

Department of Family Relations and Applied Nutrition
University of Guelph
FRHD*3150 Strategies for Behaviour Change
COURSE OUTLINE – WINTER 2014

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Course Description:

In this course theory, research and applications associated with strategies for behaviour change commonly used in interventions with children, youth, adults and families will be examined. A major goal is to familiarize students with basic foundational behavioural/learning principles and techniques. Students will be exposed to the controversies, conflicts and paradigm shifts associated with behavioural intervention. Historical, ethical and cultural aspects of behavioural intervention will also be examined.

Objectives:

Students will have an opportunity to develop understanding and knowledge of the nature of behaviour associated with a range of theoretical underpinnings (e.g., operant conditioning, respondent (classical) conditioning, social learning, cognitive-behavioural, developmental systems, behavioural systems, etc.). Students will have the opportunity to practice/enhance written communication skills. (See Undergraduate Calendar, Learning Objectives, Literacy)

Students will be familiarized with the ways in which behavioural change strategies are applied in the fields of child and youth work, psychology, therapy/counselling and teaching, including those in various settings (e.g., home, school, community) ranging from micro to macro practice.

Students will be invited to reflect on questions of ethics, culture, morality and paradigm shifts in the use of behavioural change strategies.

Required Readings:

1. Martin, G., & Pear, J. (2011). Behavior modification: What it is and how to do it (9th ed.). Upper Saddle River, NJ: Prentice Hall.
2. Additional required readings available via Ares Course Reserve (online through the library).

Method of Evaluation:

Midterm Tests (25% each): Two midterm tests will be held on February 5th and March 19th. The format is multiple-choice and short answer. The purpose of the questions requiring short answers is to provide the opportunity for students to develop and/or enhance **literacy skills**. The midterm will cover all course material including lectures, text book and any additional materials.

Final Examination (50%): A two-hour cumulative final examination will be held on April 9th from 2:30 pm to 4:30 pm. The format will be multiple-choice. The exam will cover all course materials (lectures, guest lectures, textbook chapters, etc.).

Tentative Course Schedule

Readings * film, + journal article

Week 1: Introduction	Chapters 1, 2
Week 2: Historical perspective	Chapters 29, 30, 3, 4
Week 3: Behaviour principles	Chapters 5-7 (Lavoie*)
Week 4: Behavioural change	Chapters 8-11 (+Weinberg)
Week 5: Behaviour MIDTERM 1	Chapter 12, 13
Week 6: Behaviour control	Chapters 14 - 16
Week 7: READING WEEK	
Week 8: Antecedent control	(Zimbardo*) Chapters 17-19
Week 9: Dealing with data, Example	Chapters 20-22; (+Lantz)
Week 10: Behavioural program + MIDTERM 2	Chapters 23, 24
Week 11: CBT, ACT, Self-Control	Chapters 25-28 (+ Miller)
Week 12: Strategies for 'emerging epidemics'	(+Olander, + Gitlin)
Week 13: ABA, EIBI, TF-CBT; Topic of STUDENTS' CHOICE	

*= film, + = journal article in Ares Course Reserve

Additional reading material may be added.

Academic Integrity: The instructor will do everything reasonably possible to create and maintain an atmosphere of academic honesty. Ultimately, however, academic integrity and honesty is a personal matter. The instructor holds high expectations concerning the personal integrity of her students, as does the University. It is expected that each examination turned in will be wholly original work, conducted by the student without unfair help. You are strongly encouraged to complete the tutorial on Academic Integrity (<http://www.academicintegrity.uoguelph.ca>).

Academic Misconduct: Any case of suspected academic misconduct will be fully investigated in accordance with University policy. For more information on academic misconduct, please see the Undergraduate Calendar.