

Behaviour Modification: Origins and Applications

(PSYB45H3 S LEC01)

Winter 2014 Course Syllabus

Instructor: Jessica Dere, Ph.D., C. Psych.

Class Time and Location: Tuesdays, 4:00pm – 7:00pm, IC-130

Office Hours and Location: Mondays, 10:00am – 12:00pm, SW-521

Email: PSYB45.S2014@gmail.com

Office Phone: (416) 208-2999

Teaching Assistants:

Zenya Brown and Alex Daros

T.A. office hour information to be provided on Blackboard.

A note on email communication: *All questions* regarding the course, lectures, readings, exams, etc. **must** be sent to the course email address: PSYB45.S2014@gmail.com. Questions that have already been answered in the course syllabus, in lecture slides, or on Blackboard will **not** receive a response. Students may contact Dr. Dere directly for personal or confidential matters.

*** Please note: Course announcements will be made through Blackboard. Students are responsible for monitoring the course website regularly for important announcements and updates. Class emails will also be sent through Blackboard. Therefore, students are responsible for making sure that their listed email address is correct. ***

Prerequisites: PSYA01H3 and PSYA02H3

Exclusion: PSY260H

Required Textbook: Martin, G., & Pear, J. (2011). *Behavior Modification: What It Is and How To Do It* (9th ed.). Boston, MA: Pearson.

Additional Material: Additional readings and/or other course material may be placed on the Blackboard course page over the course of the semester, and will be announced in class. You will be responsible for any additional materials that are labeled as required course material.

Course description (from 2013-14 Calendar): A survey of attempts to regulate abnormal human behaviour. Basic principles of behavioural change including reinforcement, extinction, punishment and stimulus control; operant and respondent conditioning procedures; research strategies. Other topics include behavioural contracting, cognitive-behaviour therapy, rational-emotive therapy, and systematic desensitization; treatment of phobias; treatment of alcohol and drug abuse.

Learning objectives: At the conclusion of the course, students should be able to ...

1. Identify and describe basic principles of behaviour modification.
2. Identify and describe basic procedures of behaviour modification.
3. Demonstrate understanding of the application of behaviour modification principles and procedures across different domains and populations, including the development of effective behavioural programs.
4. Demonstrate a basic understanding of how to deal with behavioural data in the context of assessment and research.
5. Demonstrate understanding of key ethical issues in the domain of behaviour modification.

Class structure

The format of the course will consist primarily of lectures, but will also include video and other methods to help illustrate course material. The material covered in lectures will generally correspond to the material in the textbook, but will often serve to supplement the readings rather than duplicate their contents. Therefore, I will assume that you have read the relevant readings prior to coming to class, and having done so will make the learning experience more enjoyable and productive for everyone. I will also present material that is not included in the readings; therefore, class attendance is very important and strongly encouraged. Students will also be asked to engage in in-class learning activities to help illustrate course material. Class discussion generated from these activities may inform exam questions, also making class attendance very valuable. **You will be responsible for all material covered in class and in the readings.** I will make lecture slides available on Blackboard, but these will not be sufficient to understand everything that was covered in class. Furthermore, the slides posted on Blackboard may differ somewhat from those presented in class, due to copyright issues. I will do my best to post the lecture slides several hours prior to class time each week.

A note on the textbook

You will notice that the end of each textbook chapter contains a *Notes and Extended Discussion* section. This section provides more advanced discussion of certain course concepts, and often offers some empirical examples or references linked to the chapter content. Students are responsible for reading this section at the end of each assigned chapter, in order to gain a more complete picture of the topics being discussed. The material contained in this section of each chapter will at times provide inspiration for lecture material.

Students are encouraged to make use of the *Study Questions* provided throughout the textbook. These questions can serve as useful study tools and a convenient method to check your understanding of the material. Answers to the questions are not specifically listed in the book, but all relevant material can be found in the same chapter in which the questions are posed. Selected *Study Questions* from the book will also be discussed and answered in class, to help reinforce course concepts.

Class schedule

Date	Topic	Readings*
January 7	Introduction to the course The Behaviour Modification Approach	Chapters 1, 2
January 14	Positive Reinforcement, Conditioned Reinforcement, and Extinction	Chapters 3, 4, 5
January 21	Intermittent Reinforcement	Chapters 6, 7
January 28	Stimulus Discrimination and Generalization Fading	Chapters 8, 9
February 4	New Behaviours with Shaping and Behavioural Chaining	Chapters 10, 11
February 11	Punishment Escape and Avoidance Conditioning	Chapters 12, 13
READING WEEK		
February 25	Respondent vs Operant Conditioning Generalizing Behavioural Change	Chapters 14, 15, 16
March 4	Antecedent Control Procedures	Chapters 17, 18, 19
March 11	Dealing with Behavioural Data	Chapters 20, 21, 22
March 18	Ethics Developing Behavioural Programs	Chapters 30, 23, 24
March 25	Token Economies Developing Self-Control	Chapters 25, 26
April 1	CBT and Other Therapeutic Approaches	Chapters 27, 28

Please note: The class schedule is subject to change due to unforeseen circumstances.

* Additional Readings may be required, as announced on Blackboard and in class.

Evaluation

- Blackboard Quizzes: 8% (4% each)
- Mid-term examination: 42%
- Final examination: 50%
- Bonus participation marks – “In the News” submission: 2%

Blackboard Quizzes (4% each): Students will be asked to complete two quizzes during the semester. Your grade on each quiz will be worth 4% of your final course grade. For each quiz, you will have one week to complete the quiz via the Blackboard portal; the quizzes will be available under the “Quizzes” heading on the Blackboard course page. No extensions will be granted for completing the quizzes. Each quiz will consist of 20 multiple choice or true/false questions, and will be based on the textbook material. You will have 45 minutes to complete each quiz (multiple attempts will not be allowed). Results will then be discussed in class to facilitate review of the material.

- **Quiz 1:** To be completed between February 2nd and February 9th (by 11:59pm EST)
 - Will cover Chapters 1 to 11
- **Quiz 2:** To be completed between March 23rd and March 30th (by 11:59pm EST)
 - Will cover Chapters 14 to 26, and 30.

Mid-term examination (42%): The mid-term exam will cover all required readings and in class material from the beginning of the course through to reading week. The exam will consist primarily of multiple-choice questions, with a couple of short answer questions, and will not exceed two hours. The mid-term will take place after reading week. The specific date, time and location of the mid-term will be announced once they have been set by the registrar’s office.

Final examination (50%): The final exam will not be cumulative. It will cover all required readings and in class material from after reading week through to and including the final class. The exam will consist primarily of multiple-choice questions, with a couple of short answer questions, and will not exceed two hours. The final exam will be scheduled during the University examination period.

Bonus marks – “In the News” submission (2%): Students can obtain 2 bonus marks, which will be added to their final course grade. In order to obtain these bonus marks, students must do the following: Look out for stories in the news or popular media that link to concepts recently covered in the course. Examples might include a story about parenting techniques, weight loss programs, improving study habits, or any other topic linked to behaviour modification. When you spot a story that links to recent course material, email a link or pdf containing the story to **PSYB45.NEWS@gmail.com**. In your email, include a brief description (e.g., 2 to 5 sentences) of how you feel the story links to course material. This description should be helpful in clarifying why the story was selected. Submitted stories will then be discussed in class and integrated with lecture material whenever possible (the student who submitted the story will remain anonymous). Each student can submit one story for bonus marks. The final date to submit items is Friday, March 28th, 2014. No stories submitted after that date will be counted for bonus marks.

Policies for Examinations in this Course

Please Note: You must bring **photo identification** with you to each examination or you will not be permitted to write the examination.

Missed Mid-term Examination: A make-up mid-term exam will be held approximately two weeks following the date of the mid-term. Students will be permitted to take the make-up exam only if they were absent on the date of the mid-term exam due to a verified illness, a serious family emergence (e.g., death of a close family member), or religious observances. For absences due to illness, students must provide a valid and complete **UTSC Medical Certificate**. The certificate must indicate: (a) that the student sought medical attention on the day of the exam; (b) the nature/timeline of the student's problem and the diagnostic tests that were performed; and (c) how the problem prevented the student from writing the mid-term exam. Students who miss the mid-term exam must contact Dr. Dere via the course email address within **three business days** of the mid-term exam date. They must also submit their documentation within **five business days** of the mid-term exam date either to Dr. Dere (SW521) or to the Department of Psychology's Administrative Assistant, Nina Dhir (SW427F). Students will then be informed whether or not their documents have been accepted. Students whose documents are accepted will be provided with the date, time, and location of the make-up exam. Students who do not contact Dr. Dere within three business days of the mid-term exam, whose documents are not accepted, or who do not appear for the make-up exam, will receive a grade of zero on the mid-term exam.

The form for medical documentation can be found at the following link:

http://www.utsc.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf

Rights and Responsibilities

Copyright in Instructional Settings:

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lectures, course notes/slides, or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Without consent, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Accessibility:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the *AccessAbility* Services Office as soon as possible. I will work with you and *AccessAbility* Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC *AccessAbility* Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.

Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

UTSC Missed Final Examination Policy:

From the UTSC Registrar's Office: "Students are expected to write their final examinations at the end of their courses and are strongly discouraged from missing a final examination. Very occasionally, students encounter circumstances where it is impossible for them to write a final examination; for example, because of a serious illness or the death of a close family member. If you are ill or other circumstances absolutely prevent you from attending a final examination, you may petition (with supporting documentation) for permission to defer writing it until a later date. In most cases deferred exams will be written in the next final examination period or in the study break that immediately precedes it. However, students should be aware that deferred exams can be scheduled at any time during the following session."

Grade Scale

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0

Additional information

Some important dates for Winter 2014 semester (from UTSC Course Calendar):

January 19: Last day to add S courses (on ROSI only)

February 17: Last day to drop Y courses (on ROSI only) without academic penalty and have them removed from the transcript

February 17: Family Day Holiday (University closed)

February 18 - 21: Reading Week

March 23: Last day to drop S courses without academic penalty and have them removed from the transcript (on ROSI only)

April 4: Last day of classes and last day for submission of term assignments in S and Y courses

April 5 - April 9: Study Break

April 9: Last day to drop UTSC S and Y courses (on eService only) and have them remain on the transcript with a grade of LWD indicating withdrawal without academic penalty.

April 10 - 26: Final examination period

April 18: Good Friday (University closed)