



Fayoum University
Faculty of Education
Department of Mental Health

**THE IMPACT OF BEHAVIOURAL THERAPY
PROGRAM ON REDUCING POST-TRAUMATIC
STRESS DISORDER AMONG
UNIVERSITY STUDENTS**

**An M.A. Proposal in Education
With a major in Mental Health**

Submitted by

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Summary of the Study

First: Introduction:

Young people are the leaders of the future and the hope of the society to achieve progress and prosperity. They represent a very important national wealth since they are considered the driving force for progress and prosperity, so they need to be provided the accurate social and psychological care so that they can invest their energies and abilities, especially in this era of increasing mental and psychological disorders. Thus, it is called (**The Age of Anxiety**), where individuals have been exposed to many psychological trauma and suffering from the post-traumatic stress disorder. Additionally, university students are a category of young people who bear on their shoulders a large part of society's progress. Therefore, they should gain a highly significant care because they are at a certain age characterized by mood fluctuations. At this age, the student feels that he is a free person who can act independently away from what others are trying to impose on him. Hence, his behaviors and acts should be accurate and based on deep understanding in order to lead to beneficial and positive results for both the student and his society. Also, he may be encountered by some of the problems that overshadow his psychological and academic performance. Consequently, his thinking becomes busy with these problems in an attempt to solve them and get rid of them. Besides, the student faces traumatic events followed by psychological pressure in his daily life, so he needs adaptive skills to deal with the post stresses of those events that challenged his life.

However, humans differ in their degree of being influenced by trauma. Some people can not overcome this trauma and are highly subjected to psychological disorders and subsequent stresses. Also, some people use different

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methods to achieve compatibility and solve problems, while others resort to moving away from the situation and ignore it. Thus, we find that psychological trauma greatly impact the behavior of people, their compatibility with themselves and their environments. In the light of what has been mentioned above, it clearly turns out that post-traumatic stress disorder impacts the individual's success in his social and academic life as well as all aspects of his life. Thus, it leads to poor psychological compatibility and suffering of anxiety and depression. One of the most appropriate treatment methods is behavioral therapy. Through his techniques represented in (Self-Discipline, Assertive training, Internal Exploding, Role play, Modeling), behavioral therapy helps these individuals to create a set of correct behaviors that become part of their behavior through time, instead of avoiding everything concerning the trauma situation.

Second: Problem of the Study:

The problem of this current study is summarized in the following question:

What is the impact of the behavioral therapy program on reducing post-traumatic stress disorder in the study sample? What is the remaining of this impact?

Third: Objectives of the Study:

The aim of this study is to assess the impact of the behavioral therapy program in reducing post-traumatic stress disorder among university students through a specially designed treatment program using a range of behavioral therapy techniques and methods.

Fourth: Tools of the Study:

Post-Traumatic Stress Disorder Scale (Prepared by the researcher).

Behavioral Therapy Program (Prepared by the Researcher).

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Economic and Social Standard Form (Prepared by Abdel Aziz Al- Shakhs).

Testing of Preliminary Mental Capacities (Prepared by Ahmed ZakiSaleh)

Fifth: Methodology Used:

This study is mainly based on the experimental approach, where the therapeutic program represents the independent variable, while the post-traumatic stress disorder is the dependent variable. Besides, the IQ, the economic and social standard and the temporal age represent extraneous variables that are homogenized with the experimental and control groups.

Sixth: Statistical Methods:

- Percentages, arithmetic averages and standard deviations to describe the sample of the study.
- Alpha coefficient to calculate the stability of the tools of the study.
- Pearson's linear correlation coefficient.
- T - test.
- Man Whitney-test to verify the significance of the differences between the grade scores of the experimental and control groups.
- Wilcoxon-test to verify the significance of the differences between the averages of the pre and post measurement levels and the post and sequential measurement.

Seventh: Sample of the Study:

they are represented in the characteristics of the sample of the study which is a sample of the university students from the faculties of Education and Early Childhood Education who suffer from PTSD. The sample is consisted of (20) students divided into experimental group (10) female students and control group (10) female students.

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Eighth : Results of the Study:

The results of the study found out the following results:

- 1- There are statistically significant differences between the average scores of the experimental group and the control group in the post-traumatic stress scale as a whole as well as its dimensions in favor of the experimental group.
- 2- There are statistically significant differences between the average scores of the experimental group members in the pre and post-traumatic stress scale as a whole as well as its dimensions in favor of the post-measurement.
- 3- There are no statistically significant differences between the average scores of the experimental group members in the post-measurement and follow-up measures on the PTSD scale as a whole and its dimensions.