ADVANCED APPLIED BEHAVIOR ANALYSIS

SYLLABUS FOR ADVANCED APPLIED BEHAVIOR ANALYSIS (PSYCH 288)	
Semester: Fall 2019	**Psychology Department California State University, Fresno**
Course: Advanced Applied Behavior Analysis	**Instructor: Sharlet D. Rafacz**
Units: 4	**Office: Science II, Rm 335**
Time: 9:00-10:50am	**E-Mail: srafacz@mail.fresnostate.edu**
Location: Science II, Rm 110	**Telephone: 559-278-2479**
Website: see Canvas	**Office Hours: Tuesday 1-3pm, Thursday 1-3pm Also available by appointment and email**

Course description: This course is designed to provide students with an introduction to the philosophy, research, and technology of applied behavior analysis. More specifically, this course will review the history and philosophy of the field, the methods of research, basic principles, assessment and intervention techniques, and ethical standards utilized in the field.

It is usually expected that students will spend approximately 3 hours of study time outside of class for every one hour in class. Since this is a 4 unit class, you should expect to study an average of 12 hours outside of class each week.

Prerequisites for the course: Current graduate student at California State University, Fresno

REQUIRED COURSE MATERIALS

- Cooper, J.O., Heron, T.E., Heward, W.L. (2020). *Applied Behavior Analysis*. (3rd Ed). New Jersey, NJ: Pearson Education Inc.*
- Additional readings and journal articles (as assigned) will be available online

*The Cooper, Heron and Heward text is widely regarded as one of the best and most comprehensive introductions to this field. It meets task requirements for the Behavior Analysis Certification Board® standards, for the content of both the BCBA® and BCABA® examinations. In addition, the authors have developed excellent online

resources to accompany this text (see details provided in "additional resources" section of the syllabus).

COURSE SPECIFICS

Summary/outline of the course: The Advanced Applied Behavior Analysis course reviews the fundamental principles of behavior and their application to socially significant behavioral issues. Topics in this course include defining and measuring behavior, evaluating behavior change through experimentation, basic principles of behavior (e.g., positive reinforcement, motivating operations), identification of behavioral function, designing interventions that either increase or decrease behavior (e.g., shaping, differential reinforcement, token economies), and ethical considerations of being a practicing behavior analyst.

Course goals: The class time will generally include a combination of lecture, class discussion and small group activities. Participation, including asking questions for clarification or contributing additional thoughts that may benefit other individual's understanding, is highly encouraged. I am committed to ensuring that all students have the opportunity to do well in this class. It is important to me that students learn the material and finish this class with behavioral skills that will be useful to them in the future. As such, this course and its assignments are designed for students to demonstrate critical thinking and problem solving skills, ability to collaborate with others, writing for multiple audiences, and presentation skills.

Student Learning Outcomes: Students who complete all the course requirements will finish with a repertoire of basic skills in the application of behavior analytic principles and procedures.

Goal 1: Theory and Content in Psychology. Students can demonstrate conceptual mastery of Applied Behavior Analysis. Specifically, students will be able to:

- Compare and contrast the theoretical and philosophical assumptions of Behavior Analysis with other areas of Psychology
- Identify and describe the key principles and concepts of Applied Behavior Analysis

Goal 2: Methodology and Technology. Students can understand and be able to use major research methods and applied technologies in Applied Behavior Analysis, including design, data analysis, and evaluation. Specifically, students will be able to:

- Identify the key components of defining behavior, measuring behavior, and graphing behavior and evaluate their correct implementation in a variety of applications
- Evaluate different examples of single-subject research designs by identifying their major components and explaining when each is appropriate to a particular question

- Describe different types of assessment and intervention strategies and evaluate when and how they should be utilized
- Design and assess behavior change plans
- Understand the ethical responsibilities surrounding the practice of ABA

Goal 3: Critical Thinking, Logic, and Problem Solving. Students can demonstrate the skills and attitudes of critical thinking and sound decision-making in course work through evaluating research findings and their application to socially relevant behavior change.

Goal 4: Communication Skills. Students can write clearly and effectively and can display effective oral communication skills.

- Students will write several examples of well-organized papers without grammatical errors, in APA format, for multiple audiences.
- Students will demonstrate that they can present, critique and lead discussions on research in Applied Behavior Analysis.

Goal 5: Diversity and Awareness. Students can demonstrate appreciation of diverse perspectives through evaluating research and interventions with different populations and by listening and sharing perspectives with other students in the course.

Course requirements/assignments:

- **Class Participation**
  - Class participation will primarily include reading quizzes, participating in class/small group discussions, and completing short in-class assignments or small group activities. In order to participate, and meet the course expectations as outlined above, it is necessary for students to come to class prepared to discuss the assigned material. Students will need to review and come with notes and questions regarding the readings for each class.
  - Short M/C reading quizzes may be administered at the beginning of class. These quizzes will occur based on class preparedness, in that if based on class participation and discussion, students are coming prepared, then there will be very few reading quizzes. More reading quizzes will be administered if students are frequently unprepared to answer questions, discuss material, etc. These quizzes will be graded immediately in class and any questions addressed.
  - Class discussion grades will be determined by the quality and consistency of student questions and discussions in both class and small group discussions. While some portion of the class will include lecture, it is expected that students will participate through asking thoughtful questions and making insightful comments.

- Students will also frequently be divided into small groups to discuss course material or complete activities. These activities may be assigned as homework if they are not finished during class time, but shouldn't take more than 20-30 minutes to complete.
- Students will be awarded 2.5 point for each day that they meet these requirements for a total of 80 points. 2.5 points will be awarded for 1. achieving a B or better on the reading quiz 2. making several thoughtful remarks/questions during class discussion and/or 3. actively participating in small groups through discussion and/or helping complete activities. Structured in-class activities and reading quizzes can be made-up with a valid excuse (see late work and make-up policy below), however, class discussion points cannot.

- **Papers and Presentations**
  There will be multiple opportunities for students to demonstrate course material competency through data collection and graphing, written papers and class presentations. Specific due dates for each assignment are included in the course schedule. Each of the projects is briefly outlined here and additional, specific instructions will be provided separately.

  - *(P – 9.4) Defining, measuring and graphing behavior.*
    - Part 1: You will be provided with 20 key behavior analytic terms that you will study using the SAFMEDS method. Your progress with respect to fluency and accuracy will be charted on a Standard Celeration Chart for two weeks and turned in along with a 1-page analysis. Additional key terms and extra charts will be provided for students that wish to continue using this method to work on term memorization, but it is not a requirement of the course.
    - (P – 1.0) Part 2: Students will be responsible for selecting and defining a target behavior, collecting data, generating a line graph, and submitting their observations regarding the behavior and the exercise in a 1-2 page paper.

  - *Behavioral Applications Presentation.* Students will review the research literature and present on a topic in ABA that is not covered in this course. While this course covers many aspects of ABA, it does not cover many of the diverse areas where ABA is used. Topic areas and example articles will be provided on Canvas and students' will rank their most preferred topics and, as possible, assignments will be made based on preference. Presentations will occur throughout the semester and students will have the opportunity to sign-up for a presentation date (see course schedule). The presentations will review at least three research articles and be 10-12 minutes in length. Students will also submit a 3-page paper discussing this research and its implications.

  - *(I-1.5) Case studies and behavior plan writing.* In class we will practice designing a behavior intervention plan for a case study. Students will then be responsible

for designing a behavior plan for their choice of several different behavioral issues and clients and presenting their plan to the class in a 5-7 minute presentation. The written behavior plan will also be submitted for a grade.

- **Examinations**
  There will be four examinations in this course. The specific dates of these examinations are available on your course schedule. The examinations will be a combination of multiple choice, matching, true/false and short answer or essay questions. Further details regarding the exams and assistance with reviewing for these exams will be provided. Utilizing some of the additional resources (see below) will be key in assisting with organizing and prioritizing studying for these exams.

- **Additional Resources** (encouraged to utilize with assignments and examinations)

  - *Canvas*
    Canvas will be used for announcements, grades, assignments and readings. Discussion questions and lecture slides will also be posted to assist students with studying. Optional readings over some of the course content will be provided as well for students who would like to read more on a topic or want additional explanation for difficult material. Students are encouraged to check Canvas frequently for updates. A Q&A forum will also be available for students to ask questions - such that that peers or the instructor can comment. The instructor may also post answers to questions submitted by email that the entire class would benefit from.

  - *www.prenhall.com/cooper*
    The publisher's website for the textbook includes a number of resources. Available on the site are online quizzes, chapter summaries, learning objectives, and guided notes. The chapter summaries and learning objectives will help guide students when reading the textbook. The guided notes will assist with note taking during lecture, and the online quizzes will help students to test their knowledge of the content. These materials may also assist with preparation for course exams and the BCBA® examination.

  - *www.foxylearning.com*
    In this course we will be utilizing SAFMEDS to assist with learning some of the key terms in ABA. Foxylearning.com has a number of resources, including an online flashcards database based on the Cooper, Heron and Heward textbook. This website is easily utilized to review ALL the key terms from the textbook and will act as a key resource for reviewing for course exams and the BCBA® examination.

  - *University Resources*
    There are multiple centers on campus to assist with writing and studying support. Please utilize these resources in writing your papers or to help with organizing your time and studying.

Grading policy:
Students will receive regular feedback on their performance in class. Participation points will be posted each week, exams will be graded within one week and passed back to students, and feedback on presentations and projects given within two weeks.

Your grade in this course will be determined as follows:

Assignment	Each worth	Total
Class Participation	32 x 2.5 pts per class	80 points
Define/Measure Bx Projects	2 x 20 points	40 points
Case Study/Bx Plan & Presentation	Presentation = 10 points Paper = 30 points	40 points
Applications Presentation & Paper	Presentation = 20 points Paper = 20 points	40 points
Examinations	4 x 70 points	280 points
Total		480 points

A = 432+ B = 384-431 C = 336-383 D = 288-335 F = 287 and below
**It is expected that graduate students receive a B or better in this course.*

COURSE POLICIES & SAFETY ISSUES

Class Expectations: Regarding classroom expectations, a certain level of professionalism is expected and students should come to class on time, prepared and behave in a respectful manner. All reading and assignments are expected by the date due, either at the beginning of class or online as specified. Students are also expected to come to class having read the assigned material and with questions for the instructor. Discussions at the class or group level are a key component of the course and while students are expected to critically evaluate other's positions, this should be done in a respectful and supportive manner. Students are also expected to be attentive, either to the instructor or to other students, while in discussion or presenting. As such, electronic devices should be utilized for on-task purposes only, and abuse of this may result in a loss of the privilege to utilize such in the classroom. Audio/video recordings of lectures and/or class discussions are prohibited unless permission is requested and granted by the instructor in advance.

Late work and make-up work policy. Work submitted past the date due will be subject to a point deduction. If a student has a planned absence that will require them to miss a quiz, presentation or exam, arrangements must be made with the instructor in advance of the absence. Make-ups for missed quizzes, exams, presentations, or assignments due to extenuating circumstances will require documentation of the reason for the absence and may still be subject to a point deduction. The instructor must also be contacted (e.g., by email) within 48 hours of the absence to make arrangements for the make-up.

If you are absent from class, it is your responsibility to check on announcements made in class or on Canvas. Students should also make arrangements with other classmates for any instructional material missed.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports will not be available for your viewing.

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: "Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating

and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page
http://www.fresnostate.edu/home/about/copyright.html
Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center
(http://fresnostate.edu/studentaffairs/lrc) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet
(http://fresnostate.edu/studentaffairs/lrc/supportnet) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

SUBJECT TO CHANGE STATEMENT
This syllabus and schedule are subject to change in the event of extenuating circumstances.

STUDENT HANDBOOK
Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/.

COURSE SCHEDULE

	Date		Topic	Textbook & Article Reading	Assignments Due
1	Thur	22-Aug	Syllabus, Introductions, Define/Measure Bx Part 1 & 2, Applied Presentation Instructions		
2	Tue	27-Aug	(I – 4.0) The Philosophy and Theory of ABA	Hayes, Hayes, & Reese, 1988	Define/Measure Bx Graph Part 1: SAFMEDS (cards)
3	Thur	29-Aug	Definition and Characteristics of ABA; Dimensions of ABA	Baer, Wolf, & Risley, 1987; Ch. 1	
4	Tue	3-Sept	Basic Concepts and Selecting and Defining Target Behaviors	Ch. 2 & 3	
5	Thur	5-Sep	Selecting and Defining Target Behaviors and Measuring Behavior (I – (9.0, I - 9.4)	Ch. 3 (cont.) & 4	
6	Tue	10-Sep	Improving/Assessing the Quality of Behavioral Measurement and Constructing and Interpreting Graphic Displays of Behavioral Data (I – (9.0, I - 9.4, I-1.5)	Ch. 5 & 6	Define/Measure Bx Graph Part 2: Definitions
7	Thur	12-Sep	Constructing and Interpreting Graphic Displays of Behavioral Data and Analyzing Behavior Change: Basic Assumptions and Strategies (I – (9.0, I-1.5)	Ch. 6 (cont.) & 7	
8	Tue	17-Sep	Exam 1 (A – 9.0)		Define/Measure Bx Graph Part 1: Standard Celeration Chart
9	Thur	19-Sep	Reversal, Alternating Treatments, Multiple Baseline and Changing Criterion Designs (1)	Ch. 8 & 9	Define/Measure Bx Graph Part 2: Graphs & Paper
10	Tue	24-Sep	Reversal, Alternating Treatments, Multiple Baseline and Changing Criterion Designs (2) – Planning and Evaluating ABA Research	Ch. 9 (cont.) & 10	
11	Thur	26-Sep	Positive and Negative Reinforcement	Ch. 11 & 12	Applied Presentations 1&2
12	Tue	1-Oct	Schedules of Reinforcement	Ch. 13	Applied Presentations 3&4

13	Thur	3-Oct	Positive Punishment	Ch. 14	Applied Presentations 5&6
14	Tue	8-Oct	Negative Punishment and Extinction	Ch. 15 and 21	Applied Presentations 7&8
15	Thur	10-Oct	Extinction and Differential Reinforcement	Ch. 21 (cont.) and 22	Applied Presentations 9&10
16	Tue	15-Oct	Exam 2		
17	Thur	17-Oct	Stimulus Control	Ch. 17	
18	Tue	22-Oct	Stimulus Control and Motivating Operations	Ch. 17 (cont.) and 16* (chapter on Canvas)	Applied Presentations 11&12
19	Thur	24-Oct	Motivating Operations	Ch. 16 (cont.)	Applied Presentations 13&14
20	Tue	29-Oct	(I – 4.3) Functional Behavior Assessment	Ch. 24 (+ Iwata article)	Applied Presentations 15&16
21	Thur	31-Oct	Functional Behavior Assessment	Ch. 24 (cont.)	Applied Presentations 17&18
22	Tue	5-Nov	Antecedent Interventions & Imitation	Ch. 23 & 18	Applied Presentations 19&20
23	Thur	7-Nov	Shaping & Chaining	Ch. 19 & 20	
24	Tue	12-Nov	Exam 3		
25	Thur	14-Nov	Verbal Behavior	Ch. 25	
26	Tue	19-Nov	Equivalence-based Instruction	*chapter on Canvas	
27	Thur	21-Nov	Emergent Learning and Nonequivalence Relations	*chapter on Canvas	
28	Tue	26-Nov	Bx Contracts, Token Economies, Group Contingencies	Ch. 26	
29	Thur	28-Nov	THANKSGIVING BREAK		
30	Tue	3-Dec	Self-Management and Generalization and Maintenance of Behavior Change	Ch. 27 & Ch. 28	
31	Thur	5-Dec	(I – 10.0, 10.1) Ethical Considerations for ABA & Student Presentations (1)	Ch. 29	Case Study/Bx Plans Due & Presentations
32	Tue	10-Dec	Ethical Considerations for ABA & Student Presentations (2) (P 10.0, 10.1)	Ch. 29 (cont.)	Case Study/Bx Plans Due & Presentations

Finals week	**Days**	**Dates**
Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	Dec 12 & 13
Final Semester Examinations	Monday – Thursday	Dec 16 – 19
Final Exam in this course (Exam 4)	Tuesday	Dec. 17 8:45am-10:45am