

**HURON UNIVERSITY COLLEGE  
LONDON CANADA**

**Psychology 3304G (2018-19)  
Human Learning: Behaviour Modification**

## **1.0 BASIC COURSE INFORMATION**

**Instructor:** Dr. Mark R. Cole

**Office and Phone Number:** V118; 438-7224 ext. 223

**Office Hours:** Mon. 2:30-3:20 and Fri. 3:30-4:20; or by appointment

**Time and Location of Lectures:** Friday 08:30-10:30am; Classroom W102.

**E-mail address:** [mcole@uwo.ca](mailto:mcole@uwo.ca)

**Course website:** <http://owl.uwo.ca/portal> {*login & password = UWO login ID and password*}

## **2.0 COURSE DESCRIPTION**

This is a course in the modification of human behavior in the home, school and institution. Emphasis is on methodology and a sound knowledge of operant techniques is mandatory. Topical readings will be discussed in seminars and practical experience will be offered when possible.

**Prerequisites:** At least 60% in Psychology 2110A/B or 2280E **and permission of the instructor.** May be taken concurrently with 2280E.

2 seminar hours, 1 hour to be assigned by the instructor, 0.5 course.

**Antirequisites:** none.

## **3.0 COURSE LEARNING OBJECTIVES**

By the end of the course students should have:

- A working knowledge of representative behavior therapy literature.
- A critical appreciation of research methodology in the area of behavior therapy.
- Hands-on experience with a simple form of behaviour therapy

## **4.0 DESCRIPTION OF CLASS METHODS**

Each of the weekly 2-hour seminars will be led by one student in the course (or by the instructor). A third hour each week will be taken up by the therapy project at a time selected by the student and his or her client. The fourth hour will involve preparations for, and paperwork after, the therapy sessions.

## 5.0 TEXTBOOKS

Spiegler, M.D. (2016). *Contemporary Behavior therapy*. (6th Ed.) Toronto: Thompson Wadsworth. (Available at the Bookstore).

Cole, M., & Anderson, D.W. (2008) *A systematic desensitization therapy manual*. Unpublished Treatment Manual, Huron College, London, Canada. (Available in class or on OWL).

## 6.0 EVALUATION

**MINITESTS**: The success of this course will depend on the extent to which the class discussions are interesting and critical. To ensure that the reading is done, each class will begin with a **10-minute mini-test** on the reading assignment. These tests are designed to ensure that students have done the reading and it should not be possible to do well on them from general knowledge. The tests will be of the multiple-choice type. These tests may not be written at any other time unless the student can produce an excuse I consider valid. **Note extended vacations in and around Reading Week will not be accepted regardless of the reason.** Students arriving after 8:35 AM but before 9:30 will have to write the test in the mid-class break. Students who miss all or most of either the first or second hour will receive half credit only for the test. Students who write the test and then leave immediately will receive no credit at all. Waiving of any of these penalties will be granted rarely and only at the discretion of the Instructor. Note, however, that sleeping in, and missed buses never constitute a valid excuse. **The sum of the marks on these minitests will count for 33% of the final grade.**

**PRACTICUM**: Each student is required to carry out a **Behaviour Therapy Project** and submit a **Clinical Report**, which will account for 34% of the final mark, by 4:00 PM on Friday, April 12, 2019. This is not a research report and should not follow APA format. The usual project involves systematic desensitization with a client who has a mild phobia. While I occasionally have one or two such clients available, most students will have to provide their own. Clients may not be relatives, or those with whom the student therapist has any relationship beyond friendship, including roommates; but clients may, the previous notwithstanding, be members of the class. Prospective clients must be interviewed by, and approved by, the instructor prior to the start of treatment. These interviews should be arranged outside of normal office hours via E-Mail and student therapists should accompany their prospective client to the interview. Each student embarking on this clinical practicum must sign a **Practicum Contract** in which the meaning of confidentiality is discussed and in which the consequences of breach of confidentiality or other non-professional conduct are clearly stated. In signing this document, the student will be agreeing to the terms, including the consequences of breach of confidentiality or other non-professional conduct. The course instructor will use this document to prosecute such cases, even retroactively. Alternative projects are occasionally permitted but must be approved by the course instructor, in advance.

### **Classroom Presentation and Critical Review:**

- (a) Each week a different person will be responsible for leading a discussion centred on at least four journal articles relevant to the topic for the week. While the designated class leader will present the articles (or as many of them as time permits) and facilitate the discussion, participation by everyone is expected. Students are advised to discuss, with the Instructor, and prior to preparing the presentation, the articles they intend to present and review. Note that the class leader will not write the minutest but will get an automatic perfect score.
  
- (b) The Class Leader is also responsible for submitting a *critical review* of the collection of **at least four articles** they have selected, regardless of whether or not all of them are actually presented in the class. This review must criticize the material as well as present it. There is no specific required length but the review must reveal comprehensive knowledge of the material and must be written in clear English. This paper is **due at the beginning of the class** for which the writer was responsible and will account for 33% of the grade. The Week 3 presenter (if there is one) will have an extra week to produce his or her paper. **LATE REVIEWS WILL SUFFER A PENALTY OF 10% FOR THE FIRST DAY AND 2% PER DAY THEREAFTER** (including Saturdays and Sundays).

### **7.0 POLICY ON GRADING STANDARDS**

Students at Huron University College should consider a grade in the range from 75-79 to be evidence of satisfactory performance in a 3000-level honors Psychology course. Grades in the A (80-89%) range will only be awarded for performance that is demonstrably superior to the third-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.

### **8.0 POLICY ON OWL**

Students must consult OWL for this course regularly as information necessary for success, including lecture outlines, instructions for research projects, and other announcements will be conveyed via this means and no other.

### **9.0 POLICY ON COMPUTERS AND COMMUNICATION DEVICES**

**Students are not permitted to use computers for any purpose in this class. This is a seminar course and there are no examinations (except for the mini tests for which classroom notes are useless). Moreover, students are not permitted to use cell phones (or other similar communication devices) during class. Students must sign a pledge to not use such devices in order to remain in the class. Caught using such a device once, students will get a warning. Upon a second offence, students will be removed from the course.**

## 10.0 ADDITIONAL SENATE POLICIES

Additional senate policies that govern this course may be found in Appendix A

## 11.0 ASSIGNMENT AND MINI TEST SCHEDULE

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<u>Assignment</u>	<u>Due</u>	<u>% of Final Mark</u>
Minitests	Weekly	33
Therapy Report	April 12	34
Critical Review	Beginning of Class	33

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## 12.0 SEMNAR SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>READING *</u>
Fri. Jan. 11	Introduction	
Fri. Jan. 18	Brief Graduated Exposure Therapy	Chapter 10
Fri. Jan. 25	The Process of Behaviour Therapy	Chapter 4,5
Fri. Feb. 1	Behavioural Assessment	Chapter 6
Fri. Feb. 8	Stimulus Control and Reinforcement Therapy	Chapter 7
Fri. Feb. 15	Deceleration Behaviour Therapy	Chapter 8
Fri. Feb. 22	Reading Week – No Class	
Fri. Mar. 1	Token Economy, Contingency Contract and Child Management Training	Chapter 9
Fri. Mar. 8	Modelling Therapy and Skills Training	Chapter 12
Fri. Mar. 15	Cognitive Behavioral Therapy: Cognitive Restructuring	Chapter 13
Fri. Mar. 22	Positive Psychology Based Treatments	Chapter 15
Fri. Mar. 29	Applications to Medical Disorders	Chapter 16
Fri. Apr. 5	Applications to Specified Psychological Disorders	Chapter 17
Fri. Apr. 12	No Class – Work on the Therapy Report	

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\* All readings are from Spiegler (2016)



**Appendix to Course Outlines**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:  
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for

such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<https://huronuc.ca/student-life-campus/art-social-science>

