



**NAME OF SCHOOL: SCHOOL OF HUMANITIES AND SOCIAL SCIENCE**

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**COURSE: PSY 4171**

**COURSE TITLE: BEHAVIORAL HEALTH THERAPY**

**CREDIT: 3 UNITS**

### **1. COURSE DESCRIPTION**

The course covers a variety of behavioural therapeutic techniques used to treat health related disorders. An experiential approach will be used to provide learners with an opportunity to obtain a practical experience with the techniques. Topics covered will look at behavior modification principles and procedures including; stress and stress management techniques, relaxation techniques, cognitive approaches, promotion of health and wellness and management of specific diseases.

**1.1 Prerequisite: PSY 3140: Introduction to Counselling**

### **2. LINK TO USIU MISSION OUTCOMES TO THE B.A PSYCHOLOGY PLOs**

PSY 4171 is linked to achieving the University Mission outcomes of higher order thinking, career preparedness and a global understanding with a multicultural perspective. It will directly and indirectly enhance practical skills competency, scientific and technological literacy and service to community.

In addition, it will achieve the following **B.A PSYCHOLOGY PROGRAM LEARNING OUTCOMES**

The psychology program is designed to provide students with the necessary background to pursue a variety of professional careers within and related to the field. The following are the program learning outcomes:

1. Articulate the major concepts, theories, empirical findings, ethical standards and historical trends in psychology as concerns Health behavior modification

2. Conduct research in a variety of settings that offer treatment services for health disorders
3. Demonstrate creative and critical thinking approach to psychological issues in diverse settings
4. Communicate in multicultural settings as you apply principles and procedures of behavior management
5. Use psychological knowledge, skills, values and attitudes to aid in Behavioral interventions

### 3. EXPECTED COURSE LEARNING OUTCOMES.

By the end of this course, learners will be able to:

1. Define Health behavior and behavior modification
2. Identify and articulate basic principles in the area of health behavioral therapy
3. Analyze various ways of identifying and measuring behavior and behavior Change
4. Outline current issues and practices in health behavioral therapy and ways to deal with different human developmental stages
5. Establish and clarify personal vulnerabilities that can be addressed by various health behavioral therapy techniques

### 4. COURSE CONTENT & CLASS SCHEDULE

Week	Topic/ Content
1	<p><b>Introduction and Course Overview</b></p> <ul style="list-style-type: none"> <li>• Course Learning Outcomes</li> <li>• Scheduling for the Semester</li> <li>• Definitions; expectations, and a general overview of the main course text and syllabus.</li> <li>• What is Health</li> <li>• Societal behavioural health challenges</li> <li>• Social determinant of health</li> </ul> <p><b>Reading: Sahler, O.J. Z &amp; Carr, J.E pp. 5-12,191-235</b></p> <p><b>Reading: Miltenberger, R. G Chapter 1</b></p>
2	<p><b>Measurement of Behaviour and behaviour change</b></p> <p>What is Behavioural Psychotherapy?            What is behaviour modification?            Observing and recording Behaviour            Illness behaviour            Defining Target Behaviour            Direct and indirect Assessment            Recording methods</p> <p><b>Reading: Miltenberger, R. G Chapter 2</b></p>

<b>3</b>	<p>Basic Principles in Behavior Change</p> <ul style="list-style-type: none"> <li>▪ Reinforcement</li> <li>▪ Extinction</li> <li>▪ Punishment</li> <li>▪ Stimulus Control: Discrimination and Generalization</li> <li>▪ Respondent Conditioning</li> </ul> <p><b>Readings: Miltenberger, R. G., Chapters 4, 5, 6, 7 and 8</b></p>
<b>4</b>	<p><b>Procedures to Establish New Behavior</b></p> <ul style="list-style-type: none"> <li>▪ Shaping</li> <li>▪ Prompting and Transfer of Stimulus Control</li> <li>▪ Chaining</li> </ul> <p><b>Readings: Miltenberger, R. G., Chapters 9, 10 and 11</b></p>
<b>5</b>	<p><b>Behavioral Skills Training Procedures</b></p> <p><b>Readings: Miltenberger, R. G., Chapter 12</b></p>
<b>6</b>	<p><b>Problem Behaviour Assessment</b></p> <p><b>Readings: Miltenberger, R. G., Chapter 13</b></p>
<b>7</b>	<p><b>Mid-Semester Exam</b></p>
<b>8</b>	<p><b>Problem behaviour Change</b></p> <ul style="list-style-type: none"> <li>▪ Extinction</li> <li>▪ Reinforcement</li> <li>▪ Punishment</li> </ul> <p><b>Readings: Miltenberger, R. G., Chapter 14,15</b></p>
<b>9</b>	<p><b>Relaxation and stress management</b></p> <p><b>Readings: Davis, Eshelman &amp; McKay, Chapter 1,2,3</b></p>
<b>10</b>	<p><b>Other Behaviour Change Procedures</b></p> <ul style="list-style-type: none"> <li>▪ Self-Management</li> <li>▪ Habit reversal procedures</li> <li>▪ Token economy</li> <li>▪ Behavioural Contracts</li> </ul> <p><b>Readings: Miltenberger, R. G., Chapter 20,21,22,23</b></p>
<b>11</b>	<p><b>Anxiety Reduction Procedures</b></p> <ul style="list-style-type: none"> <li>▪ Fear and anxiety Problems</li> </ul> <p><b>Readings: Miltenberger, R. G., Chapter 24</b></p>
<b>12</b>	<p><b>Cognitive Behaviour Modification</b></p> <ul style="list-style-type: none"> <li>▪ Cognitive restructuring</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Refuting Irrational Ideas</li> <li>▪ Cognitive coping</li> <li>▪ Acceptance based therapy</li> </ul> <p><b>Readings: Miltenberger, R. G., Chapter 25</b></p>
<b>13</b>	<p>Assertiveness Training</p> <p><b>Readings: Davis, Eshelman &amp; McKay, Chapter 17</b></p>
<b>14</b>	<b>END OF SEMESTER EXAMINATION</b>

## 5. TEACHING MODALITY

**This course will be learner centered and interactive involving the following:**

Reading assignments, Class and group participation, Individual presentations, experiential learning, PowerPoint slides, discussions, critical analysis of behavior observation and measurement, and video clips to illustrate concepts.

## 6. COURSE TEXTS & OTHER READINGS

i. **Miltenberger, R. G. (2012). *Behavior Modification: Principles and Procedures* (5<sup>th</sup> Ed). USA:**

**Wadsworth, Cengage Learning.**

ii. **Sahler, O. J. Z. & Carr, J. E. (2012). *The Behavioral Sciences and Health Care* (3<sup>rd</sup> Ed). Cambridge, MA: Hogrefe Publishing.**

iii. Davis, M.; Eshelman, E. R., & McKay, M. (2008). *The Relaxation & Stress Reduction Workbook* (6<sup>th</sup> Ed). Oakland, CA: New harbinger Publications, Inc.

iv. Wedding, D. & Stuber, M. L. (2010). *Behavior & Medicine* (5<sup>th</sup> Ed). Cambridge, MA: Hogrefe Publishing.

## 8. COURSE REQUIREMENTS & ASSESSMENT

### Class attendance

It is in the student's best interest to attend classes. Attendance records will be maintained as per the USIU regulations with **EIGHT (8)** absences earning an automatic F grade. Every **TWO (2)** absences will earn students **ONE (1)** negative point deducted from the participation points.

## Evaluation and Assessment

Students are expected to undertake assignments and consult alternative sources of information. The student bears sole responsibility for announcements made online or in class. Cellphones and other electronic gadgets **MUST** be turned off in class (Except when facilitator grants permission).

No electronic devices or written material will be allowed during tests, quizzes or examinations. Absolutely **NO MAKE UP** testing will be allowed. **Class Attendance 5%**

### Assessment Details

Final Exam	30 points
Mid-Term Exam	20 points
Classroom Exercises	10 points
Reflective Journal	15 points
Group Research & Presentation	20 points
Attendance & Participation	05 points
<b>Total Points</b>	<b>100 points</b>

## 9. USIU Grading System

90 -100	A	87 – 89	A-	84 – 86	B+	80 -83	B	77 – 79	B-	74 – 76	C+	70 – 73	C
67 – 69	C-	64 – 66	D+	62 – 63	D	60 -61	D-	0 – 59	F				

### 1. Key Institutional Academic Policies

Students should note the following are key policies as outlined in the University Catalogue and Students Handbook

#### **Academic dishonesty**

- Any intentional giving or use of external assistance during an examination without the express permission of the faculty member giving the examination.
- Fabrication:** any falsification or invention of data, citation or other authority in an academic exercise;
- Plagiarism:** any passing of another's ideas, words, or work as one's own;
- Previously Submitted Work:** presenting work prepared for and submitted to another course

**Class Etiquette:** Respect other students and the lecturer by signing in on time and staying until the class is over. The lecturer should be informed beforehand on justification for absences and leaving early.

#### **LockDown Browser Requirement**

This course requires the use of LockDown Browser for online exams. Watch this video to get a basic understanding of LockDown Browser:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

### **Download Instructions**

Download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=335121814>

### **Once Installed**

- Start LockDown Browser
- Log into Blackboard Learn
- Navigate to the test

Note: You won't be able to access tests with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

### **Guidelines**

When taking an online test, follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials - books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

### **Getting Help**

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "**Help Center**" button located on the toolbar. Use the "**System & Network Check**" to troubleshoot issues. If an exam requires you to use a webcam, also run the "**Webcam Check**" from this area
- Respondus has a Knowledge Base available from support.respondus.com. Select the "Knowledge Base" link and then select "**Respondus LockDown Browser**" as the product. If your problem is with a webcam, select "**Respondus Monitor**" as your product
- If you're still unable to resolve a technical issue with LockDown Browser, go to **support.respondus.com** and select "**Submit a Ticket**". Provide detailed information about your problem and what steps you took to resolve it

### **GROUP ASSIGNMENTS**

Every member of the group will participate in class presentation. Each group will write a not more than 7 page academic paper using APA format which will be posted in the blackboard. Class presentation will be in whichever mode the group finds most appropriate.

## Topics for group Assignments:

### **Group 1: Stress and Illness week 4 Thursday**

**Include;** what is stress, What theories explain stress? What sources produce stress?, How is stress measured? What factors influence coping, and what strategies are effective? What behavioral techniques are effective for stress management?

### **Group 2: Anger and anger Management week 5 Tuesday**

**Include:** What is Anger? What theories explain anger, what are the sources of anger, How is anger related to one's health, How is anger measured, What behavioral techniques are effective in anger management.

### **Group 3: Mindfulness for health week 6 Thursday**

**Include;** what is mindfulness? What health issues/conditions would be prevented and treated using mindfulness? What are the theories of mindfulness, what practices/techniques are involved and practiced? How is mindfulness applied as a health behavior.

### **Group 4: Physical Activity and health Week 8 Tuesday**

**Include:** How is physical activity related to health, What are the different types of physical activities related to health living? Which systems/aspects of health in the body does physical activity benefit and how? Can physical activity be hazardous? What are effective interventions for improving physical activities for health?

### **Group 5: Cognitive Behavior modification week 9 Thursday**

**Include:** What is cognitive behavior, what are the theories of cognitive behavior, what are the functions of cognitive behavior, what strategies of cognitive behavior are used in behavior modification. Giving examples cite specific behaviors that you would modify using Cognitive behavior modification strategies.

## Individual Assignments

### Behavioral Health Literacy

Write a paper on how you would enhance Behavioral health literacy for the community for covid 19 prevention.

The paper should be maximum one and a half pages. (5 marks)

### **Personal Beliefs about the Nature of Illness**

Explore people's conceptualization of illness by interviewing one person about an illness they have suffered. You need to ask the person to explain the illness, why he or she got sick, and what helped the the person to get well.

**TASK:** Examine the explanations given for biological, psychological, and social attributions for illness. These attributions may also appear in the explanations for getting well. Explain if the persons's explanations of their illness reflect a biopsychosocial model of illness?

Do a critic of your findings from your interviewee citing how the personal beliefs about the nature of illness influence the health seeking behavior.

**3 pages due in on 12<sup>th</sup> February 2021**

**Term paper;** The Covid 19 pandemic came with behavioral, emotional and cognitive stress which forced people to change their way of life. Reflecting on personal wellness, Write a paper that discusses behaviors that you inculcated in your day today life that have enabled you to survive the pandemic between March 2020 and now. Please discuss some of the behaviors you had to change and the positive changes you made in some of the following areas including but not limited to: Nutrition, Stress Reduction, Exercise, sleep patterns, interpersonal interactions, information awareness. Use APA format of writing a paper. **DUE IN ON 19<sup>th</sup> March 2021**