

Behaviour Modification: Origins and Applications (PSYB45H3 S LEC01)

Winter 2016 Course Syllabus

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

Class Time and Location: Mondays, 2:00pm – 5:00pm, AA-112

Office Hours and Location: Mondays, 10:30am – 12:30pm, SW-521

Email: PSYB45.Dere@gmail.com

Office Phone: (416) 208-2999

Teaching Assistants:

Zenya Brown, Sonya Dhillon, and Nick Hobson

T.A. office hour: Thursdays, 10:00-11:00am, SW-521

A note on email communication: *All questions* regarding the course, lectures, readings, exams, etc. **must** be sent to the course email address: PSYB45.Dere@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. (2015). *Behavior Modification: What It Is and How To Do It* (10th 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 on Blackboard. You will be responsible for any additional materials that are labeled as required course material.

Course description (based on 2015-16 Calendar): A survey of attempts to regulate abnormal human behaviour. Basic principles of behavioural change will be discussed, including reinforcement, extinction, punishment and stimulus control, operant and respondent conditioning procedures, and research strategies. Other topics include behavioural contracting, cognitive-behaviour therapy, rational-emotive therapy, systematic desensitization, and the application of such techniques in the treatment of psychopathology.

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 simply 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 for Further Learning* 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 may at times provide inspiration for lecture material.

Students are encouraged to make use of the *Questions for Learning* 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 *Questions for Learning* from the book will also be discussed and answered in lecture, to help reinforce course concepts.

Class schedule

Date	Topic	Readings
January 4	Introduction to the course The Behaviour Modification Approach	Chapters 1, 2
January 11	Respondent vs. Operant Conditioning Positive and Conditioned Reinforcement	Chapters 3, 4, 5
January 18	Operant Extinction Shaping	Chapters 6, 7
January 25	Schedules of Reinforcement Stimulus Discrimination and Generalization	Chapters 8, 9
February 1	Fading Behavioural Chaining	Chapters 10, 11
February 8	Decreasing Behaviour Escape and Avoidance Conditioning	Chapters 12, 13, 14
FAMILY DAY AND READING WEEK		
February 22	Respondent and Operant Conditioning Together Generalizing Behavioural Change	Chapters 15, 16
February 29	Antecedent Control Procedures	Chapters 17, 18, 19
March 7	Dealing with Behavioural Data	Chapters 20, 21, 22
March 14	Ethics in Behaviour Modification Developing Behavioural Programs	Chapters 30, 23, 24
March 21	Token Economies Developing Self-Control	Chapters 25, 26, and article by Matson & Boisjoli (2009) provided via Blackboard
March 28	CBT and Other Therapeutic Approaches	Chapters 27, 28

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

Evaluation

- mTuner quizzes (two): 10% (5% each)
- Mid-term examination: 40%
- Final examination: 50%
- Bonus participation marks (up to 2%)
 - o “In the News” submission: 1%
 - o Course participation: 1%

Please note that there are no additional opportunities for extra credit to improve your grade at any time during the course or after the course is over.

mTuner quizzes (5% each): Students will be asked to complete two online quizzes during the semester. We will be using mTuner, which allows for enhanced online multiple-choice tests specifically designed to help promote students’ learning and understanding of the course material. The quizzes are designed to help students keep up with the course material and be prepared for the mid-term and the final exam. **No extensions** will be granted for completing the quizzes. Specific details about the mTuner quizzes will be provided on Blackboard.

- **Quiz 1:** Will take place during the week of February 1st, 2016 (exact timing TBA)
 - o Will cover Chapters 1 to 11
- **Quiz 2:** Will take place during the week of March 21st, 2016 (exact timing TBA)
 - o Will cover Chapters 15 to 26, and 30

Mid-term examination (40%): 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 final examination period.

Bonus marks – “In the News” submission (1%): Students can obtain 1 bonus mark, which will be added to their final course grade. In order to obtain this bonus mark, 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 (i.e., 2 to 5 sentences) of how you feel the story links to course material. This description should explain why the story was selected. When possible, selected submissions will be discussed in class and integrated with lecture material (the student who submitted the story will remain anonymous). Each student can submit one story for the bonus mark. The final date to submit items is Friday, March 25th, 2016. No stories submitted after that date will be accepted.

Bonus marks – Course participation (1%): In order to encourage students to engage with the course material, to pose questions and seek out answers, I will provide 1 bonus mark for the following form of course participation:

- Students must ask at least **two questions** about course-related material during office hours and/or on the Blackboard Discussion Board. Both questions can be asked in person during office hours, both on the Discussion Board, or one of each. Students can attend my office hours, the TA office hour, or both.
- One of the questions **must** be asked prior to the mid-term exam.
- A second question **must** be asked between the mid-term exam and the last day of classes (April 4th, 2015).
- Questions must focus on actual course material to count towards course participation (i.e., questions about the format of exams, course logistics, etc. will not be counted).
- Students who meet these criteria will have 1 mark added to their final course grade.
- Postings on the Blackboard Discussion Board will be visible to the class, so that other students can benefit from the discussion.

Any questions regarding Bonus Marks should be addressed to the course email, after carefully reading through the descriptions above.

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 emergency (e.g., death of a close family member), or religious observances. For absences due to illness, students must provide a valid and complete **Verification of Student Illness or Injury Form**. 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 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 who do not contact the course email within three business days of the mid-term exam, who do not submit their documentation on time, 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.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.

Students working with the AccessAbility office who require accommodations for the mTuner quizzes are asked to notify us by mid-January, in order to allow sufficient time to set up a modified online quiz.

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