportunity to write the make-up test, if this opportunity is missed than the student will receive a zero on that test.

Where applicable, late papers and missed tests will require completed **Attending Physician's Statement** (form available on the Registrar's website) for accommodation.

**\*\*\*Please Note** - in class presentations must use power point. Provide the director a printed copy of the power point presentation at the beginning of class. Students cannot miss a presentation. If a student is absent on the day of his or her presentation, the other student(s) will be expected to complete the presentation and will be marked accordingly. If a student must be absent from his/her presentation and does not provide a valid supporting document to support their absence (e.g., doctor's note in cases of illness or death certificate) that student will receive a zero. If supporting documentation is provided than marks assigned to this project will be evenly divided between the written assignments.

**\*\*\* Please Note:** Although not a focus of this course or an expectation whatsoever, some students may 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 course director.

## Cheating/Plagiarism

The University strictly enforces academic honesty policies. Become familiar with the rules and regulations regarding cheating/plagiarism. Information on plagiarism, cheating and other forms of academic dishonesty is provided in the Department of Psychology Supplemental Calendar and the York University Academic Integrity web site. (<http://www.yorku.ca/academicintegrity/students/index.htm>)

Information on Student Conduct Standards, Religious Observance Accommodation and Accommodations for Students with Disabilities is available on the Senate Committee on Curriculum & Academic Standards webpage – ([http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm))

## Lecture Schedule

Date	Topic	Chapter
September 14	Introduction and Assessment	1, 2
September 21	Guest Lecture	Weisz, J. R., & Gray, J. S. (2008). Evidence-based psychotherapy for children and adolescents: Data from the present and a model for the future. <i>Child and Adolescent Mental Health, 13</i> (2), 54-65. Kingery, J. N., Roblek, T. L., Suveg, C., Grover, R. L., Sherrill, J. T., & Bergman, R. L. (2006). They're not just "little adults": Developmental considerations for implementing cognitive-behavioral therapy with anxious youth. <i>Journal of Cognitive Psychotherapy, 20</i> (3), 263-273.
September 28	Behavioural Model and research	3, 5
October 5	Behavioural Processes	4
October 12	<i>NO CLASS</i>	
October 19	Behavioural Assessment	6
October 26	Acceleration behaviour therapy	7
October 29-November 1	Fall Reading Days	
November 2	Deceleration Behaviour	8

	Therapy	
November 9	Combining reinforcement and punishment <b>Theoretical Paper Due</b>	9
November 16	Brief/Graduated Exposure Therapy: Systematic Desensitization Prolonged/Intense Exposure Therapy	10, 11
November 23	Cognitive Behaviour Therapy - Cognitive Restructuring	13
November 30	Cognitive Behaviour Therapy - Coping skills	14
December 7	<b>Test #1</b>	
December 8-January 3	<i>NO CLASS</i>	
January 4	<b>Behaviour Change Project:</b> Treatment Proposal Presentations <b>Behaviour Change Project:</b> Begin two week baseline phase	
January 11	<b>Behaviour Change Project:</b> Treatment Proposal Presentations	
January 18	Modeling Therapy <b>Behaviour Change Project:</b> Begin two week treatment phase	12
January 25	Mindfulness Based Therapies	15
February 1	Applied Behaviour Analysis <b>Behaviour Change Project:</b> Begin two week post-treatment phase	Cooper, J. O., Heron, T. E., & Heward, W. L.(2007). Definition and characteristics of Applied Behaviour Analysis. In, <i>Applied Behaviour Analysis</i> (2 <sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc. -Chapter 1-
February 5	Last date to drop course without receiving a grade	
February 8	Dialectical Behaviour Therapy	Barlow, D.H. (Ed) (2008). Dialectical Behaviour Therapy. In, <i>Clinical handbook of psychological disorders: A step-by-step treatment</i>



		manual. 4th edition, NY: Guilford Publications, Inc. -Chapter 9-
February 13-19	NO CLASS- Winter reading week	
February 22	Acceptance and Commitment Therapy <b>Behaviour Change Project:</b> final report due	Hayes, S. C., Follette, V. M., Linehan, M. M. (Eds; 2004). <i>Mindfulness and Acceptance Therapy</i> . In, <i>Mindfulness and acceptance: Expanding the cognitive-behavioural tradition</i> . New York, NY: Guilford Press, Inc. -Chapter 1-
February 29	Class Presentations	
March 7	Class Presentations	
March 14	Class Presentations	
March 21	Class Presentations	
March 28	Class Presentations	
April 4	Test #2	

#### Suggested Topics for Presentations and Papers

- 1) Token Economy
- 2) Behavioural Parent Training
- 3) Virtual Reality Exposure Therapy
- 4) Systematic and In Vivo Desensitization/Flooding
- 5) Eye Movement Desensitization Therapy
- 6) Implosive Therapy
- 7) Self-Modeling Therapy
- 8) Vicarious Extinction
- 9) Film/Video Modeling
- 10) Social Skills Training
- 11) Assertion Training
- 12) Rational Emotive Behaviour Therapy
- 13) Schema-Focused Cognitive Therapy
- 14) Cognitive Therapy for Delusions and Hallucinations
- 15) Self-Instructional Training
- 16) Problem-Solving Therapy/Training
- 17) Stress Inoculation Training
- 18) Cognitive-Behavioural Couple Therapy
- 19) Acceptance and Commitment Therapy (presented by the instructor)
- 20) Mindfulness-Based Cognitive Therapy (presented by the instructor)
- 21) Behaviour Therapy for Chronic Pain

- 22) Behaviour Therapy for Adherence to Medical Regimens
- 23) Behaviour Therapy for Prevention of Physical Illnesses
- 24) Behaviour Therapy for Treating Enuresis
- 25) Behaviour Therapy for Treating Tic Disorders
- 26) Behaviour Therapy for Insomnia and Sleep Problems
- 27) Behaviour Therapy for Bulimia Nervosa
- 28) Behaviour Therapy for Pervasive Developmental Disorders
- 29) Behaviour Therapy for any other DSM V Disorder