

**BEHAVIOUR MODIFICATION: ORIGINS AND APPLICATIONS**  
**PSYB45H3 – Fall session, 2004 (Rm H-216)**

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**Course description:**

This course will emphasize the fundamental principles of behaviour change, including reinforcement, extinction, punishment, stimulus control, and respondent conditioning. The application of these principles to procedures designed to establish new behaviours or change problem behaviour will be covered and, where appropriate, the use of these procedures in the treatment of abnormal human behaviours, such as depression, anxiety, fear, and substance abuse, will be highlighted.

**Course objectives:**

1. Learn the basic principles of behaviour modification.
2. Learn behaviour modification procedures.
3. Learn the functional approach to understanding and treating problem behaviours.

**Text:**

R.G. Miltenberger (2001) *Behavior Modification: Principles and Procedures*, 3<sup>rd</sup> edition. Belmont, CA: Wadsworth.

\*You may use the 2<sup>nd</sup> edition.

**Intranet**

*All students must obtain a UTSC e-mail account, if they do not already have one. This is required in order to access the course page through the intranet. The intranet will be used for discussion groups (see below), posting of lecture notes, posting of grades, and all important class announcements. Please get your e-mail accounts set up ASAP. To set up your account, go to <https://intranet.utsc.utoronto.ca/home.php?login=1> and click on the link "sign up for student account".*

**E-mail**

If you wish to send me an e-mail message, please use the course e-mail address ([psyb45@utsc.utoronto.ca](mailto:psyb45@utsc.utoronto.ca)). *I will not respond to e-mail sent to my personal account.* Any general questions about course material, evaluation, etc. should be posted on the

intranet course page, using the general questions discussion link, so that I can respond a single time to questions that more than one student is likely to have.

**Evaluation:**

Course evaluation will be based on one midterm exam, a final exam, participation in on-line discussion groups, and an optional writing assignment. Below, details of each component of the evaluation and a summary of what percentage each component will contribute to your final grade are given. PLEASE READ CAREFULLY!

*DISCUSSION GROUPS (worth 5% of final grade):*

In the week following lectures on Reinforcement and Extinction (Oct. 5-12), Punishment (Oct. 12-19), Stimulus Control (Nov. 9-16), and Respondent Conditioning (Nov. 23-30), several scenarios will be posted on the intranet. Your assignment is to, over the course of the week, discuss one or more of the scenarios with your classmates by posting comments and replies to other students' comments or questions. In order to receive 5% of your final grade, you will be required to participate in *at least 2* weeks of discussions and to make *at least 4* postings for each discussion that you participate in (i.e., you *may not* spread your 4 postings over more than one week of discussion). The postings do not need to be long (a short paragraph for each posting is sufficient); in fact, short, to-the-point comments and questions make for better discussion. However, your postings must be written in a clear, professional style and show thought. In addition, you will not get full credit for 3 back-to-back postings; you must show evidence of following and participating in the discussion. Examples of appropriate postings will be made on the intranet to provide you with some guidelines.

In the class following each week of discussion that you participate in, you will be required to submit a sheet indicating the dates and numbers of your postings. This information is provided next to each posting and is required in order for you to receive credit for your postings. A template of the sheet can be downloaded and printed from the intranet. These sheets must be submitted in, or before, the class that follows each week of discussion that you participate in; no late submissions will be accepted. Therefore, the deadlines for submission are:

Reinforcement and Extinction	Oct 12
Punishment	Oct 19
Stimulus Control	Nov 16
Respondent Conditioning	Nov 30

*WRITING ASSIGNMENT (worth 15% of final grade; optional)*

For the writing assignment, you will be required to propose a treatment program for an autistic child featured in a case study. Details on the assignment will be discussed in class and posted on the intranet shortly.

Your final paper should be no more than 5 double-spaced, type-written pages (deductions will be made if the page limit is exceeded). Hand-written submissions will not be accepted.

*MIDTERM EXAM (worth 40% of final grade)*

The exam will be multiple choice in format and will be based on the lecture material and readings from the first six lectures.

A make-up exam will be given only if:

1. The student is able to provide a medical note.
2. The student informs me *in advance* of the test (i.e., before 4 pm on Oct. 26) that he/she will be unable to write.

*FINAL EXAM (worth 40% or 55%, depending on whether or not you chose to do the writing assignment)*

The final exam will be cumulative and multiple choice in format. The exam will be based on the lecture material and readings from *all* lectures, including the guest lecture.

*Summary of Evaluation:*

	<u>Percent of final grade</u>
Participation in discussion groups	5
Assignment (optional)	15
Midterm Exam	40
Final Exam	40 or 55

*Summary of important dates:*

Oct 26	<b>Midterm exam</b>
Nov 23	<b>Written Assignment (due in class)</b>
TBA	<b>Final exam</b>
	<b><u>Discussion groups (due in class):</u></b>
Oct. 12	Reinforcement and Extinction
Oct. 19	Punishment
Nov. 16	Stimulus Control
Nov. 30	Respondent Conditioning

## SCHEDULE OF LECTURES

DATE	TOPICS	READINGS
Sept 14	An introduction to behaviour modification.	Ch 1
Sept 21	Behavioural assessment; Measuring behaviour and behavioural change.	Ch 2-3
Sept 28	<b>Reinforcement and extinction:</b> The principles.	Ch 4-5
Oct 5	<b>Reinforcement and extinction:</b> The procedures of shaping, contingency management, extinction, and differential reinforcement.	Ch 14-15
Oct 12	<b>Punishment:</b> The principle; Procedures of aversive conditioning, time out, and response cost.	Ch 6, 17-18
Oct 19	<b>Stimulus control:</b> Principles of discrimination and generalization.	Ch 7
Oct 26	<b>MIDTERM EXAM</b>	
Nov 2	<b>Guest speaker:</b> Sandee-lee Parker, Director of Behavioural Consultation and Therapy Services.	
Nov 9	<b>Stimulus control:</b> Procedures: antecedent control procedures, prompting and transfer of stimulus control, promoting generalization.	Ch. 10, 16, 19
Nov 16	<b>Respondent conditioning:</b> The principles.	Ch. 8
Nov 23	<b>Respondent conditioning:</b> Procedures for altering respondent behaviours involving fear and anxiety.	Ch. 24
Nov 30	<b>Behavioural Skills Training; Cognitive Behaviour Therapy</b>	Ch 12, 25