

Faculty of Health  
Department of Psychology  
HH/PSYC 4030D  
Behaviour Modification and Behaviour Therapy  
Monday Eastern Standard Time 11:30-14:30  
Fall 2024

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**Please note that this course will be offered in person**, meaning that students are expected to attend our classes on Campus on Monday from 11:30 AM to 14:30 PM.

**Proactive participation plays an essential role in your successful completion of the course.**

**Instructor:** Dr. Sayyed Mohsen Fatemi

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

Office Hours: Based on appointment.

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

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- HH/PSYC 1010 6.00 (Introduction to Psychology)
- 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.

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

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. Slides, notes, and mini reflection questions will all be posted on the course eClass site.

## 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 conceptualisations 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.

## Specific Learning Objectives

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 text book

Behavior Modification: What It Is and How To Do It

**Garry Martin, Joseph J. Pear 2024**

ISBN 9781032233154

There may also be some extra recommended readings which will be announced on eClass later.

### Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Participation	Ongoing	5%
Mini Reflection	Ongoing	10%
Mid Term	Dec 2, 2024	20%
Term Paper	April 2, 2025	30%
Peer Group Presentation	March 24, 2025	10%
Final Exam	March 31, 2025	20%
<b>Total</b>		<b>100%</b>

## Course Evaluation / Description of Assignments

### 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 your responses to readings will substantiate your proactive participation.

### Group Activity

During classes, students will be engaged in a series of experiential and group activities to enhance their learning performance in the area of behavior modification. You need to make sure to mindfully participate in the group activity which takes place right after lectures. Details will be discussed in the first day of the class. It is your responsibility to meet up with your group members during the time that is provided in each class. Each time one group member will be the leader who will be responsible for leading the discussion. Each group member should upload a minimum five sentence summary of the discussion along with examples and analyses based on the specific activity.

**Class Participation and Group activity will be worth a total of 10%.**

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

Mini-reflections will be completed in class, and must be submitted to eClass by *11:59pm one the day after each class (Monday)*. These reflections will be based on provided questions regarding your learning and experiences throughout the course, and should take approximately 15 minutes to complete. If you are unable to participate in a class, for whatever reason, you will lose the opportunity to receive marks for whatever you miss. **The mini-reflections will be worth a total of 10%.**

### Term Paper

Written Assignment: You will also have one paper to write for the course. **This paper is worth 30% of your final grade.** The deadline for the ONLINE submission will be April 2, 11:59 pm (online submission to TurnItIn). More information regarding the paper will be provided later in the term.

### Peer Review

You will be required to submit a rough draft of your Final paper by Nov 21, 2024. 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 paper. 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 10%.** 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.

### **Exams:**

Exams will be based on lectures, and readings. There will be two exams. **Each is worth 20% of your final grade.** The 1st exam will be given on December 2, 2024 and the 2nd will be given on March 31, 2025. Each exam will consist of a series of short answer and/or essay style questions. The exam is worth 30% of your final grade. The exam date cannot be changed. The exam will consist of a series multiple choice questions.

### **Class Format and Attendance Policy**

This will be an in-person class and your attendance and your active participation play significant roles in your successful completion of the course. Various media types (standard lecture, videos, and research articles) will be presented in order to help guide your learning. There will be several in class exercises that you will be encouraged to participate in, as they are designed to assess your learning and stimulate deeper encoding of class material.

### **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 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2024-2025](#)

### **Missed Tests/Midterm Exams/Late Assignment**

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[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 missed quiz or late assignment.

### **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 [Undergraduate Fall/Winter 2024-2025 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)	September 18	September 18	January 20
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	October 2	October 16	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 7	March 14
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 3	February 8- April 4	March 15- April 4

## 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.

## Information on Plagiarism Detection

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

## Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

## 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 university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

## Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. 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 PSYC 3310 B course at York University and are the property of the instructor unless otherwise stated. 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. [Intellectual Property Rights Statement](#).



### Calumet and Stong Colleges' Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.

Instructor's Bio:



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. His publications appear in Springer, Wiley, Templeton Press, Routledge, Cambridge University Press, Oxford University Press, Lexington publication, Roman & Littlefield, Palgrave MacMillan, 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, Western Washington University, the University of Massachusetts in Boston, University of Toronto, York University, Endicott College, and Boston Graduate School of Psychoanalysis. Sayyed Mohsen Fatemi, Ph.D. is also an adjunct faculty member in the Graduate Program in Psychology in the Department of Psychology at York University, Canada. He exclusively uses hypnotherapy for his clients. He integrates Langerian mindfulness with hypnotherapy in a wide variety of contexts.

He has supervised both master and doctoral students for their research projects and dissertations. He has served as a keynote speaker of several international conferences and run workshops and seminars across the USA, Canada and overseas.

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

Here are the new links for his new books:

- Fatemi, S.M. (2023). [Therapeutic applications of Langerian Mindfulness](#). Wiley.
- Fatemi, S.M. (2021). [The Psychology of Inner Peace](#). Cambridge University Press.
- Fatemi, S.M. (2021). [Film Therapy: Practical Applications in a Psychotherapeutic Context](#). Routledge: New York.
- Fatemi, S.M. (2018). [The psychological power of language](#). Routledge: New York.
- Fatemi, S.M. (2018). [Phenomenological psychology of mindfulness: psychology of presence](#). Lexington: New York.
- Fatemi, S.M. (2016). [Critical mindfulness: Exploring Langerian models](#). Springer: New York.