PSYC 457: BEHAVIOURAL INTERVENTIONS

0.1250 EFTS
16 July – 18 November, 2018

Coordinator: Neville Blampied. Rm 469 Lab Block; DDI +64 [0]3 3694385; Ext94385
Email: Neville.blampied@canterbury.ac.nz

Timetable

<table>
<thead>
<tr>
<th>Activity</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Friday</td>
<td>14:00 - 16:00</td>
<td>Geography 602</td>
<td>16 Jul - 26 Aug</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10 Sep - 21 Oct</td>
</tr>
</tbody>
</table>

Please check the University web for any changes to class times/venues.

Description
This is a one-semester, 15-point course in the application of problem-solving interventions of a behavioural and/or cognitive-behavioural kind. Such interventions may be applied across the life-span from infancy to old age and at the individual, family/group and community level. These applications and interventions studied are evidence-based and draw on the principles of behaviour analysis, social learning theory, and cognitive-behavioural theory/therapy.

Learning Outcomes
Students who successfully complete this course are expected to be able to

(a) analyse problems using the conceptual framework provided by behavioural analysis/cognitive-behavioural theory;
(b) plan “in principle” problem-solving interventions which embody evidence-based principles;
(c) structure interventions so that outcomes may be scientifically evaluated using appropriate research designs; and
(d) relate specific problems and interventions to current relevant theory and research.

Teaching will be by a combination of some initial didactic presentations by the course teacher, and student-led seminars. Working in small groups (mostly pairs) you will prepare Presentations organized round the topics of the textbook chapters, but with this considerably extended by including relevant recent research, for which you will need to consult relevant journals. In addition, you will work independently to prepare a Review of a selected topic and a Research Proposal. A poster presentation at the end of the semester will share your review topic with the class.
Background Knowledge
The development and growth of the behavioural and cognitive-behavioural therapies was made possible by the development of behavioural science, especially the scientific understanding of learning and behaviour change. It helps to have some understanding of the history of the field and how the different strands of the behavioural and cognitive-behavioural therapies emerged. I will present this in class early in the semester. To understand the theoretical and empirical foundations of contemporary behaviour therapy/cognitive-behavioural therapy requires, therefore, a good understanding of the basic science and empirical methodologies of psychology. Students taking this course need to have a thorough grounding in psychology at the undergraduate level, including courses in research methods, and it is highly desirable that courses in learning, behaviour analysis and/or behaviour change processes have been successfully competed at 200 or 300 level. Courses in developmental psychology, cognition, psychopathology, and social psychology will also prove useful. Useful background reading for individuals who feel that their undergraduate preparation was inadequate, or a long time in the past, would be some introductory texts, e.g., Cooper, Heron & Heward (2007) *Applied Behavior Analysis (2nd Ed)*, and the current or an earlier edition of Mazur (2009) *Learning & Behavior*.

Schedule:  A detailed schedule of classes will be posted on Learn following the first class. **Note that there will be no class on Friday 27th July as Neville is away on conference leave that day.**

Textbook & other resources:
Kazdin, A.E. (2013) *Behavior Modification in Applied Settings* 7th Ed. Long Grove, Il: Waveland. **This text is a key resource. There should be 2nd hand copies available.**


**NB: It is assumed that everyone will read Kazdin Chapters 1 & 2 in the first 2 weeks of the semester. You should set a goal of reading the whole book by the end of the Semester.**

Other useful books:
Anthony & Roemer (2011) *Behavior Therapy* is a useful overview.
Other useful resources are
O’Donohue (1998) (Ed.). *Learning & Behavior therapy* has useful theoretical background. All of these are in the Library.

You will need to supplement your study of Kazdin (2013) with recent research literature. The library has many mainstream behavioural and cognitive-behavioural journals, books, and edited works. To assist you with gaining access to this a tutorial on use of PSYCINFO, PSYCARCICLES, PUBMED etc and www searching skills can be arranged if needed. Almost all relevant material is available electronically.
Class presentations & handouts:
You will work in small groups (mostly 2 per group) to prepare a class presentation on an assigned chapter from Kazdin (2013; or one of the Spiegler chapters). The assignment will be random, and will be done in the first class. Plan for your presentation to be 40 min MAX, leaving time for discussion. This time limit will be strictly enforced. There is no shame in finishing early, so long as you have covered the topic to your satisfaction! Most students now do their presentations using PowerPoint, and these presentations will be placed on Learn. In addition, the class should be provided with a handout summarizing the presentation, and including a selection of pertinent references. The handout can include the PPT presentation and/or other material. If you get the handout to me no later than 5pm on the Wednesday immediately prior to the presentation, I will arrange to have sufficient copies made. Otherwise, you will need to take responsibility for your own copying. Please email a digital master copy of your presentation and any other material for the class to Yifang Parker <yifang.parker@canterbury.ac.nz> with a polite request that it is placed on PSYC457 Learn – do make sure you identify the course. Don’t forget that YouTube provides a rich resource of video demonstrations of may behavior therapy techniques. Just make sure you are not taken in by spoof demonstrations. If you have difficulty with any aspect of your class presentation assignment (or any other assignment), please come and see me so I can assist.

Each presentation should be based around the target chapter. The purpose of the presentation is NOT to pass on every single point the author of the chapter has made but to summarize the key points and something of the evidence or reasons for them. In addition, each presenter should present substantive, additional information from current research relevant to the topic, e.g., by presenting a summary of a selection of recently published relevant research articles. I will assign a component of the grade to the presentations, and the extent to which this requirement is fulfilled will be a component of that evaluation.

Assessment:
Class Presentation & Participation– 25% [Due as scheduled]
Poster – 25% [The poster will be included in the scheduled poster presentation session. The poster will also be handed in for assessment].
Review – 35% [Due by 5pm 31 October 2018. Please submit electronically as a Word or PDF document attached to an email. You can supply the Department Cover Sheet electronically or hand it in to the main office. One Cover Sheet will suffice for both the Review and the Research Proposal].
Research Proposal – 15% [Due 5pm 31 October 2018]. Please submit electronically as for the Review. They should be submitted as separate documents for the convenience of the marker and the external examiner. You can submit them as Word documents or PDF as convenient for you.

For both Review and Proposal, please follow the following file name convention for your attachment:
First name Family Name Student # Review (or Research Proposal, as appropriate).

NB: The marked poster and the review and the research proposal will need to be returned to the Department at the end of the academic year so that they are available to the External Examiner for inspection. You can collect them from the Department office once grades are released by the University. Material not collected by the start of S1 2019 will be destroyed.

NB: It is intended that the Poster will be on the topic that you research for your Review. Clearly, it is a challenge to condense a large review into the compass of a Poster. Either, present a summary of the main issues that your review has covered, or focus the Poster on just one (or two)
interesting aspects (especially one that lends itself to visual representation). More information on how to prepare your Poster will be posted on Learn.

You will need to have selected your research Review topic and had it approved by Neville by the beginning of the mid-semester break (by 24 August). The Review should be on a topic directly relevant to Behavioral Interventions. In selecting a topic please do not forget what I said about behavioural interventions above: Such interventions may be applied across the life-span from infancy to old age and at the individual, family/group and community level. The range of possible topics is, therefore, large, and I welcome reviews of less usual topics. So, in thinking about your topic don’t forget that behavioural interventions may be applied at group and community levels as well as to individuals, and to problems relating to health, wellbeing, safety, and the environment as well as to individual psychopathologies. Note that it is easy to be distracted into reviewing psychopathology rather than interventions, but while it may be necessary to discuss some particular psychopathology in order to provide context and rationale for the intervention, the focus should be on the intervention.

I will present some advice about how to approach the Review (see the schedule). The Review should not exceed 20 A4 double-spaced pages in min 11pt type (references can be additional) and should be written in APA Style (see the APA website and/or the UC Library for guidance on this).

The Research Proposal should be based directly on your Review and suggest a research plan to answer a question (just one is sufficient) raised by the Review. It is not necessary to provide an extensive Introduction to the Proposal. A couple of paragraphs referring back to the Review to set out the main research question and hypotheses is all that is needed. The Methods section is where most of the focus needs to be, but there should be a section that outlines the analysis methods for the Results. A brief discussion should summarize how the research should answer the research question and perhaps suggest what further research might need to be undertaken. The Proposal should not exceed 10 A4 double-spaced pages (A4, double-spaced, ≥ 11pt; references can be additional) and should also be in APA style.

Further Study:
This course may usefully be combined with other courses in Psychology, Clinical Psychology, Health Psychology, Health Science, Education, and/or Special Education, and Early Intervention for those interested in professional/applied careers in working with clinical, health, child & family, educational and/or developmental problems, and early intervention. If you are interested in doing thesis research involving any kind of intervention then this is a useful prerequisite course to have taken.

General Department of Psychology Information
IT Services: http://www.canterbury.ac.nz/its/
Learn (online learning): http://learn.canterbury.ac.nz/
UC Library Subject Guide: http://canterbury.libguides.com/psyc
Assessment Cover Sheets
Please attach cover sheets to the front of all your assignments. Hard copies can be found in the ground floor of the Psychology building where the assignment drop boxes are located, and electronic copies are available on LEARN.

Academic Liaison
If you have any concerns about a course, please contact the Course Coordinator in the first instance.
The Department of Psychology has a Staff/Student Liaison Committee and each Semester students voluntarily represent courses from each level. Postgraduate students are represented for both Part 1 paper years and Part 2 thesis years for the whole year. A request for volunteers is sent early in the first semester.

**Students with Disabilities**
Please refer to the Disability Resource Service for information on study support services: [http://www.canterbury.ac.nz/disability/](http://www.canterbury.ac.nz/disability/)

**Policy on Dishonest Practice**
Plagiarism, collusion, copying and ghost writing are unacceptable and dishonest practices.

- Plagiarism is the presentation of any material (text, data, figures or drawings, on any medium including computer files) from any other source without clear and adequate acknowledgement of the source.
- Collusion is the presentation of work performed in conjunction with another person or persons, but submitted as if it has been completed only by the named author(s).
- Copying is the use of material (in any medium, including computer files) produced by another person(s) with or without their knowledge and approval.
- Ghost writing is the use of another person(s) (with or without payment) to prepare all or part of an item submitted for assessment.

In cases where dishonest practice is involved in tests or other work submitted for credit, the student will be referred to the University Proctor. The instructor may choose to not mark the work.

The Department reserves the right to require work to be submitted in electronic format so that it can be submitted to plagiarism detection websites.

**Special Considerations**
Special Consideration for assessments is for students who have covered the work of a course but have been prevented from demonstrating their knowledge or skills at the time of the assessment due to unforeseen circumstances. Students should consult the Special Considerations website for information, and contact them directly with any queries: [http://www.canterbury.ac.nz/study/special-consideration/](http://www.canterbury.ac.nz/study/special-consideration/)

Also on the Examinations webpage is information about Results and Appeals for final grades. The Department of Psychology policy of “substantial part of assessment” for all courses is set at 50% of all coursework. Unless a minimum of 50% of coursework is completed, final special consideration will not be given.

**Marks and Grades**
You will get a mark and/or a grade for each piece of assessment during the course and a final grade at the end of the course. For more information on the University regulations for credit see: [http://www.canterbury.ac.nz/regulations/general-regulations/general-conditions-for-credit-regulations/](http://www.canterbury.ac.nz/regulations/general-regulations/general-conditions-for-credit-regulations/)

**Reconsideration of Grades**
Students can appeal any decision made on their final grade, and should, in the first instance, speak to the course coordinator about their grade. Students can apply through Student Services to appeal for up to four weeks after the release of results: [http://www.canterbury.ac.nz/study/examinations/result-dates-and-appeals/](http://www.canterbury.ac.nz/study/examinations/result-dates-and-appeals/).

For more information see General Course and Examination Regulations in the University Calendar: [http://www.canterbury.ac.nz/publications/brochure-gallery/](http://www.canterbury.ac.nz/publications/brochure-gallery/).

**Complaints and Grievances**
If a student encounters any problems regarding any aspect of the course, they should in the first instance approach the lecturer concerned. Failing that, they can approach the course coordinator.
For more information, please see the Psychology Handbook.

**Missed Tests**
In rare cases a student will not be able to sit a test. In such cases, the student should consult with the course coordinator to discuss if alternative arrangements are available. *This must be done well in advance of the set date of the test.* The criteria used for approving a special sitting are the same as the UC policy used for end-of-semester examinations, which are outlined below:

- Clash with another test from other UC courses
- Religious (Conflicting religious day or event)
- Bereavement (family member or close friend)
- Study (overseas study, must be a tertiary institute)
- Sporting or cultural event (Representing NZ, Canterbury or the University of Canterbury)
- Wedding (immediate family member or part of a bridal party)
- Business (travel)

With the exception of the above criteria, tests will only be given at the regularly scheduled time and place. Missed tests will result in a score of 0% for that test.

**Emergency Assembly Area**
Please gather in the Psychology car park on the grassed area away from the cars and buildings.

**Health & Safety Information**