

Department of Family Relations and Applied Nutrition  
University of Guelph  
FRHD\*3150 Strategies for Behaviour Change  
COURSE OUTLINE – WINTER 2016

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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 be familiarized with the ways in which behavioural change strategies are applied in the fields of child and youth work, psychology, therapy/counselling, education, gerontology and businesses, including those targeting various levels (e.g., individuals, groups, communities). 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. (2015). Behavior modification: What it is and how to do it (10th ed.). Upper Saddle River, NJ: Prentice Hall.
2. Three chapters in a separate reader, and journal articles readings available via Ares Course Reserve (online through the library).

**Method of Evaluation:**

Midterm Tests (25% each): Two in-class, 60-minute midterm tests will be held on February 4<sup>th</sup> and March 22<sup>nd</sup>. The format is multiple-choice and short answer. The midterm tests 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 14<sup>th</sup> from 7:00 pm to 9:00 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, ■ reader

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|--|--------------------------------------|
| Week 1: Introduction                               | Chapters 1, 2                        |
| Week 2: Historical perspective, Ethics             | Chapters 29, 30, 4, 5                |
| Week 3: Behaviour principles                       | Chapters 6, 8, 12 (Lavoie*)          |
| Week 4: Behavioural change + MIDTERM 1             | Chapters 9, 10, 7, 11 (+Olander)     |
| Week 5: Behaviour                                  | Chapters 13, 14                      |
| Week 6: READING WEEK                               |                                      |
| Week 7: Behaviour control                          | Chapters 3, 15, 16                   |
| Week 8: Antecedent control                         | (Zimbardo*) Chapters 17-19           |
| Week 9: Dealing with data, Example                 | Chapters 20-22; (■Ch Crisis)         |
| Week 10: Behavioural program, solitary confinement | Chapters 23,24 (+ Kelsall; +Whitley) |
| Week 11: CBT, ACT, Self-Control + MIDTERM 2        | Chapters 25-28 (+ Miller)            |
| Week 12: Strategies for 'emerging epidemics'       | (■Ch EBP + Gitlin)                   |
| Week 13: ABA, EIBI, TF-CBT; STUDENTS' CHOICE       | (■Ch Community change)               |

\*= film, + = journal article in Ares Course Reserve, ■ chapter from reader (EBPractice for Strong families; Telephone and Online crises handling; Community and Social Change).

Additional reading material may be added. (Course reserve Durant and Lantz for discussion only for Feb 11)

**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.

### Learning outcomes:

1. Analyze theories of behaviour change
2. Recognize challenges, initiate change, and apply solutions to improve/enhance life (creativity)
3. Clearly and spontaneously articulate knowledge of human development, disorder or change
4. Develop knowledge of diversity
5. Critically reflect on ethical and professional issues in interaction with people
6. Evaluate the complexity of professional practice with diverse populations
7. Reflect critically on regulations/guidelines/practices for various helping professions