

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Psychology Date September 30, 2016

Course No. or Level PSY 501

Title Principles of Applied Behavior Analysis

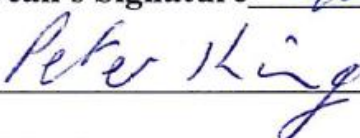
Semester hours 3 Clock hours: Lecture

Prerequisites Admission to Graduate Studies

Enrollment expectation 12

Name of person preparing course description Crystal R. Hill-Chapman

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2017

Date of School/Department approval October 18, 2016

**Catalog description:**

**501 Principles of Applied Behavior Analysis (3)** . This course provides an introduction to the fundamental principles of behavior including the history, theory, definitions, processes, concepts, and characteristics of Applied Behavior Analysis (ABA). Particular emphasis is given to the scientific assessment and analysis of the environmental variables controlling a behavior and to the manipulation of these variables as a method of increasing or decreasing a target behavior. Attention will also be given to the development of the field of ABA.

**Purpose:**

The purpose of this course is to help fulfill the education requirements for individuals seeking certification as a Board Certified Behavior Analyst.

**Teaching method planned:**

Teaching methods are aimed to be related to the needs of the students who are enrolled in the course. However, generally, lecture, activities, and projects will be utilized to cover content.

**Textbook and/or materials planned (including electronic/multimedia):**

*Appendix to Faculty Senate Agenda, November 15, 2016*

Miller, L.K. (2011). *Principles of Everyday Behavior Analysis* (4th Ed.). Cengage Learning. ISBN: 978-0534599942



**Department of Psychology  
ABA Training Program**

**Course Title:** Principles of Applied Behavior Analysis  
**Course Number:** PSY 501  
**Credit Hours:** 3  
**Semester:**  
**Day and time:**

**Faculty:** TBA  
Office Number:  
Office Phone:  
E-mail:  
Office hours:

**Course Description:** This course provides an introduction to the fundamental principles of behavior including the history, theory, definitions, processes, concepts, and characteristics of Applied Behavior Analysis (ABA). Particular emphasis is given to the scientific assessment and analysis of the environmental variables controlling a behavior and to the manipulation of these variables as a method of increasing or decreasing a target behavior. Attention will also be given to the development of the field of ABA.

**Course Objectives:**

1. Describe how behavior is lawful (BACB Task List FK-01)
2. Distinguish between the three levels of operant selection (phylogeny, ontogeny, cultural; BACB Task List FK-02)
3. Describe the following basic attitudes of science: determinism, empiricism, parsimony, pragmatism (BACB Task List FK-02-06)
4. Describe environmental (rather than mentalistic) explanations of behavior (BACB Task List FK-07).
5. Distinguish between radical and methodological behaviorism (BACB Task List FK-08)
6. Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery (BACB Task List FK-09)
7. Define and describe the basic principles of behavior, including: operant conditioning, reinforcement, extinction, differential reinforcement, schedules of reinforcement, stimulus control, and aversive control (BACB Task List FK-10-42)
8. Describe the history and development of the field of applied behavior analysis

**Textbook(s):** Miller, L.K. (2011). Principles of Everyday Behavior Analysis (4th Ed.). Cengage Learning. ISBN: 978-0534599942

## Course Requirements

### *Lesson Homework (15%)*

- Behavior Analysis is often brand new for most people and, for some, difficult to grasp at first. As such, you will have homework on every lesson. On BlackBoard, you will find learning modules for each lesson. Included in these modules are homework assignments that you must complete prior to moving on in the module. While you are free to complete homework at your own pace, please know that nothing else in the lesson module will open until you submit your homework with a grade of at least 90%. If you score less than 90%, review the feedback you are given and resubmit until you score at least 90%. Once you score 90% or higher, then Quiz for that lesson will open.

### *Lesson Quizzes (15%)*

- On BlackBoard, you will find a Quiz in each module that appears once you score at least 90% or higher on the Homework for that module. Each Quiz includes 10-20 questions and has a 10 minute time limit. You must score 90% or higher for the next lesson module to open. You will be allowed to take the quiz as many times as needed to score 90% or higher. Your quiz will appear in the *Activities* folder of the Chapter Module.

### *Unit Exams (40%)*

- There are three in-class unit exams throughout the semester that will cover materials from the book and the lecture. These exams constitute 40% of your final grade and comprised of multiple choice, matching, and short answer questions.

### *Final Exam (30%)*

- There will be a 50-question comprehensive final examination covering all units covered during the semester. The final will constitute 30% of your final grade. The final exam will include multiple-choice, matching questions, and short answer questions.

## Classroom Grading Scale:

| Grade | Range  |
|-------|--------|
| A     | 90-100 |
| B+    | 88-89  |
| B     | 80-87  |
| C+    | 78-79  |
| C     | 70-77  |
| F     | <70    |

**Scholastic Dishonesty:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Students suspected of scholastic dishonesty or found to be involved with scholastic dishonesty will be reported to the Dean of Students and will ultimately not only fail the assignment or test, but also the course. If you have any questions regarding plagiarism, please consult

the current issue of the Francis Marion University Student Handbook, under the section, “Academic Integrity.”

**Accommodations and Modifications:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Please advise the instructor of any necessary accommodations so they may be provided. Additionally, any students who may require assistance in the event of an evacuation of the building are asked to notify the instructor so proper assistance can be provided.

**CONTENT INFORMATION**

| <b>Week</b> | <b>Topic</b>  | <b>Lesson</b>               | <b>Additional Readings or Assignments</b> |
|-------------|---|-----------------------------|---|
| <b>1</b>    | Introduction, History of Behavior Analysis              | Miller Lesson 1, Lesson 2   |   |
| <b>2</b>    | What is the Operant? AKA What is Behavior?              | Miller Lesson 2             |   |
| <b>2</b>    | Reinforcement   | Miller Lesson 8             |   |
| <b>3</b>    | Extinction, Differential Reinforcement                  | Miller Lesson 9, Lesson 10  |   |
| <b>4</b>    | Shaping   | Miller Lesson 11            |   |
| <b>5</b>    | Reinforcer Effectiveness                                | Miller Lesson 12            |   |
| <b>6</b>    | Schedules of Reinforcement                              | Miller Lesson 13, Lesson 14 |   |
| <b>7</b>    | Review of Reinforcement                                 | Miller Lesson 15            | <b>Unit One Exam</b>                      |
| <b>8</b>    | Stimulus Control, Discrimination, Generalization        | Miller Lesson 16, Lesson 17 |   |
| <b>9</b>    | Programming and Fading, Imitation and Instructions      | Miller Lesson 18, Lesson 19 |   |
| <b>10</b>   | Conditioned Reinforcers, and Review of Stimulus Control | Miller Lesson 20, Lesson 21 | <b>Unit Two Exam</b>                      |
| <b>11</b>   | Punishment by Presentation                              | Miller Lesson 22            |   |
| <b>12</b>   | Punishment by Withdrawal                                | Miller Lesson 23            |   |
| <b>13</b>   | Escape and Avoidance                                    | Miller Lesson 24            |   |
| <b>14</b>   | Review of Aversive Control                              | Miller Lesson 25            | <b>Unit Three Exam</b>                    |
| <b>15</b>   | Final Exam Review                                       | All Lessons                 |   |

**NEW COURSE or MODIFICATION OF AN EXISTING COURSE  
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Psychology Date September 30, 2016

Course No. or Level PSY 502

Title Research Methods in Applied Behavior Analysis

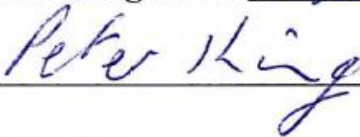
Semester hours 3 Clock hours: Lecture

Prerequisites 501

Enrollment expectation 12

Name of person preparing course description Crystal R. Hill-Chapman

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Spring 2018

Date of School/Department approval October 18, 2016

**Catalog description:**

**502 Research Methods in Applied Behavior Analysis (3)** (Prerequisite: 501). This course will introduce students to the practical applications of single-case research methodology in order to examine the effects and evaluate the efficacy of behavioral interventions. It will provide students with an empirical approach to designing, conducting, and critically evaluating research involving applications of the experimental analysis of behavior by the use of behavior analysis, graphic display of data, and single-case research methodology. In addition, the course will provide an introduction to ABAB, multiple baseline, changing criterion, and alternating treatment designs.

**Purpose:** The purpose of this course is to help fulfill the education requirements for individuals seeking certification as a Board Certified Behavior Analyst.

**Teaching method planned:**

Teaching methods are aimed to be related to the needs of the students who are enrolled in the course. However, generally, lecture, activities, and projects will be utilized to facilitate mastery of the material.

**Textbook and/or materials planned (including electronic/multimedia):**

*Appendix to Faculty Senate Agenda, November 15, 2016*

Johnston, J.M., & Pennypacker, H.S. (2009). *Strategies and tactics of behavioral research* (3<sup>rd</sup>Ed.).  
Routledge. ISBN: 978-0805858822



**Department of Psychology  
ABA Training Program**

**Course Title:** Research Methods in Applied Behavior Analysis  
**Course Number:** PSY 502  
**Credit Hours:** 3  
**Semester:**  
**Day and time:**

**Professor:** TBA  
**Office:**  
**Phone:**  
**Email:**  
**Office Hrs:**

**Prerequisite(s):** PSY 501

**Course Description:** This course will introduce students to the practical applications of single-case research methodology in order to examine the effects and evaluate the efficacy of behavioral interventions. It will provide students with an empirical approach to designing, conducting, and critically evaluating research involving applications of the experimental analysis of behavior by the use of behavior analysis, graphic display of data, and single-case research methodology. In addition, the course will provide an introduction to ABAB, multiple baseline, changing criterion, and alternating treatment designs.

**Required Text:** Johnston, J.M., & Pennypacker, H.S. (2009). *Strategies and tactics of behavioral research* (3<sup>rd</sup>Ed.). Routledge. ISBN: 978-0805858822

**Course Objectives:**

1. Measure frequency, rate, duration, latency, interresponse time (IRT), percent of occurrence, and trials to criterion (BACB Task List A-01-A-07)
2. Assess and interpret interobserver agreement (BACB Task List A-08)
3. Evaluate the accuracy and reliability of measurement procedures (BACB Task List A-09)
4. Design, plot, and interpret data using equal-intervals graphs and a cumulative record (BACB Task List A-10-A-11)
5. Design and implement continuous and discontinuous measurement procedures (BACB Task List A-12-A-13)
6. Design and implement choice measures (BACB Task List A-14)



7. Systematically arrange independent variables to demonstrate their effects on dependent variables (BACB Task List B-03).
8. Use withdrawal/reversal designs, alternating treatments designs, changing criterion designs, multiple baseline designs, and multiple probe designs (BACB Task List B-04-B-08).
9. Use combinations of design elements (BACB Task List B-09)
10. Conduct component and parametric analyses to determine effective components or independent variable values (BACB Task List B-10-B-11).

**Course requirements:**

***Lesson Homework (15%)***

•Research design and methodology in ABA is quite different from the research methodology you may have learned in other classes. To facilitate the learning and mastery of new content, you will have homework on every lesson. On BlackBoard, you will find learning modules for each lesson. Included in these modules are homework assignments that you must complete prior to moving on in the module. While you are free to complete homework at your own pace, please know that nothing else in the lesson module will open until you submit your homework with a grade of at least 90%. If you score less than 90%, review the feedback you are given and resubmit until you score at least 90%. Once you score 90% or higher, then Quiz for that lesson will open.

***Lesson Quizzes (10%)***

•On BlackBoard, you will find a Quiz in each module that appears once you score at least 90% or higher on the Homework for that module. Each Quiz includes 10-20 questions and has a 10 minute time limit. You must score 90% or higher for the next lesson module to open. You will be allowed to take the quiz as many times as needed to score 90% or higher. Your quiz will appear in the Activities folder of the Chapter Module.

***Research Proposal (25%)***

- You are required to develop a literature search and method section for a potential ABA research proposal.
  - Part 1 - Introduction and Literature Review (50 Points) - Select a topic in which subjects exhibit behavior appropriate for change. Read and summarize a minimum of five journal articles from a behavioral journal (e.g., JABA, Behavior Analysis in Practice, The Behavior Analyst, etc.) and one book chapter (other than from the class textbooks) dealing with treatment procedures used for their specific behavior problem. Include a statement of the problem, a paragraph summarizing each article or chapter, an overall summary and conclusion, and how behavior change strategies might help this person (or persons).
  - Part 2 - Method Section (50 Points) - Write a *method* section including a description of the subject(s), the target behavior(s), response definition(s), data collection procedures, and single-subject research design.

***Midterm Exam (25%)***

- There will be a midterm exam covering the first half of the course topics. Questions will include multiple choice, matching, discussion, short-answer, and fill-in-the-blank. The midterm exam is worth 50 points.

***Final Exam (25%)***

*Appendix to Faculty Senate Agenda, November 15, 2016*

- There will be a final exam covering the second half of the course topics. Questions will include multiple choice, matching, discussion, short-answer, and fill-in-the-blank. The final exam is worth 50 points.

**Grading Scale:**

| <b>Grade</b> | <b>Range</b> |
|--------------|--------------|
| A            | 90-100       |
| B+           | 88-89        |
| B            | 80-87        |
| C+           | 78-79        |
| C            | 70-77        |
| F            | <70          |

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**General Course Outline**

| <b>Week</b> | <b>Topic</b>                                 | <b>Lesson</b>                            | <b>Additional Readings and Assignments</b>                                 |
|-------------|--|--|--|
| <b>1</b>    | What is a “natural science” approach         | Johnston & Pennypacker<br>Chapter 1      | Baer, Wolf, & Risley (1968)<br>Baer, Wolf, & Risley (1987)                 |
| <b>2</b>    | Defining Behavior within a Science           | Johnston & Pennypacker<br>Chapter 2      | Normand (2008)   |
| <b>3</b>    | How to ask questions, find answers           | Johnston & Pennypacker<br>Chapter 3      | Lit Review Primer<br>Cronin et al. (2008)<br>Khan et al. (2003)            |
| <b>4</b>    | Literature Review Questions                  | Johnston & Pennypacker<br>Chapter 3      | Lit Review Primer<br>Cronin et al. (2008)<br>Khan et al. (2003)            |
| <b>5</b>    | Selecting and Defining Response Classes      | Johnston & Pennypacker<br>Chapter 4      | <b>Rough Draft of Part I of Research Proposal Due</b>                      |
| <b>6</b>    | Units of Measurement and Data Collection     | Johnston & Pennypacker<br>Chapters 5-6   |  |
| <b>7</b>    | Units of Measurement and Data Collection     | Johnston & Pennypacker<br>Chapters 5-6   |  |
| <b>8</b>    | Assessing Measurement                        | Johnston & Pennypacker<br>Chapter 7      | <b>Midterm Exam.</b>   |
| <b>9</b>    | Behavioral Variability                       | Johnston & Pennypacker<br>Chapter 8      | <b>Revised Part I Due</b>  |
| <b>10</b>   | Steady States and Transitions                | Johnston & Pennypacker<br>Chapter 9      |  |
| <b>11</b>   | Specific Single-Subject Experimental Designs | Johnston & Pennypacker<br>Chapters 10-11 | <b>Rough Draft of Part II of Research Proposal Due</b>                     |
| <b>12</b>   | Specific Single-Subject Experimental Designs | Johnston & Pennypacker<br>Chapters 10-11 |  |
| <b>13</b>   | Specific Single-Subject Experimental Designs | Johnston & Pennypacker<br>Chapters 10-11 |  |
| <b>14</b>   | Analyzing Behavioral Data                    | Johnston & Pennypacker<br>Chapter 12     | <b>Revised Part II Due</b>   |
| <b>15</b>   | Interpreting Experiments                     | Johnston & Pennypacker<br>Chapter 13     | <b>Final Exam<br/>Final Revised Research Proposal (Parts I and II) due</b> |

**NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School** Psychology **Date** September 30, 2016

**Course No. or Level** PSY 503

**Title** Ethics and Professional Practice in Applied Behavior Analysis

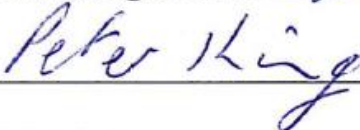
**Semester hours** 3 **Clock hours:** Lecture

**Prerequisites** 501

**Enrollment expectation** 12

**Name of person preparing course description** Crystal R. Hill-Chapman

**Department Chairperson's/Dean's Signature** 

**Provost's Signature** 

**Date of Implementation** Summer 2018

**Date of School/Department approval** October 18, 2016

**Catalog description:**

**503 Ethics and Professional Practice in Applied Behavior Analysis (3)** (Prerequisite: 501). This course will cover the ethical standards and legal responsibilities including regulatory requirements for Applied Behavior Analysis professionals who provide services to individuals with special needs and their families. The Behavior Analyst Certification Board (BACB<sup>®</sup>) Professional and Ethical Compliance Code for Behavior Analysts will be a guiding framework for this course.

**Purpose:**

The purpose of this course is to help fulfill the education requirements for individuals seeking certification as a Board Certified Behavior Analyst.

**Teaching method planned:**

Teaching methods are aimed to be related to the needs of the students who are enrolled in the course. However, generally, lecture, activities, and projects will be utilized to cover content.

**Textbook and/or materials planned (including electronic/multimedia):**

Bailey, J., & Burch, M. (2016). Ethics for behavior analysts. Routledge. ISBN: 978-1138949201



**Department of Psychology  
ABA Training Program**

**Course Title:** Ethics and Professional Practice in Applied Behavior Analysis  
**Course Number:** PSY 503  
**Credit Hours:** 3  
**Semester:**  
**Day and time:**

**Professor:** TBA  
**Office:**  
**Phone:**  
**Email:**  
**Office Hrs:**

**Prerequisite(s):** PSY 501

**Course Description:** This course will cover the ethical standards and legal responsibilities including regulatory requirements for Applied Behavior Analysis professionals who provide services to individuals with special needs and their families. The Behavior Analyst Certification Board (BACB<sup>®</sup>) Professional and Ethical Compliance Code for Behavior Analysts will be a guiding framework for this course.

**Textbook:**

Bailey, J., & Burch, M. (2016). Ethics for behavior analysts. Routledge. ISBN: 978-1138949201

**Additional Required Reading:**

Behavior Analysis Certification Board. (2014). Professional and ethical compliance code for behavior analysts.

**Course Objectives:**

1. Evaluate ethical issues in various applied behavior analytic treatment scenarios.
2. Analyze and synthesize ethical issues inherent in behavior analytic procedures.
3. Recognize and act on the ethical violations of by others.
4. Identify the risk of harm to clients when unethical behavior analytic procedures are recommended or implemented.
5. Understand and apply the Guidelines for Responsible Conduct as described by the Behavior Analyst Certification Board.

**Course requirements:**

***Lesson Homework (15%)***

• Professional and Ethical Compliance are paramount to the practice of ABA. As such, it is important that students master the principles and guidelines that govern practice, and are able to effectively apply them to scenarios. To facilitate the learning and mastery of new content, you will have homework on every lesson. On BlackBoard, you will find learning modules for each lesson. Included in these modules are homework assignments that you must complete prior to moving on in the module. While you are free to complete homework at your own pace, please know that nothing else in the lesson module will open until you submit your homework with a grade of at least 90%. If you score less than 90%, review the feedback you are given and resubmit until you score at least 90%. Once you score 90% or higher, then Quiz for that lesson will open.

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***Review Assignment (25%)***

Students will research one of the following court cases:

(1) Armstrong vs. Bensinger

(2) Morales vs. Turman

(3) Wyatt vs Stickney

(4) ABA and Medicaid reimbursement case in Florida at the following url:

([http://www.law.miami.edu/news/pdf/2012/amended\\_order\\_032612.pdf](http://www.law.miami.edu/news/pdf/2012/amended_order_032612.pdf) )

(5) litigation summary of ABA and discrete trials

(journal article found at <http://files.eric.ed.gov/fulltext/EJ693735.pdf>. (From THE JOURNAL OF SPECIAL EDUCATION VOL. 38/NO. 2/2004/PP. 95–103)

A brief written review (3-5 pages) that includes the facts and major issues in the case, and any supporting research literature relevant to the case, a description of the fundamental ABA/treatment principles/issues inherent in the case/litigation, how the case was resolved and its implications for the field of ABA specifically and education/treatment in general will be submitted for grading. The review must be typed, double-spaced, and written in APA format.

***Midterm Exam (25%)***

- There will be a midterm exam covering the first half of the course topics. Questions will include multiple choice, matching, discussion, short-answer, and fill-in-the-blank. The midterm exam is worth 50 points.

***Final Exam (25%)***

- There will be a final exam covering the second half of the course topics. Questions will include multiple choice, matching, discussion, short-answer, and fill-in-the-blank. The final exam is worth 50 points.

**Grading Scale:**

| <b>Grade</b> | <b>Range</b> |
|--------------|--------------|
| A            | 90-100       |
| B+           | 88-89        |
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**General Course Outline**

| <b>Week</b> | <b>Topic</b>  | <b>Textbook Reading</b> | <b>Additional Readings and Assignments</b> |
|-------------|---|-------------------------|--|
| <b>1</b>    | Introduction and Syllabus   |                         |  |
| <b>2</b>    | Background of Ethics in ABA<br>Core Ethical Principles  | B&B Ch 1 & 2            |  |
| <b>3</b>    | What makes ABA unique? Most<br>Frequent Ethical Issues  | B&B Ch 3, 4, &<br>5     | Scenario 11                                |
| <b>4</b>    | Responsible Conduct of a Behavior<br>Analyst (Guideline 1)  | B&B Ch 6                |  |
| <b>5</b>    | Behavior Analysts' Responsibility to<br>Clients (Guideline 2)                                       | B&B Ch 7                | Scenario 17                                |
| <b>6</b>    | Assessing Behavior (Guideline 3)  | B&B Ch 8                |  |
| <b>7</b>    | The Behavior Analyst and the Individual<br>Behavior Change Program (Guideline 4)                    | B&B Ch 9                |  |
| <b>8</b>    | The Behavior Analyst as a Teacher or<br>Supervisor (Guideline 5)                                    | B&B Ch 10               | <b>Take-home Midterm Exam<br/>Due</b>      |
| <b>9</b>    | The Behavior Analyst and the<br>Workplace (Guideline 6)   | B&B Ch 11               | Scenario 23                                |
| <b>10</b>   | The Behavior Analyst's Ethical<br>Responsibility to the Field of Behavior<br>Analysis (Guideline 7) | B&B Ch12                |  |
| <b>11</b>   | The Behavior Analyst's Ethical<br>Responsibility to Colleagues (Guideline<br>8)                     | B&B Ch 13               |  |
| <b>12</b>   | The Behavior Analyst's Ethical<br>Responsibility to Society (Guideline 9)                           | B&B Ch 14               | Scenario 31                                |
| <b>13</b>   | The Behavior Analyst and Research<br>(Guideline 10)   | B&B Ch 15               |  |
| <b>14</b>   | Conducting a Risk-Benefit Analysis  | B&B Ch 16               |  |
| <b>15</b>   | Communicating Ethics and Avoiding<br>Issues   | B&B Ch 17 & 18          |  |
| <b>16</b>   |   |                         | <b>Final Exam</b>                          |



**NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School** Psychology **Date** September 30, 2016

**Course No. or Level** PSY 504

**Title** Contemporary Topics and Applications of Applied Behavior Analysis

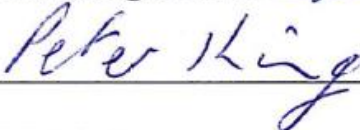
**Semester hours** 3 **Clock hours:** Lecture

**Prerequisites** 501

**Enrollment expectation** 12

**Name of person preparing course description** Crystal R. Hill-Chapman

**Department Chairperson's/Dean's Signature** 

**Provost's Signature** 

**Date of Implementation** Spring 2018

**Date of School/Department approval** October 18, 2016

**Catalog description:**

**504 Contemporary Topics and Applications of Applied Behavior Analysis (3)** (Prerequisite: 501). Survey of modern advances in the theories and applications of Applied Behavior Analysis (ABA), including the behavioral treatment of Autism Spectrum Disorder, behavioral economics and delay discounting, stimulus control, verbal behavior, and functional analysis. Students will gain skills in designing, implementing, and monitoring the effectiveness of a behavior change project. Attention will also be given to learning communication skills and developing an understanding of the importance of dissemination of new information in the field of ABA.

**Purpose:**

The purpose of this course is to help fulfill the education requirements for individuals seeking certification as a Board Certified Behavior Analyst.

**Teaching method planned:**

Teaching methods are aimed to be related to the needs of the students who are enrolled in the course. However, generally, lecture, activities, and projects will be utilized to cover content.

**Textbook and/or materials planned (including electronic/multimedia):**

**Textbook:**

Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2011). Handbook of applied behavior analysis. Guilford Press.

**Additional Required Reading:**

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of applied behavior analysis, 1*, 91-97.

Green, L., & Myerson, J. (2004). A discounting framework for choice with delayed and probabilistic rewards. *Psychological bulletin, 130*, 769.

Iwata, B. A., Wallace, M. D., Kahng, S., Lindberg, J. S., Roscoe, E. M., Conners, J., Hanley, G.P., Thompson, R.H. & Worsdell, A. S. (2000). Skill acquisition in the implementation of functional analysis methodology. *Journal of Applied Behavior Analysis, 33*, 181-194.



**Department of Psychology  
ABA Training Program**

**Course Title:** Contemporary Topics and Applications of Applied Behavior Analysis  
**Course Number:** PSY 504  
**Credit Hours:** 3  
**Semester:**  
**Day and time:**

**Professor:** TBA  
**Office:**  
**Phone:**  
**Email:**  
**Office Hrs:**

**Prerequisite(s):** PSY 501

**Course Description:** Survey of modern advances in the theories and applications of Applied Behavior Analysis (ABA), including the behavioral treatment of Autism Spectrum Disorder, behavioral economics and delay discounting, stimulus control, verbal behavior, and functional analysis. Students will gain skills in designing, implementing, and monitoring the effectiveness of a behavior change project. Attention will also be given to learning communication skills and developing an understanding of the importance of dissemination of new information in the field of ABA.

**Textbook:**

Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2011). Handbook of applied behavior analysis. Guilford Press.

**Additional Required Reading:**

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of applied behavior analysis, 1*, 91-97.

Green, L., & Myerson, J. (2004). A discounting framework for choice with delayed and probabilistic rewards. *Psychological bulletin, 130*, 769.

Iwata, B. A., Wallace, M. D., Kahng, S., Lindberg, J. S., Roscoe, E. M., Conners, J., Hanley, G.P., Thompson, R.H. & Worsdell, A. S. (2000). Skill acquisition in the implementation of functional analysis methodology. *Journal of Applied Behavior Analysis, 33*, 181-194.

**Course Objectives:**

1. Define learning and behavior and distinguish between popular accounts of behavior and scientific/behavior analytic views. (BACB Task List C-01-C-03))
2. Define, describe, recognize, and give original examples of and distinguish between the respondent and operant models of behavior. (BACB Task List D-01-D-14)
3. Define, recognize, and give original illustrations of antecedents conditions affecting behavior. (BACB Task List D-01-D-14)
4. Define, recognize, and give original examples of consequent conditions affecting behavior. (BACB Task List D-15-G-21)
5. Define, recognize, and explain functional relationships between antecedents, behaviors, and consequences. (BACB Task List D-01-D-21)
6. Provide examples of applications of behavior analytic principles to practical, every-day situations and problems. (BACB Task List E-01-13 & F-01-F-08)
7. Problem solve solutions to practical human problems using the principles of behavior analyses. (BACB Task List G-01-G-08)

**Course requirements:**

***Lesson Homework (15%)***

- The basic principles of ABA have provided a foundation for advances in the theories and practice in the field. Gaining knowledge and skills based on recent advances in the field will allow practitioners to optimize treatment outcomes for clients. To facilitate the learning and mastery of new content, you will have homework on every lesson. On BlackBoard, you will find learning modules for each lesson. Included in these modules are homework assignments that you must complete prior to moving on in the module. While you are free to complete homework at your own pace, please know that nothing else in the lesson module will open until you submit your homework with a grade of at least 90%. If you score less than 90%, review the feedback you are given and resubmit until you score at least 90%. Once you score 90% or higher, then Quiz for that lesson will open.

***Lesson Quizzes (10%)***

- On BlackBoard, you will find a Quiz in each module that appears once you score at least 90% or higher on the Homework for that module. Each Quiz includes 10-20 questions and has a 10 minute time limit. You must score 90% or higher for the next lesson module to open. You will be allowed to take the quiz as many times as needed to score 90% or higher. Your quiz will appear in the Activities folder of the Chapter Module.

***Behavior Change Project (15%)***

- Students will complete a behavior change project demonstrating the application of the theories and techniques covered in class. The project will include baseline data collection, implementation of an intervention, and evaluation of the results.
- Students will present the results of their behavior change project to the class, including background information, methods, data collection, and results.

***Program Evaluation (10%)***

- Two reviews and critiques of a single-case design research article will be completed to help students learn to read, understand, and evaluate current research in the ABA field.

**Midterm Exam (25%)**

- There will be a midterm exam covering the first half of the course topics. Questions will include multiple choice, matching, discussion, short-answer, and fill-in-the-blank. The midterm exam is worth 50 points.

**Final Exam (25%)**

- There will be a final exam covering the second half of the course topics. Questions will include multiple choice, matching, discussion, short-answer, and fill-in-the-blank. The final exam is worth 50 points.

**Grading Scale:**

| <b>Grade</b> | <b>Range</b> |
|--------------|--------------|
| A            | 90-100       |
| B+           | 88-89        |
| B            | 80-87        |
| C+           | 78-79        |
| C            | 70-77        |
| F            | <70          |

**Scholastic Dishonesty:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Students suspected of scholastic dishonesty or found to be involved with scholastic dishonesty will be reported to the Dean of Students and will ultimately not only fail the assignment or test, but also the course. If you have any questions regarding plagiarism, please consult the current issue of the Francis Marion University Student Handbook, under the section, "Academic Integrity."

**Accommodations and Modifications:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Please advise the instructor of any necessary accommodations so they may be provided. Additionally, any students who may require assistance in the event of an evacuation of the building are asked to notify the instructor so proper assistance can be provided.

**General Course Outline**

| <b>Week</b> | <b>Topic</b>   | <b>Textbook Reading</b> | <b>Additional Readings and Assignments</b> |
|-------------|--|-------------------------|--|
| <i>1</i>    | Introduction and Syllabus                                  |                         |  |
| <i>2</i>    | Basic Principles and Respondent Conditioning               | Ch 1 & 2                | Baer, Wolf, & Risley (1968)                |
| <i>3</i>    | Operant Conditioning                                       | Ch 3                    |  |
| <i>4</i>    | Stimulus Control and Generalization                        | Ch 5                    |  |
| <i>5</i>    | Designing Instructional Programming                        | Ch 6                    |  |
| <i>6</i>    | Enhancing Positive Reinforcement                           | Ch 9                    |  |
| <i>7</i>    |  |                         | <b>Midterm Exam</b>                        |
| <i>8</i>    | Functional and Structural Analyses of Behavior             | Ch 10                   |  |
| <i>9</i>    | Functional Analysis  | Ch 13                   | Iwata, et al., 2000                        |
| <i>10</i>   | Differential Reinforcement                                 | Ch 14                   |  |
| <i>11</i>   | Stimulus Control, Behavior Chains, and Strategic Behaviors | Ch 15                   |  |
| <i>12</i>   | Behavioral Economics and Delay Discounting                 |                         | <b>Green &amp; Myerson, 2004</b>           |
| <i>13</i>   | Verbal Behavior  | Ch 16                   |  |
| <i>14</i>   | Antecedent Interventions                                   | Ch 18                   |  |
| <i>15</i>   | Behavioral Treatment of Autism                             | Ch 24                   |  |
| <i>16</i>   |  |                         | <b>Final Exam</b>                          |

**NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Psychology Date September 30, 2016

Course No. or Level PSY 574

Title Advanced Applications of Applied Behavior Analysis

Semester hours 3 Clock hours: Lecture

Prerequisites 503

Enrollment expectation 12

Name of person preparing course description Crystal R. Hill-Chapman

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2018

Date of School/Department approval October 18, 2016

**Catalog description:**

**574 Advanced Applications of Applied Behavior Analysis (3)** (Prerequisite: 503). This course will provide a survey of the applications of Applied Behavior Analysis (ABA) to clinical, educational, and organizational settings with an emphasis on empirically-supported interventions and treatments targeting the behavior of individuals or groups. This course will provide students with opportunities to develop skills in the techniques covered as well as to evaluate current research on behavioral techniques and determine whether treatments can be considered evidence-based. Attention will also be given to the barriers that affect the implementation and success of interventions for individuals in a variety of settings.

**Purpose:**

The purpose of this course is to help fulfill the education requirements for individuals seeking certification as a Board Certified Behavior Analyst.

**Teaching method planned:**

Teaching methods are aimed to be related to the needs of the students who are enrolled in the course. However, generally, lecture, activities, and projects will be utilized to cover content.

**Textbook and/or materials planned (including electronic/multimedia):**

Roane, H. S., Ringdahl, J. E., & Falcomata, T. S. (Eds.). (2015). Clinical and organizational applications of applied behavior analysis. Academic Press.



**Department of Psychology  
ABA Training Program**

**Course Title:** Advanced Applications of Applied Behavior Analysis  
**Course Number:** PSY 574  
**Credit Hours:** 3  
**Semester:**  
**Day and time:**

**Professor:** TBA  
**Office:**  
**Phone:**  
**Email:**  
**Office Hrs:**

**Prerequisite(s):** PSY 503

**Course Description:** This course will provide a survey of the applications of Applied Behavior Analysis (ABA) to clinical, educational, and organizational settings with an emphasis on empirically-supported interventions and treatments targeting the behavior of individuals or groups. This course will provide students with opportunities to develop skills in the techniques covered as well as to evaluate current research on behavioral techniques and determine whether treatments can be considered evidence-based. Attention will also be given to the barriers that affect the implementation and success of interventions for individuals in a variety of settings.

**Textbook:** Roane, H. S., Ringdahl, J. E., & Falcomata, T. S. (Eds.). (2015). Clinical and organizational applications of applied behavior analysis. Academic Press.

**Additional Required Reading:**

\*TBD by Instructor

**Course Objectives:**

1. Identify some current problems in behavior assessment and intervention. (BACB Task List G-01-G-08)
2. Identify the circumstances that generate design/assessment problems. (BACB Task List I-01-I-07)
3. Solve those problems with behavior analytic approaches to assessment, design and implementation of interventions. (BACB Task List J-01-J-15)
4. Master intervention strategies that are behaviorally oriented and have been proven to be effective in various settings via empirical research. (BACB Task List K-01-K-10)



**Course requirements:**

***Lesson Homework (10%)***

- The principles of ABA have relevant applications in a variety of settings. To ensure the best possible outcome for clients, it is important to be familiar with the methods that are practical and effective for a variety of issues and situations. To facilitate the learning and mastery of new content, you will have homework on every lesson. On BlackBoard, you will find learning modules for each lesson. Included in these modules are homework assignments that you must complete prior to moving on in the module. While you are free to complete homework at your own pace, please know that nothing else in the lesson module will open until you submit your homework with a grade of at least 90%. If you score less than 90%, review the feedback you are given and resubmit until you score at least 90%. Once you score 90% or higher, then Quiz for that lesson will open.

***Lesson Quizzes (10%)***

- On BlackBoard, you will find a Quiz in each module that appears once you score at least 90% or higher on the Homework for that module. Each Quiz includes 10-20 questions and has a 10 minute time limit. You must score 90% or higher for the next lesson module to open. You will be allowed to take the quiz as many times as needed to score 90% or higher. Your quiz will appear in the Activities folder of the Chapter Module.

***Treatment Plan (15%)***

- Students will identify a behavior problem and setting in which they will be addressing this problem. They will design a treatment plan with consideration of the target behavior and goal(s) for that behavior, the environment in which the behavior change will be targeted, any potential barriers to treatment, and monitoring the progress of the client. Students will present their treatment plan to the class at the end of the semester.

***Article critiques (15%)***

- Three reviews and critiques of a single-case design research article will be completed to help students learn to read, understand, and evaluate current research in the ABA field.

***Midterm Exam (25%)***

- There will be a midterm exam covering the first half of the course topics. Questions will include multiple choice, matching, discussion, short-answer, and fill-in-the-blank. The midterm exam is worth 50 points.

***Final Exam (25%)***

- There will be a final exam covering the second half of the course topics. Questions will include multiple choice, matching, discussion, short-answer, and fill-in-the-blank. The final exam is worth 50 points.

**Grading Scale:**

| <b>Grade</b> | <b>Range</b> |
|--------------|--------------|
| A            | 90-100       |
| B+           | 88-89        |
| B            | 80-87        |
| C+           | 78-79        |
| C            | 70-77        |
| F            | <70          |

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**General Course Outline**

| <b>Week</b> | <b>Topic</b>                                 | <b>Textbook Reading</b> | <b>Additional Readings and Assignments</b> |
|-------------|--|-------------------------|--|
| <i>1</i>    | Introduction and Syllabus                    |                         |  |
|             | <b>ABA Treatment in ASD/ID</b>               |                         |  |
| <i>2</i>    | ASD & Severe Behavior Disorders              | Ch 2 & 3                |  |
| <i>3</i>    | Feeding Disorders                            | Ch 4 & 7                |  |
| <i>4</i>    | Noncompliance & AAC                          | Ch 11 & 12              |  |
| <i>5</i>    | Staff and Caregiver Training & Safety Skills | Ch 14 & 19              |  |
|             | <b>ABA Treatment in Medical Settings</b>     |                         |  |
| <i>6</i>    | Pediatric Behavior & Prevention              | Ch 4, 5 & 7             |  |
| <i>7</i>    | Physical Disabilities                        | Ch 8 & 11               |  |
| <i>8</i>    | Childhood Obesity                            | Ch 13 & 14              |  |
| <i>9</i>    | Gerontology and Pain Management              | Ch 17 & 18              |  |
| <i>10</i>   |  |                         | <b>Midterm Exam</b>                        |
|             | <b>ABA Treatment in Mental Health</b>        |                         |  |
| <i>11</i>   | Tic Disorders and ADHD                       | Ch 9 & 10               |  |
| <i>12</i>   | Parent Training & Support                    | Ch 11, 13, & 14         |  |
| <i>13</i>   | Addiction                                    | CH 15 & 16              | <b>Treatment Plan Due</b>                  |
| <i>14</i>   | Interdisciplinary Application of ABA         | Ch 20                   |  |
| <i>15</i>   |  |                         | <b>Student Presentations</b>               |
| <i>16</i>   |  |                         | <b>Final Exam</b>                          |

**NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Psychology Date September 30, 2016

Course No. or Level PSY 699-B

Title Internship: Applied Behavior Analysis

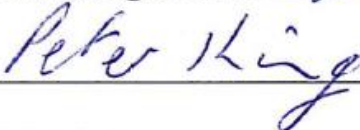
Semester hours 3 Clock hours: Lecture

Prerequisites Permission of the Department

Enrollment expectation 12

Name of person preparing course description Crystal R. Hill-Chapman

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2018

Date of School/Department approval October 18, 2016

**Catalog description:**

**699-B Internship: Applied Behavior Analysis (3)** (Prerequisite: Permission of department). A practical experience utilizing applied behavior analysis for a diverse array of problems. The roles of the Behavior Analyst are performed in accordance with accepted legal and ethical standards of the profession under the supervision of a Board Certified Behavior Analyst (BCBA) currently working in the field.

**Purpose:**

The purpose of this course is to help fulfill the education requirements for individuals seeking certification as a Board Certified Behavior Analyst.

**Teaching method planned:**

Teaching methods are aimed to be related to the needs of the students who are enrolled in the course. However, generally, lecture, activities, and projects will be utilized to cover content.

**Textbook and/or materials planned (including electronic/multimedia):**

None required.



**Department of Psychology  
ABA Training Program**

**Course Title:** Internship: Applied Behavior Analysis  
**Course Number:** PSY 699-B  
**Credit Hours:** 3  
**Semester:**  
**Day and time:**

**Professor:** TBA  
**Office:**  
**Phone:**  
**Email:**  
**Office Hrs:**

**Prerequisite(s):** Permission of the Department

**Course Description:** A practical experience utilizing applied behavior analysis for a diverse array of problems. The roles of the Behavior Analyst are performed in accordance with accepted legal and ethical standards of the profession under the supervision of a Board Certified Behavior Analyst (BCBA) currently working in the field.

**Textbook:** None required.

**Additional Required Reading:**

\*TBD by Instructor

**Course objectives:**

1. Conduct assessments related to the need for behavioral interventions.
2. Design, implement and monitor behavior analysis programs for clients.
3. Overseeing the implementation of behavior analysis programs by others.
4. Complete reports and other documentation associated with assessment and treatment.

**Final Grades:**

Practicum and Internship hours are graded on a letter grading system. Fieldwork attendance/reliability, class/supervision attendance, and performance on all practicum tasks will be factored into the students grade for their field work.

*Appendix to Faculty Senate Agenda, November 15, 2016*

- total of 600 documented hours of practicum for the semester 50%
- class attendance 25%
- Supervisor performance feedback 25%

**Grading Scale:**

| <b>Grade</b> | <b>Range</b> |
|--------------|--------------|
| A            | 90-100       |
| B+           | 88-89        |
| B            | 80-87        |
| C+           | 78-79        |
| C            | 70-77        |
| F            | <70          |

**Other Course Policies:**

To meet eligibility for the BCBA certification exam, students will need to complete a period of supervised practical experience in accordance with the BACB experience standards. <http://bacb.com/wp-content/uploads/2015/08/150824-experience-standards-english.pdf>.

**Scholastic Dishonesty:**

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Students suspected of scholastic dishonesty or found to be involved with scholastic dishonesty will be reported to the Dean of Students and will ultimately not only fail the assignment or test, but also the course. If you have any questions regarding plagiarism, please consult the current issue of the Francis Marion University Student Handbook, under the section, "Academic Integrity."

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**ADDITIONAL COURSE INFORMATION:**

Supervision may be conducted in small groups of 10 or fewer participants for no more than half of the total supervised hours in each supervisory period. The remainder of the total supervision hours in each

supervisory period must consist of direct one-to-one contact. Supervision hours may be counted toward the total number of experience hours required.

**DOCUMENTATION FROM SUPERVISEE:** The supervisee is responsible for retaining and providing to the BACB, if requested, a copy of the contractual agreement. The supervisee is also responsible for collecting documentation for each two-week period on a form provided by the BACB. The form will require documentation of number of hours of experience, number of supervised hours, and the supervisor for each two-week period and will require signatures of the supervisee and supervisor. The BACB reserves the right to request this documentation at any time following an individual's application to take the certification exam. This documentation should NOT be submitted with an exam application unless specifically requested by the BACB.

**Documentation from Supervisor:**

Supervisors are responsible for collecting documentation for each two-week period on a form provided by the BACB. The BACB reserves the right to request this documentation at any time following an individual's application to take the certification exam. Students must upload all signed documents to the I drive as part of their practicum activities following each group supervision. See on site supervisor for details regarding this.

**Information on supervision requirement and documentation was taken directly from the experience verification form and standards paper.**

**Evaluation:**

1. Students are expected to attend class sessions weekly.
2. Students are expected to complete weekly assignments.
3. Students are expected to complete 40 hours of supervised fieldwork per week.
4. Students are expected to complete a one-hour of one-on-one supervision weekly with their on-site direct BCBA supervisor to review fieldwork and discuss concerns and progress with cases. Students are expected to attend at their scheduled time for the one-hour duration.
5. Students are expected to integrate the information from coursework and participate in class discussions of the materials.
6. Students are expected to engage in respectful discourse

**Attendance and Participation:**

1. Students are expected to attend class sessions.
2. Students are expected bring topics for discussion to class.
3. Students are expected to engage in respectful discourse.
4. Students are responsible for completing all their own documentation for logging clinical hours and supervision.