

Faculty of Health
Department of Psychology
PSYC 4030 6.0 D: BEHAVIOUR MODIFICATION AND BEHAVIOUR THERAPY
Mondays 11:30-14:30pm Eastern Standard Time
This Course is Offered Online Via Zoom
Fall/ Winter 2021-2022

Please note that this course will be offered SYNCHRONOUSLY, meaning that students are expected to attend our Monday 11:30-14:30pm ZOOM classes, while other opportunities to work with the course material will be offered asynchronously.

Instructor: Dr. Marina Heifetz, C. Psych

Email: heifetzm@yorku.ca

Office Times: Questions not easily addressed in class or via e-mail may be brought to the “virtual office times” by appointment.

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. It is the student’s responsibility to be aware of any course credit exclusions. Please be sure to check the Psychology program requirements and/or consult with either the Undergraduate Psychology Department or an academic advisor.

Course website: [eClass](#)

All course materials will be available on the course eClass site. The site will be your central access point for course materials.

Course Description

This course will introduce students to the major principles, concepts, techniques, and applications of behaviour therapy. We will examine both historical and current behaviour modification and behaviour therapies from theoretical, research, and applied perspectives. These perspectives will be discussed based on first-order and second-order changes, highlighting

the significance each modality brings forward with respect to therapeutic process through very different therapeutic goals.

Through these behavioural therapy approaches, students will be guided in exploring how these behaviour modification principles apply to their own lives and to mental health in general. While the great contributions of behaviour therapies will be discussed, issues with respect to ethics, culture, and family role will be an important component of each discussion.

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

In this class students will:

1. Learn the principles of behaviour therapy, demonstrating understanding of both strengths and limitations that this therapy offers with respect to various mental health difficulties.
2. Develop a foundational understanding of the different kinds of behavioural treatments available and how they support different behavioural difficulties.
3. Develop insight into some key therapeutic issues surrounding behaviour therapy modalities, including client-therapist relationship, importance of involving family members in treatment, and generalization of treatment effects.

Required Text

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

Please note that the textbook can be purchased in one of two ways:

- 1) Students can contact the York University Bookstore by phone or online at: <https://www.bookstore.yorku.ca> and order the book. The textbook can be shipped if students make this request upon ordering.
- 2) Students can order online directly through publisher or VitalSource

Important Class Culture, Expectations, and Zoom Information

All aspects of this course will be delivered virtually through the video conferencing platform **Zoom** in the Fall term, please note that the class format may change to in-person in the Winter term. Students will be provided with a **recurring link** to enter the virtual classroom via Zoom. Please note that there will be a “waiting room” to ensure that only students registered in the course will be allowed entry. As such, please use your proper name when entering the online class. Please note that once the lecture begins, the instructor will not be focused on participants accessing the waiting room so it may take some time prior to late-arriving students being noticed and granted access. As such, **students are expected to be in the waiting room prior to 11:30am to be granted access quickly and to permit the class to begin on time.**

As this seminar course is designed for **synchronous** delivery, my expectations are two-fold: 1) you read the assigned readings in preparation for each class; and 2) you will stay engaged in this course through class discussion. While I do not require that everyone use their camera to connect to our discussions, I would **greatly appreciate it if you do keep your camera on** so we can have a “classroom” experience and I can determine if there are any questions. It is also nice to be able to recognize faces over the course of the year!

As well, since we are a large group, you are asked to use the “raise your hand” function if you would like to contribute to the discussion or ask a question. If you prefer to use the “chat” function, you may do so as well. Please remain on mute to avoid as many distractions as possible during classtime, though of course you may turn off the mute function when asking or answering questions.

I recognize these are challenging times and that some students may find it difficult to participate and engage in every class. With this in mind, the lecture slides will be posted for viewing on **eClass** on a weekly basis.

****While not expected whatsoever, some students may choose to disclose personal information during discussions. As well, students may have differing points of view on any given topic. Thus, my expectation is that you show respect for each member of the class by listening to different perspectives in a non-judgmental and open-minded manner.**

Final note, please connect with me **as early as possible** if you have any concerns or difficulties so that we may be able to address these in a timely manner and I can help you succeed.

Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Participation	Throughout the course	10%
Reflection Papers	Bi-Weekly	30%
Test #1	November 29, 2021	15%
Test #2	March 7, 2022	15%

Assessment	Date of Evaluation	Weighting
Seminar Group Presentations	Winter Term	15%
Final Paper	April 4, 2022	15%
Total		100%

Description of Assignments

Class Participation:

It is to your advantage to participate in this seminar-style course to learn and engage with your peers through thoughtful discussions, as this will enrich your understanding of the course material. To this end, based on your readings, you are asked to prepare and bring to each class your comments and/or questions for classroom discussions. You will be evaluated based on: a) your overall quality and engagement in the class discussion; b) participating in discussion forum on eClass; and c) consistent seminar attendance throughout the year. ***Students are expected to be respectful listeners to others' questions and discussions.**

Reaching the North Star Reflection Papers– Connecting Practice to Research: As you learn about the behavioural therapy theory and research, you will have the opportunity to apply what you learn to your own behaviours. You will be provided with a list of values and challenged to record on how your actions reflect those values *and* begin to take steps that bring you closer to your values. You will then provide a **reflection** of your experience by writing down a short bi-weekly reflection paper, including here the summary of the *data* you've tracked, what you've learned from this experience, how it felt, and what things were easy and challenging. You are also asked to *link* these reflections to the **research** we read about and discussed in class. In this way, you are encouraged to connect practice with the literature, which will also help foster insightful and worthwhile discussion in class. The **goal** of these papers is to show me that you have some insight into a) connecting values to actions, b) taking actions based on behavioural approaches discussed, and c) connect these personal experiences to the material we've been learning through reflection and critical analysis. These reflection papers are a good preparation for your final paper.

- These papers are to be submitted on **eClass** and are due the **Monday morning before class** (cut-off time 11:29am).
- One reflection paper per week.
- Papers should be about 2 double-spaced pages (1000 words max) and follow APA style.
- Papers are graded on a 5-point scale (5 = excellent insight and connections and 1 = poor ability to express how practice connects to the research).
- You are required to turn in **six** reflection papers, but you may turn in up to eight (in which case only the best ten will count toward your grade).
- These reflection papers will constitute **30% of your final grade**.

Tests: Both tests will be comprised of short answer questions and will assess your knowledge of our lecture discussions and textbook material. **Second test is not cumulative**, though of course I hope the material will be interesting enough to be retained! Since you will be completing the tests at home and have access to textbook and notes, the questions will be more application-

focused rather than definitional. You are given up to 48 hours to complete each test to allow for extra time and breaks. *Please note that 48 hours to complete each test is substantially more time than is required and no further extensions will be provided.*

Seminar Group Presentations: In groups of three to four students, you are asked to select a behavioural therapy approach that you find most interesting and that is evidence-based. Students are expected to present a 40-minute workshop on this therapy approach to the class, demonstrating the use of some of the techniques from the chosen therapy, the populations/ disorders that the chosen therapy has been shown to be effective for, as well as the therapy's limitations and ethical issues. The presentation will be followed by a 10-15 minute class question and discussion period.

Final Paper: Students are asked to submit a final paper that is focused on a specific issue related to behaviour therapy. Please note that the topic you select for your paper must be different than the one you address in your group presentation. In this paper, you are to provide a critical analysis of the **research** related to the chosen issue. As such, this paper will require library research, including reviewing peer-reviewed journals. Some topic issues that may be considered (although not limited to!) include the role of client-therapist relationship in treatment, the role family members play in treatment, the use of punishment in behaviour therapy, generalization of treatment effects, ethical issues in exposure therapy (particularly with children), and cultural sensitivity of behavioural therapies. It is advised that students consult with the instructor about their selected issue topic to ensure appropriateness for the paper. The paper should be approximately **6-8 double-spaced pages** (1500-2000 words) in length, excluding the title page and reference list. Students are expected to use APA style referencing.

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 2021-22](#)

Missed Tests/Midterm Exams/Late Assignment

For any missed quiz or late assignment, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[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 quiz or late assignment.**

Please note, as you have a choice of turning in your six reflection papers on any of the eight weeks, late reflection papers will not be accepted (*unless there have been extenuating circumstances that you discussed with me prior to the deadlines*).

Late term work (including the final paper due April 4th) will be docked 5% for each day that they're late.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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

Turnitin Service: Students will submit all written assignments to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. Students will be able to access Turnitin through the EClass application for this course.

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. 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](#)

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

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 university encourages students with disabilities to register with [Student Accessibility Services \(SAS\)](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Remember, I am here to help and will do my best to create a supportive atmosphere that enables all of us to learn in our own ways.**

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. 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 4030D 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](#).

Student Campus Resources Learning Skills Services

Amongst other academic supports, hone your presentation skills:

<https://lss.info.yorku.ca/workshops/>

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in various Faculty of Health classes.
- [Peer Assisted Study Sessions \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and provide opportunities to students to work and/or volunteer.
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please visit our [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).

Mental Health

These are challenging times, and while we may be finding our own paths and ways of coping, it is important to acknowledge when we need support. This pandemic aside, being a university student, you may experience a range of mental health challenges that may get in the way of your personal and academic goals. Here are some important resources that may help guide you to mental health support through York University and beyond:

- Student Counselling & Development: York's campus mental health services: <https://counselling.students.yorku.ca/>
- Toronto Distress Centre: <http://www.dcoft.com/>
- Good2Talk: <https://good2talk.ca/>
- For a list of crisis support services and distress lines: <https://www.camh.ca/en/health-info/crisis-resources>
- ConnexOntario provides free and confidential health services information for people experiencing problems with alcohol and drugs, gambling, or other mental health issues by connecting them with services in their area. You can contact them 24/7 at 1-866-531-2600.

Course Schedule

Date	Topic	Readings and Assignments
September 13 th	Welcome and Introduction Course Overview	
September 20 th	Ethical Issues and Behaviour Therapy	Chapters 1 & 2
September 27 th	The Behavioural Model and The Process of Behaviour Therapy, the Trans-Theoretical Model	Chapters 3 & 4
October 4 th	Behavioural Research and Assessment	Chapters 5 & 6 <i>*Reflection Paper</i>
October 11 th	Fall Reading Week, No Class	
October 18 th	Behavioural Interventions with Children and Adolescents, Parent Training, Problem-Solving Therapy – Part 1	Chapters 7, 8, & 9
October 25 th	Behavioural Interventions with Children and Adolescents, Parent Training, Problem-Solving Therapy – Part 2	<i>*Reflection Paper</i>
November 1 st	Behaviour Therapy and Anxiety Disorders in Children and Adolescents – Part 1	Chapter 10
November 8 th	Behaviour Therapy and Anxiety Disorders in Children and Adolescents – Part 2	Chapter 12 <i>*Reflection Paper</i>

November 15 th	Behaviour Therapy and Developmental Disabilities	*Guest Speaker
November 22 nd	Behaviour Therapy with Younger Children	Hembree-Kigin & McNeil, Chapter 1 *Reflection Paper
November 29 th	Behaviour Play Therapy	
December 6 th	Cognitive Therapy and CBT – Part 1	Chapters 13 and 14 Test 1 Due Wednesday December 1st by 11:30am (Submitted on eClass) *Reflection Paper
January 10 th	Cognitive Therapy and CBT – Part 2	
January 17 th	Acceptance and Commitment Therapy	Chapter 15 *Reflection Paper
January 24 th	Dialectical Behaviour Therapy	*Guest Speaker
January 31 st	Mindfulness-Based Approaches and Behaviour	Hooker, K., & Fodor, I. (2008). Teaching mindfulness to children. <i>Gestalt Review</i> , 12(1), 75–91. *Reflection Paper
February 7 th	Mindfulness-Based Cognitive Therapy	Semple, R. J. & Lee, J. (2014). Chapter 8 – Mindfulness-based cognitive therapy for children. <i>Mindfulness-Based Treatment Approaches</i> , Second Edition, pages 161-188.
February 14 th	Applying Behaviour Therapy to Physical Symptoms	Chapter 17 *Reflection Paper
February 21 st	Reading Week, No Class	
February 28 th	Behavioural Therapy – Challenges and Strengths	Chapter 18 *Reflection Paper
March 7 th	Group Presentations	Test 2 Due Wednesday March 9th by 11:30am (submitted on eClass)
March 14 th	Group Presentations	*Reflection Paper
March 21 st	Group Presentations	
March 28 th	Group Presentations	*Reflection Paper
April 4 th	Last Class: Tying it all together	Final Paper Due Today by 11:30am (submitted on eClass)

**Note you have a choice of completing six reflection papers over the noted weeks above, and if you so choose you may complete eight of these papers and I will count the best six toward your final grade.*