

Behaviour Modification: Origins and Applications

(PSYB45H3 S LEC01 and LEC60)

Winter 2018 Course Syllabus

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

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

Online Lectures: Available via WebOption Lecturecasts link on Blackboard course page

Office Hours and Location:

By appointment: Mondays, 11:00am – 12:00pm, SW-521. *Please email*

jdere@utsc.utoronto.ca by 5:00pm the day before to confirm a meeting during this time.

Drop in: Mondays, 12:00pm – 1:00pm, SW-521.

Email: PSYB45.Dere@gmail.com

Office Phone: (416) 208-2999

Teaching Assistants:

Kathleen Walsh, Sonya Dhillon, and Dean Carcone

T.A. office hour: Tuesdays, 2:00-3:00pm, with Dean Carcone, in SW-513

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 are asked to contact Dr. Dere directly for personal or confidential matters, at jdere@utsc.utoronto.ca.

*** 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: 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.

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.

Course 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 strongly recommend having completed the relevant readings prior to attending class or watching the accompanying online lecture; having done so will make the learning experience more enjoyable and productive. I will also present material that is not included in the readings; therefore, familiarity with both lectures and course readings is necessary to succeed in this course. **You will be responsible for all material presented in class and in the required readings.** I will make lecture slides available on Blackboard, but these will not be sufficient to understand everything that was covered in lecture. I will do my best to post the lecture slides several hours prior to class time each week. Sometimes I will post an edited version of the lecture slides prior to class, in which case a complete set of lecture slides will be posted after the lecture (e.g., with answers to discussion questions).

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.

Lecture schedule

| Date/Lecture | Topic | Readings |
|----------------------------|---|---|
| January 8 (Lecture 1) | Introduction to the course The Behaviour Modification Approach | Chapters 1, 2 |
| January 15 (Lecture 2) | Respondent vs. Operant Conditioning Positive and Conditioned Reinforcement | Chapters 3, 4, 5 |
| January 22 (Lecture 3) | Operant Extinction Shaping | Chapters 6, 7 |
| January 29 (Lecture 4) | Schedules of Reinforcement Stimulus Discrimination and Generalization | Chapters 8, 9 |
| February 5 (Lecture 5) | Fading Behavioural Chaining | Chapters 10, 11 |
| February 12 (Lecture 6) | Decreasing Behaviour Escape and Avoidance Conditioning | Chapters 12, 13, 14 |
| FAMILY DAY/ READING WEEK | | |
| February 26 (Lecture 7) | Respondent and Operant Conditioning Together Generalizing Behavioural Change | Chapters 15, 16 |
| March 5 (Lecture 8) | Antecedent Control Procedures | Chapters 17, 18, 19 |
| March 12 (Lecture 9) | Dealing with Behavioural Data | Chapters 20, 21, 22, and article by Craig (2010) posted on Blackboard |
| March 19 (Lecture 10) | Ethics in Behaviour Modification Developing Behavioural Programs | Chapters 30, 23, 24 |
| March 26 (Lecture 11) | Token Economies Developing Self-Control | Chapters 25, 26, and article by Matson and Boisjoli (2009) posted on Blackboard |
| April 2 (Lecture 12) | 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 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 5th, 2018 (exact timing TBA)
 - o Will cover Chapters 1 to 11 (Lectures 1 to 5)
- **Quiz 2:** Will take place during the week of March 26th, 2018 (exact timing TBA)
 - o Will cover Chapters 15 to 26, and 30 (Lecture 7 to 11)

Please Note: Quiz 1 covers one lecture less than the mid-term so that I can discuss results of the quiz with the class prior to the mid-term exam. Similarly, Quiz 2 covers one lecture less than the final exam so that I can discuss results of that quiz in our final class together.

Mid-term examination (40%): The mid-term exam will cover all required readings and lecture material from **Lecture 1 to Lecture 6** (inclusive). The exam will consist primarily of multiple-choice questions, with a few short answer questions, and will not exceed two hours. The exam will take place outside of class time, and will be scheduled by the Registrar’s Office. The exam 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 lecture material from **Lecture 7 to Lecture 12** (inclusive). The exam will consist primarily of multiple-choice questions, with a few 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 (1%): Students can obtain 1 bonus mark, to be added to their final course grade, by doing 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**. The story must link to material covered either within the two weeks prior to your submission date, or to be covered in the two classes following the date of your submission. In your email, include a brief description (i.e., 3 to

5 sentences) of how you feel the story links to course material. This description should explain why the story was selected. Each student can submit one story for the bonus mark. Submissions can also include videos or other multi-media material. The final date to submit items is Monday, April 2nd, 2018. 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 (by 11:59pm Friday, April 6th, 2018).
- Questions must focus on substantive course material to count towards course participation, and not directly duplicate questions posed on lecture slides or in the textbook. Questions about the format of exams, course logistics, etc. will not be counted.
- Questions posted on the Blackboard Discussion Board must follow the instructions provided there (e.g., provide specific references to textbook pages and/or lecture slides as relevant)
- Informed answers to other students' questions on the Blackboard Discussion Board will also count towards this bonus mark, in place of questions.
- 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. Students must follow the departmental policy outlined below when submitting relevant documentation. Only those students who follow this process will be considered for writing the make-up mid-term. Students who do not submit their documentation on time, whose documents are not accepted, or who do not appear for the make-up mid-term, will receive a grade of zero on the mid-term exam.

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed [Request for Missed Term Work form](http://uoft.me/PSY-MTW) (<http://uoft.me/PSY-MTW>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

In the case of missed term work due to **illness**, only an **original copy** of the official [UTSC Verification of Illness Form](http://uoft.me/UTSC-Verification-Of-Illness-Form) will be accepted (<http://uoft.me/UTSC-Verification-Of-Illness-Form>). Forms are to be **completed in full**, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of **medical emergency**, an original copy of the record of visitation to a hospital emergency room should be provided.

In the case of a **death of a family member**, a copy of a death certificate should be provided.

In the case of a **disability-related** concern, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from your Disability Consultant at AccessAbility Services, detailing the accommodations required. The Course Instructor should also be copied on this email.

For U of T **Varsity athletic commitments**, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from a coach or varsity administrator, detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, anything related to personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1.) [request form](#) and (2.) [medical](#)/other documents in person **within 3 business days** of the missed test or assignment. Forms should be submitted to **SW427C between 9 AM - 4 PM**, Monday through Friday. If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three-business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard course announcements daily, as accommodations may be time-critical. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation. Note that this policy applies only to missed term work (assignments and midterms). Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

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 as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [416-287-7560](tel:416-287-7560) or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Students working with the AccessAbility office who require accommodations for the mTuner quizzes are asked to notify us as early as possible in the semester, and no later than two weeks before the first quiz, 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/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) 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; and
- When you knew or ought to have known you were doing it.

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; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note:

You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

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 |