

**Faculty of Health**  
**Department of Psychology**  
**HH/PSYC4030 G - Behaviour Modification and Behaviour**  
**Therapy**  
**Tuesdays 5:30PM-8:30PM Eastern Standard Time**  
**Online via ZOOM:**  
**Fall/Winter 2021-2022**

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**Please note that this course will be offered SYNCHRONOUSLY**, meaning that **students are expected to attend our ZOOM classes on Tuesdays from 5:30PM to 8:30PM**, while other opportunities to work with the course material will be offered asynchronously.

**Instructor:** Dr. Sayyed Mohsen Fatemi

**Email:** [smfatemi@yorku.ca](mailto:smfatemi@yorku.ca)

**Office Hours:** Based on appointment (Using Zoom Link)

**Course Prerequisite(s):** Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2130 3.00 (Personality)
- HH/PSYC 3140 3.00 (Abnormal Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 Credits

**Course Credit Exclusions:** Please refer to York Courses Website for a listing of any course credit exclusions. It is the student's responsibility to be aware of any course credit exclusions. Please be sure to check the Psychology program requirements and/or consult with either the Undergraduate Psychology Department or an academic advisor.

**Course website:** [eClass](#)

<https://eclass.yorku.ca/eclass/course/view.php?id=54097>

## **Course Description:**

This course will give us an opportunity to examine and explore theory, research and practical applications associated with behaviour change. We will focus on historical perspectives and current conceptualizations of behaviour and psychotherapies aimed at behaviour modification.

The course will provide you with a rigorous understanding of the theoretical underpinnings, principles and models of behaviour modification and the basic procedures of many of the behaviour and cognitive behaviour therapies. We will draw on the relevant research and findings and we will discuss the application of the basic principles of behaviour modification to specific treatment plans for behaviour change and evaluate the effectiveness of these procedures.

We will examine major principles, concepts, techniques, and applications of the behaviour therapies. Our discussions start with the behaviour therapies of the 1950 & early 1960s (i.e., the “First Generation” Behaviour therapies) with their focus on treating clients’ overt ‘problem’ behaviours by changing the external conditions influencing them. We then move into the 1960s with the introduction of cognitive factors as important determinants of ‘problem’ behaviours (i.e., the “Second Generation” Behaviour Therapies including the Cognitive Behavioural therapies). Later on, we will address the emergence of the “Third Generation” Behaviour therapies, a departure in the 1990s from the previous generations and represented by the therapies of Mindfulness and Acceptance Commitment Therapy. We will also discuss the third wave in its entirety including meditation-based mindfulness, and Langerian mindfulness with their specific therapeutic applications and implications.

We will present and discuss cases in each class with specific therapeutic interventions. The case discussions will enrich your understanding of behaviour therapies as they apply the behaviour modification interventions/strategies learnt in this course to modify an aspect of your own behaviour. Your group discussions will also give you an opportunity to apply your knowledge in modifying other people’s behavior.

Your proactive participation in the class lectures and class discussion is an essential factor in passing the course. Our journey will be inviting, exciting, illuminating and exhilarating.

## **Learning Outcomes**

1. Demonstrate in-depth knowledge of behaviour modification and behaviour therapy.
2. Critically evaluate, synthesize, and resolve conflicting results in behaviour modification and behaviour therapy.
3. Articulate trends in behaviour modification and behaviour therapy.
4. Locate research articles and show critical thinking about research findings on behaviour modification and behaviour therapy.
5. Express knowledge of behaviour modification and behaviour therapy in written form.
6. Engage in evidence-based dialogue with course director and peers.

7. Demonstrate an ability to work with others.
8. Identify the roles and responsibilities of public health practitioners in mental health programs in developing and developed countries.

## **Learning Skills**

Students will

- Learn the principles underlying behaviour modification and behaviour therapy.
- Learn how these underlying principles form the basis for the development of interventions for specific behaviour problems.
- Develop a functional understanding of the different kinds of treatments and treatment packages and how they are applied to specific behaviour problems.
- Learn experientially by carrying out a research project that will include applying theory and treatment intervention(s) learned in this course to ameliorate a personal behaviour deficit or excess and using appropriate research methodology
- Learn the basic principles of behavior modification.
- Learn behavior modification procedures.
- Learn the functional approach to understanding and treating problem behaviors.
- Develop and implement a self-management program to modify one of your own behaviors

**Required Textbook: Contemporary Behavior Therapy, 2016, 6th edition Author: M. D. Spiegler. Publisher: Cengage**

Please note that if you choose to make use of an earlier edition of the course text, you will need to ensure that you have access to all the new material & changes made to the latest edition

### **Supplemental required reading:**

Extra readings and notes will be uploaded to E-class on Moodle as the occasion arises.

## Tuesday Class ZOOM Meetings – Here is how it will work!

Students **will be provided with a recurring link to enter the virtual classroom via ZOOM**

The instructor will enable the “waiting room” function to ensure that only students registered in the course will be allowed entry. To that end, **students must use their proper name as their identifier.**

Once the lecture begins, the instructor will not be focused on participants accessing the waiting room so it might take quite some time prior to late-arriving students being noticed and granted access. As such, **students are expected to be in the waiting room prior to 2:30pm to be granted access quickly and to permit the class to begin ontime.**

It is **requested that students have their cameras on during discussion periods**, if possible, so that the instructor can determine if students have any questions during designated question and answer periods.

Students are asked to join the class and remain on mute to avoid as many distractions as possible, although students may turn on the mute function when asking or answering questions. Students will therefore need a stable higher-speed Internet connection and a computer with a webcam and microphone and/or a smart device with these features.

A way to determine Internet connection and speed: there are online tests, such as [Speedtest](#), that can be run.

Useful links describing computing information, resources and help for students:

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

**Assessments/Evaluation: (see below for full description)**

<b>Assessment (e.g. test, assignment, Exam)</b>	<b>% of total grade</b>	<b>Date of Evaluation</b>
Class participation and mini reflections	20	Ongoing
Term Tests	20	Late November and Early April (TBD)
Behaviour Change Project (BCP) – Proposal	5	Early November (2021)
Behaviour Change Project (BCP) – Report	25	March (2022)
Presentation of Behavior Change Project Results	15	March (2022)
Group Seminar Presentation	10	Fall term (TBD)
Peer Group Feedback for BCP Draft	5	February (2022)
	100	

**Turnitin Service and Moodle:** Students will hand in all written assignments to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. You will be able to access Turnitin through the Moodle application for this course. ***Please note that I will be making use of Moodle to post important information and any changes to the course – be sure to check Moodle regularly.***

### **Class Participation**

Your proactive participation is an essential factor in your successful completion of the course.

Your consistent attendance, your active involvement in the class discussions, your mindful participation in class presentations and readings and your contributions to ideas sharing about class members' behaviour change projects would contribute to your proactive participation.

### **Mini-reflections (P/F; for Engagement Points)**

Mini-reflections will be completed in class, and must be submitted to eClass by *11:59pm the day of class (Tuesday)*. These reflections will be based on provided questions regarding your learning and experiences throughout the course and should take approximately 10 minutes to complete. There will be 12 mini-reflections due per term totalling 24 mini-reflections throughout the year. You will be graded on your best 10 out of 12 mini-reflections per term, meaning that if you miss up to a maximum of 2 mini-reflections per term you may still receive the full grade for the mini-reflections portion of your grade if the rest are completed successfully. However, beyond that **missed mini-reflection points cannot be made up**. Therefore, if you are unable to participate in a class beyond that, for whatever reason, you will lose the opportunity to receive marks for whatever you miss. **The mini-reflections will be worth a total of 20%.**

### **Term Tests**

During each term, there will be one term test administered. The tests will be based on the chapters of the text book and the lectures up to the week of the tests and will be non-cumulative. All tests will be multiple choice format. These tests are designed to help students maximize their understanding of the material being covered. There is no substitute for a missed test. **The tests will be worth a total of 20%.**

### **Behaviour Change Project (BCP) – Proposal & Report**

Having learned the underlying theoretical principles and many of the techniques of behavioural assessment and change, students will have the opportunity to put their recently acquired knowledge into practice as they apply behaviour modification strategies to their own behaviour.

For this assignment, students will choose a target behaviour from the list of ‘problem behaviours’ provided, that they would like to either increase or decrease. Student will submit their proposal in the Fall Term for feedback before embarking on their BCP. This proposal should be a clear outline of your project and **will be worth 5% of your total assignment grade.**

Using an ABAB study design, you will observe the behaviour (A), attempt to modify it using ‘behavioural treatment(s)’ (B), remove the treatment (A), and reinstate the treatment (B). Students will then write up the procedure and results of your self-change programme in the APA format of a research study. The number of pages will depend upon the target behaviour and the type of programme used; acceptable papers may vary in length from 12 to 25 pages. More comprehensive instructions will be provided as the first term gets underway. I will elaborate the BCP during our class meetings. **The assignment will be worth a total of 25%.**

## Presentation of Behavior Change Project Results

Students will present the results of their behaviour change to the class. This will be done most likely in the last 3 or 4 weeks of the class. Students will be assigned a time slot for their presentation as the first term gets underway. **This presentation will be worth a total of 15%.**

## Group Seminar Presentations

In the Winter term, there will be a series of 45-minute Zoom presentations by groups of three to four students, focusing on a specific behaviour modification strategy for a particular target behaviour. Case studies may be assigned to groups. In addition to the case studies, students need to refer to a minimum of 2 other articles/chapters in order to complete the assignment. Details on group presentations and presentation dates. will be discussed in our class. **This presentation will be worth a total of 10%.**

## Peer Review

You will be required to submit a rough draft of your BCP report by February 2022. Upon submission, you will receive drafts from other peers to review. The purpose of the peer review is to help your peer improve his/her BCP. You will be evaluated on the quality of your suggestions and the thoroughness of your reading. Failure to submit a draft will result in not having the opportunity to participate in peer review and losing the mark. **This will be worth a total of 5%.** In reviewing the paper, you may want to follow the six section headings listed below.

1. What is good about the paper (in being critical, we must not forget to be encouraging and supportive as well!)?
2. Is the purpose of the paper clearly laid-out in a succinct introduction?
3. Are there any terms or concepts that need further clarification?
4. Is the evidence that the author provides to support his/her position good? Sufficient?
5. Are there other factors that the author might want to consider (other types of evidence, other points of view, etc.)?
6. Anything else that might be helpful to the author.

Write the peer review as though it were a letter to the author. Speak to him or her directly; there is no need to refer to him/her in the third person.

There is no need to summarize the work either. The author knows what he/she has written. Include in the peer review only suggestions on how to improve the paper and what you have found valuable in the work.

If you wish, the peer review can be written in bullet format (as long as you can still clearly express your suggestions to the author). I would expect that the review would be about 2-3 pages long.

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2021-22](#))

### **Late Work/Missed Tests or Exams**

Late assignments will be accepted up to one week after the deadline including weekend days. If your assignment is late, you will be deducted a late penalty of 5% per day, including weekend days. **Late assignments will not be accepted after one week of the missed deadline (35% penalty).**

Students with a documented reason for missing a deadline, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

If you are missing a deadline due to illness, compassionate grounds, etc., you must contact me ([smfatemi@yorku.ca](mailto:smfatemi@yorku.ca) or [smfatemi@hotmail.com](mailto:smfatemi@hotmail.com)) to submit documentation within 48 hours of missing the deadline in order to have your work considered for grading without a late penalty.

### **Important New Information Regarding Missed Tests**

For any missed tests or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. [HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

### Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

For a list of all important dates please refer to: [Important Dates](#)

## Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

## Test Banks:

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited to; buying or selling test banks.

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

## Academic Accommodation for Students with Disabilities:

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources.

**Policy Statement:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

### **Course Materials Copyright Information:**

These course materials are designed for use as part of the HH/PSYC4030 G course at York University and are the property of the instructor unless otherwise stated.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

### **Lecture Schedule**

Each week I will post the week's assigned chapter(s) and topic(s) in an announcement on eClass.



### **Instructor's bio**

Dr. Sayyed Mohsen Fatemi, Ph.D. completed his postdoctoral studies in the department of psychology at Harvard University where he has also served as a Teaching Fellow, an Associate and a Fellow.

He is a frequently published author and has been the keynote speaker of numerous international conferences.

His publications appear in Springer, Wiley, Templeton Press, Routledge, Cambridge University Press and Oxford University Press, Lexington publication, Palgrave McMillan, American Psychiatric Association, and Journals such as APA's Journal of Theoretical and Philosophical Psychology and International Journal of Clinical and Experimental Hypnosis.

In addition to teaching at Harvard, he has also taught for the department of psychology at the University of British Columbia, York University, Western Washington University, University of Massachusetts in Boston, University of Toronto, Endicott College and Boston Graduate School of Psychoanalysis.

He brings mindfulness in his psychological and therapeutic interventions and has run training and coaching programs for clinicians, practitioners and corporate people in North America, Europe and overseas. He has been practicing psychotherapy and hypnotherapy for more than a decade.

Dr. Fatemi is the recipient of the Ellen Langer international Mindfulness Award and is an active member of APA with numerous presentations at APA annual meetings.

Furthermore, Dr. Fatemi has served as an associate professor of psychology and the chair of the Desk of North America at Ferdowsi University of Mashhad one of the top five universities in Iran.

Dr. Fatemi is also an adjunct faculty member in the Graduate Program in Psychology in the department of psychology at York University, Canada.