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**Course Title: Behavior Therapy and Its Applications**

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| **Course Code: PS 643 Schedule of Offering: IVth Semester**  **Course Credit Structure: 4 Credits**  **Lecture: 4 Hours per week**  **Contact Hours per week: 4 Hours per week**  **Course Instructor: Prof. Sreevalsa Kumar** |

1. **Introduction:**

This course introduces contemporary behavior therapy by tracing its origins and depicting the behavioural model underpinning behavior therapy. Further, it explores the processes typical of behavior therapy. This course also covers the tools and ways with which behavioural assessment is carried out in behavior therapy. Different behavior therapeutic procedures would also be explored. Finally, application of behavior modification in various clinical and non-clinical settings would be examined.

1. **Course Objectives**

To empower students to:

* + - 1. Define behavior therapy
      2. Describe the historical roots of modern behavior therapy
      3. Describe as to how behavior is conceptualized in behavior therapy
      4. Explain the process of behavior therapy in a sequential order
      5. Describe different methods and instruments used in behavior therapy
      6. Conduct behavioral assessments following selected methods and tools
      7. Explain different behavior therapeutic procedures and their utilities with different human problems in various settings
      8. Develop behavioral intervention plans for assigned cases
      9. Explain the application of behavior modification in different settings-clinical and non-clinical

1. **Pre-requisites:**

Registration as student in M. Sc. Applied Psychology program.

1. **References:**

Bandura, A. (1969). *Principles of behavior modification*. New York: Holt, Rinehart, &

Winston

Beck, J. S. (2011). *Cognitive behavior therapy: basics and beyond*. New York: Guilford.

Ellis, A. (1994). *How to keep people from pushing your buttons*. New York: Citadel

Haynes, S. N. & O’Brein, W. O. (2000). *Principles and practices of behavioral assessment*.

New York: Plenum/Kluwer Press

Nelson, R. O., & Hayes, S. C. (Eds.) (1986). *Conceptual foundations of behavioral assessment*.

New York: Guilford Press.

O’Donohue, W. & Kitchener, R. (Eds.) (1999). *Handbook of behaviorism*. New York:

Academic Press.

O’Donohue, W. (Ed.) (1998). Learning and behavior therapy. New York: Allyn & Bacon.

Richard, D. C. S., & Huprich, S. K. (Eds.) (2009). *Clinical psychology: assessment,*

*treatment,and research*. Burlington, MA: Elsevier

Skinner, B. F. (1974). *About behaviorism*. New York: The Free Press

Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behavior therapy*, Belmount,

CA: Wadsworth.

Watson, T. S., & Steege, M. W. (2009). *Conducting school-based functional behavioral*

*assessments: a practitioner’s guide* (2nd ed.). New York: The Guilford Press.

**5. Module-wise topics**

**Module 1: Introduction to Behavior Therapy (6 sessions)**

**Topics:**

* + What is behavior therapy?
  + Historical precursors to modern behavior therapy
  + Early experimental work and the beginnings of contemporary behavior therapy
  + Early ethical concerns about behavior therapy

**Readings**:

O’Donohue, W. & Kitchener, R. (Eds.) (1999). *Handbook of behaviorism*. New York:

Academic Press.

Richard, D. C. S., & Huprich, S. K. (Eds.) (2009). *Clinical psychology: assessment,*

*treatment,and research*. Burlington, MA: Elsevier

Skinner, B. F. (1974). *About behaviorism*. New York: The Free Press

Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behavior therapy*, Belmount,

CA: Wadsworth.

**Module 2:** **The Behavioral Model (5 sessions)**

**Topics:**

* + Overt and covert behaviours
  + Behavioural versus trait descriptions
  + Behaviour as learned
  + The ABC model

**Readings**:

Bandura, A. (1969). *Principles of behavior modification*. New York: Holt, Rinehart, &

Winston

O’Donohue, W. & Kitchener, R. (Eds.) (1999). *Handbook of behaviorism*. New York:

Academic Press.

O’Donohue, W. (Ed.) (1998). Learning and behavior therapy. New York: Allyn & Bacon.

Skinner, B. F. (1974). *About behaviorism*. New York: The Free Press

Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behavior therapy*, Belmount,

CA: Wadsworth.

**Module 3: The Process of Behavior Therapy** **(8 sessions)**

**Topics:**

* + Clarifying the problem
  + Formulating initial treatment goals
  + Identifying maintaining conditions
  + Designing and implementing treatment plans
  + Evaluation and follow-up

**Readings**:

Haynes, S. N. & O’Brein, W. O. (2000). *Principles and practices of behavioral assessment*.

New York: Plenum/Kluwer Press

Nelson, R. O., & Hayes, S. C. (Eds.) (1986). *Conceptual foundations of behavioral assessment*.

New York: Guilford Press.

O’Donohue, W. & Kitchener, R. (Eds.) (1999). *Handbook of behaviorism*. New York:

Academic Press.

O’Donohue, W. (Ed.) (1998). Learning and behavior therapy. New York: Allyn & Bacon.

Richard, D. C. S., & Huprich, S. K. (Eds.) (2009). *Clinical psychology: assessment,*

*treatment,and research*. Burlington, MA: Elsevier

Skinner, B. F. (1974). *About behaviorism*. New York: The Free Press

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CA: Wadsworth.

**Module 4: Behavioral Assessment (15 sessions)**

**Topics:**

* + Multimethod and multimodal assessment
  + Characteristics of behavioural assessment
  + Behavioural interviews
  + Direct self-report inventories
  + Self-recording
  + Behavioural checklists and rating scales
  + Systematic naturalistic observation
  + Simulated observations
  + Role playing
  + Functional behavioural assessment

**Readings**:

Haynes, S. N. & O’Brein, W. O. (2000). *Principles and practices of behavioral assessment*.

New York: Plenum/Kluwer Press.

O’Donohue, W. & Kitchener, R. (Eds.) (1999). *Handbook of behaviorism*. New York:

Academic Press.

Richard, D. C. S., & Huprich, S. K. (Eds.) (2009). *Clinical psychology: assessment,*

*treatment,and research*. Burlington, MA: Elsevier

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CA: Wadsworth

**Module 5: Behavior Therapies (19 sessions)**

**Topics:**

* + Acceleration behavior therapy (stimulus control, reinforcement, modelling, prompting, shaping, cueing and chaining)
  + Deceleration behavior therapy (differential reinforcement, punishment and aversion therapy)
  + Combining reinforcement and punishment (token economy, contingency contract, and behavioural parent training)
  + Exposure Therapies (brief/graduated and prolonged/intense)

**Readings**:

Ellis, A. (1994). *How to keep people from pushing your buttons*. New York: Citadel

O’Donohue, W. & Kitchener, R. (Eds.) (1999). *Handbook of behaviorism*. New York:

Academic Press.

O’Donohue, W. (Ed.) (1998). Learning and behavior therapy. New York: Allyn & Bacon.

Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behavior therapy*, Belmount,

CA: Wadsworth.

**Module 6: Applications of Behaviour Therapy (7 sessions)**

**Topics:**

* + In clinical settings
  + In rehabilitation settings
  + In school settings
  + In industrial settings
  + In organization settins
  + In community settings

**Readings:**

Ellis, A. (1994). *How to keep people from pushing your buttons*. New York: Citadel

O’Donohue, W. & Kitchener, R. (Eds.) (1999). *Handbook of behaviorism*. New York:

Academic Press.

Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behavior therapy*, Belmount,

CA: Wadsworth.

**6. Pedagogy**

Teaching methods are expected to encourage proactive involvement of students and high level of participation, thus, shall involve interactive lectures (40%), independent learning (40%), and cooperative learning (20%). The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments in the form of behavioural assessments, behavioural intervention plan development, etc. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

**7: Evaluation Pattern:**

Both formative (periodic assignments and projects) and summative (mid semester and final examinations) evaluation will be used.

The breakdown of the evaluation shall be as follows.

Class Participation and Attendance …………………………… 5%

Term Paper ……………………………… 10%

Individual Assignment (including Presentations) …..…………. 10%

Group Assignments (including Presentation) ....………………. 5%

Mid semester Examination …………………………………… 20%

Final Examination ……………………………. 50%

Total ……………………………………………………….. 100%