



Department of Psychology
Psychology 435 (L01) – Behavior Modification
Fall 2008

Instructor:	Eric J. Mash, Ph.D.	Lecture Days/Time:	Tues/Thurs 11:00-12:15
Phone:	220-5570	Lab Instructors:	Ms. Brenda Key (01) Ms. Laurie Ching (02)
Email:	mash@ucalgary.ca	Email:	(See lab outlines)
Office:	A 251D	Lab days: Section 01	Wed 11:00-12:50
Office Hours:	On request	Section 02	Thurs 17:00-18:50
Lecture Location:	Scurfield Hall 274	Lab Location:	A248

Course and Lab Description and Goals

The purpose of Psychology 435 is to provide you with a basic understanding of the theory, principles, and practices of contemporary cognitive behavior therapy/behavior modification as applied to a representative range of child and adult disorders and problems. You will also have an opportunity to develop some beginning behavior modification skills in the labs, particularly in relation to the analysis of human behavior, case formulation, the implementation a self-change program, and the formulation of intervention strategies for specific disorders.

Required Text

Spiegler, M. D., & Guevremont, D. C. (2003). *Contemporary Behavior Therapy, Fourth Edition*. Belmont, CA: Wadsworth. Available in University Bookstore

Course Evaluation (NOTE: Students must achieve a passing grade on both the class and lab components to pass this course.)

1.	<u>Tests</u>			
	<u>Dates</u>		<u>Coverage</u>	<u>%</u>
	October 23	Test 1	Chapters 1-9, pp. 414-426 Lectures, Films, Speakers	30%
	November 20	Test 2	Chapters 10-12, 14, 15 Lectures, Films, Speakers	20%
2.	<u>Term Paper</u>			
	December 4	Term Paper		15%
3.	<u>Lab Assignments (see Lab Outline for more information)</u>			35%
		1. <i>Self-Management Project (60%)</i>		
		• Written proposal (10)		
		• Final oral presentation (20)		

- Final written document (30)

2. *Topical Presentation* 30%

3. *Lab Participation & Attendance* 10%

Tests

There will be two in-class tests in this course. Test questions will consist of multiple choice, definition, short answer, and short essay questions.

Term Paper

You will write a paper focusing on a **specific issue or controversy** related to the theory, methods, or practices of cognitive behavior therapy that has captured your interest. The topic you select for your paper must be *different* than the one you address in your lab presentation. In the paper, you should select a topic that is of special interest to you, review relevant research literature related to the topic, and provide a critical analysis and conclusions. The length of the paper should be 13-15 pages of text, plus additional pages for references, tables, or figures. There is no shortage of issues surrounding cognitive behavioural therapy including the role of client-therapist relationship factors in treatment, need to involve family members in treatment, the use of extrinsic rewards, token economy programs, generalization of treatment effects, efficacy versus effectiveness of treatment, single subject case designs for evaluating treatment outcomes, effectiveness of specific procedures in relation to certain populations, combined treatments, use of flooding procedures with children, gender-sensitive treatments, cultural sensitivity of cognitive behavioural therapies for specific problems, and many others. It is critical that your paper focuses on an issue related *specifically to cognitive behavioural therapy as presented in this course*. If you have any questions regarding the appropriateness of your topic, check with the instructor before submitting. Additional paper topics will be discussed in class.

A hard copy of your paper is due on or before 4:30 p.m. on the last day of class (December 4). *Papers submitted after this deadline will not be accepted for grading so please be sure to begin work on your paper early in the term and to submit it before the specified deadline.* Style and references for your paper (and reference list) should conform to the publication manual of the American Psychological Association: American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

The location that is acceptable for written term assignments to be handed in is in class. Final term papers may be handed in after class or placed in the drop box outside of the Department of Psychology Office (A275) prior to the designated deadline. **E-mailed term papers will not be accepted for grading.**

Grading Scale

Percentages below indicate the *approximate* standard required for each letter grade; some or all cutoffs may be lowered but will not be raised. In this course there will be no rounding up of final grades, especially in light of the opportunities students have to increase their final grade via bonus credit.

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%

A- 85-89% B- 72-75% C- 59-62% F 0-49%

Lecture Schedule

The class schedule, general topics, and assigned readings for the course are listed below. Please note that the weekly assigned text chapters for the course will inform class presentations and discussions but may not always correspond directly to them since our classes will focus on the application of the cognitive behavior therapy procedures that are described in the text to specific clinical populations and problems. The emphasis in class will be on looking at cognitive behavior therapy practices in relation to specific clinical problems (e.g., conduct problems, autism, anxiety, depression) since it is these problems for which clients are typically referred for help. Part of effective practice in cognitive behavior therapy involves mastery of the assessment and decision-making processes needed to determine which of the many currently available cognitive behavioral interventions are most appropriate and most effective in treating specific problems.

Class Schedule, General Topics, and Assigned Text Chapters*			
Date		General Topic	Chapters
September	9	Introduction to Course/Behavior Therapy	1
	11	Antecedents of Behavior Therapy	2
	16	Behavioral Model	3
	18	Process of Behavior Therapy	4
	23	Behavioral Assessment	5
	25	Behavioral Intervention with Children & Families	6
	30	Behavioral Parent Training**	pp. 194-198
October	2	Conduct Problems/ADHD	8
	7	Behavioral Intervention with Children & Adolescents	9
	9	Anxiety and Depression in Children**	
	14	Autism/Mental Retardation	7
	16	Autism/Mental Retardation (con't)	
	21	Behavioral Pediatrics**	pp. 414-426
	23	Test 1	

	28	Behavioral Intervention with Adults	10
	30	Anxiety Disorders	12
November	4	Anxiety Disorders	
	6	Depression	13
	11	Reading Days – No Class	
	13	Depression (cont.)	11
	18	Marital Intervention**	15
	20	<i>Test 2</i>	
	25	Social Competence	
	27	Physical Problems	14
December	2	Self-Management	16
	4	Future Directions	<i>Paper</i>

* Note: Adjustments may be made in our class schedule and readings as required.

** Note: Denotes guest speaker from the community. TBA.

*Please Note: The reading schedule presented above is designed to conform roughly to the ordering of topics for child and adult disorders respectively. Class topics, may deviate from this outline. Class presentations, guest speaker from the community presentations, films and videos, and class discussions will frequently be directed at elaborating on a treatment approach and its underlying rationale and empirical base *in relation to* specific clinical populations and problems. In this context, our discussions will not be restricted to the chapter organization of the text, but rather, as noted above, may touch upon several different problems, populations, procedures, and issues. You are responsible for some assigned readings that may not be covered in detail in class.

Examples of some of the specific topics to be covered in the course include:

1. What is behaviour therapy, behaviour modification, applied behavior analysis, cognitive therapy and cognitive-behaviour therapy?
 - A. Defining characteristics
 - B. Contrasted with other approaches to psychotherapy
2. Behaviour therapy assessment: Problem Diagnosis, Treatment Design, Treatment Evaluation
 - A. Concepts
 - i. behavioural versus traditional forms of assessment

- ii. assumptions underlying behavioral assessment
 - B. Techniques
 - i. behavioral interviews
 - ii. behavioral/functional analysis and case formulation
 - iii. verbal report measures/surveys
 - iv. assessing for potential reinforcers
 - v. direct observational assessment
 - vi. analogue assessment
- 3. Operant Conceptual Framework
 - A. Techniques
 - i. positive reinforcement
 - ii. negative reinforcement
 - iii. punishment
 - iv. time-out
 - v. extinction
 - vi. response-cost
 - B. Shaping, Chaining, Fading and Prompting, Satiation, Restraint
- 4. Token Economy/Reward Programs
 - A. Institutional
 - B. Classroom
 - C. Home
 - D. Group Home
 - E. Behavioural Contracts
- 5. Parent Training Programs
- 6. Classroom Interventions
- 7. Behavioural Interventions for Children with Autistic Disorder
- 8. Methods based on the use of mild negative forms of control
- 9. Modeling Methods
- 10. Simulation and Role Playing Methods
- 11. Fear Reduction Methods
 - A. Systematic Desensitization
 - B. Exposure/Flooding/Implosion
 - C. Cognitive Restructuring
 - D. Modeling
- 12. Cognitive-Behavioral Methods
- 13. Concepts of Self-Control, self-management, and self-instructional methods.
- 14. Ethical Issues in Behaviour Therapy
- 15. Cognitive Behavioural Therapy as a Profession

University of Calgary Curriculum Objectives

PSYC 435 is an issues-oriented course with a research and applied emphasis. The course is designed to strengthen the following core competencies: critical and creative thinking,

analysis of problems, effective written and oral communication, gathering and organizing information and data, logical calculation, mathematical ability, abstract reasoning and its applications, insight and intuition in generating knowledge, and interpretive and assessment skills. These objectives will be fostered by incorporating experiential learning (e.g., class and lab presentations and discussions), integration of research (literature reviews), interdisciplinary emphasis (e.g., biopsychosocial framework), and broad faculty/student and student/student interaction (e.g., class and lab discussions).

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam. A completed Physician/Counselor

Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Course Credits for Research Participation

Students in this course are eligible to participate in Department approved research and earn credit toward their final grades. **A maximum of one credit (1%)** in this course may be applied to an individual's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation. The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Department approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **December 4, 2008**.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suypaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and **still receive a fee refund** is **September 19th, 2008**.
The last day to withdraw from this course is **December 5th, 2008**.