

Department of Family Relations and Applied Nutrition  
University of Guelph  
FRHD\*3150 Strategies for Behaviour Change  
COURSE OUTLINE – WINTER 2019  
Class: Tuesdays and Thursdays 4 to 5:20 pm

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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.

Undergraduate calendar description: This course will review the nature and use of behaviour change strategies commonly used in interventions with children, youth, and their families.

**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.). One main objective is to test knowledge, comprehension, and analytic and writing abilities under conditions that require organization and forward planning. Opportunities to practice writing skills are provided.

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. (2019). Behavior modification: What it is and how to do it (11th ed.). Upper Saddle River, NJ: Prentice Hall.
2. Readings (e.g., journal articles) and videos available via Ares Course Reserve (online through the library).

**Method of Evaluation:**

Midterm Tests (30% each): Two in-class, 60-minute midterm tests will be held on February 2 and March 16 at 4 pm. The test will include multiple-choice and short answer questions. The midterm tests will cover all course material including lectures, textbook and any additional materials. An optional or make up test will be held on April 1 at 4pm.

Final Examination (40%): A two-hour cumulative final examination will be held on April 27, 7 – 9 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

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Week 1: Introduction	Chapters 1, 2
Week 2: Historical perspective, Ethics	Chapters 28, 29, 5, 6
Week 3: Behaviour principles	Chapters 8, 10, 14 (Lavoie*)
Week 4: Behavioural change + <b>MIDTERM 1</b>	Chapters 11, 12, 9,13 (+Olander)
Week 5: Behaviour	Chapters 15, 16
Week 6: Behaviour control	Chapters 7, 17, 18
Week 7: READING WEEK	
Week 8: Antecedent control	(Zimbardo*); Chapters 19 - 21
Week 9: Dealing with data, Example	Chapters 3, 4; (+ Salisbury)
Week 10: Behavioural program, solitary confinement + <b>M2</b>	Chapters 22, 23;(+ Kelsall;+Whitley)
Week 11: CBT, ACT, Self-Control	Chapters 24-27; (+ Miller)
Week 12: Strategies for emerging issues <b>M3</b> Optional, Make up (+Friedberg; + Gitlin)	
Week 13: ABA, EIBI, TF-CBT; STUDENTS' CHOICE	

\*= film, + = journal article in Ares Course Reserve. Additional reading material may be added. (Course reserve Durant and Lantz for discussion only. **NO class on Mar 9, in lieu, class online learning activities will be scheduled.**

**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

Course evaluation	Learning outcomes	Due date	% Final
Quiz 1	1-6	Feb 2	30%
Quiz 2	1-6	Mar 16	30%
Final exam	1-6	April 27	40%

## **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website [<https://news.uoguelph.ca/2019-novel-coronavirus-information/>] and circulated by email.

## **Illness**

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

## **E-mail Communication**

As per university regulations, all students are required to check their <[uoguelph.ca](mailto:uoguelph.ca)> e-mail account regularly: e-mail is the official route of communication between the University and its students.

## **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

## **Drop Date**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

## **Copies of out-of-class assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## **Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams **at least 7 days in advance**, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

## **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph **students have the responsibility of abiding by the University's policy on academic misconduct** regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. Please review the policy:

**The Academic Misconduct Policy is detailed in the Undergraduate Calendar:**  
**<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconductoffen.shtml>**

### **Recording of Materials**

Presentations which are made in relation to course work—including lectures—**cannot be recorded** or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

**Academic Integrity:** The instructor will do everything reasonably possible to create and maintain an atmosphere of academic honesty. The instructor holds high expectations concerning the personal integrity of 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.