Psychology 4011 – Applied Behavior Analysis
Syllabus
Fall Semester 2014
Mondays & Wednesdays
1:00 P.M. - 2:15 P.M.
Room N119, Elliott Hall

Course Objectives:
The general objective of this course is for students to learn the basic concepts and methods of behaviorism and how they are applied to solve behavior problems of personal and social significance. Applied Behavior Analysis (ABA) emphasizes the functional analysis of behavioral deficits or excesses and the systematic design, implementation, and evaluation of practical and humane interventions to produce clinically meaningful behavior change. A special objective of the course is to help students prepare for Behavior Analyst Certification Board exams (see www.bacb.com).

Instructor:
Eric Larsson, PhD, LP, BCBA-D
S223 Elliott Hall;
612.281.8331
larss003@umn.edu
Office Hours: Wednesdays, 2:30 to 3:30 pm, or by appointment.

TA:
Peter Lynn
lynnx103@umn.edu
Office Hours: by appointment.

Texts:


Webpage:
Students who have registered for the course should go to www.moodle2.umn.edu and log on with their x.500 and password. A link to the course webpage should appear.

General Course Procedure:
The subject matter has been organized into 15 separate topics or units, one unit for each week of the term. The first 13 units will correspond to the 13 major topics of the Cooper, Heron, & Heward (Cooper) textbook, as organized in the textbook, together with occasional additional assignments from the O'Donohue & Ferguson (O'Donohue) book (see below). Unit 14 will be comprised of the last part of the O'Donohue & Ferguson book, and being the last week of the term, will entail a general review and summary of the entire course.

The Cooper, Heron, & Heward textbook is a substantial one, and the reading schedule is relatively brisk and rigorous, averaging 55 to 60 pages per week (range: 25 to 156 pages for one week). It is important to keep pace with the reading as there are weekly online knowledge assessments based on it that count toward your final grade. You may work ahead online, but you must not slip behind.

The general plan is for the instructor to introduce, usually in rather broad outline, the unit being considered that week in the “live” class session on campus. Ideally, the unit’s reading assignment should be completed before the class session of that week, which will build upon the unit via further lecture and discussion or active learning exercises.
In addition to the class sessions described above, each unit will include, as mentioned, an important online assessment that must be completed before the next unit is introduced. There are actually two different kinds of online quizzes for each weekly unit, a Fluency Quiz and a ForGrade Quiz, but only the score on the ForGrade Quiz (as its name implies) counts toward your grade. Moreover, as alluded to above, there is a hard deadline on the ForGrade Quiz: it must be completed by 5:00 PM on the Friday before the next unit commences. There is no deadline on the Fluency Quiz, nor is there a cutoff time on the Fluency Quizzes.

You will have one or two (your choice), time-limited opportunities to take the ForGrade Quiz for each unit, and those attempts, as noted above, must be made before the hard deadline. But the Fluency Quiz has the same format and draws on the same item pool as the ForGrade Quiz, and it is always available and may be taken as many times as you want. It’s just that your scores on the Fluency Quiz don’t count toward your grade; those scores simply give you feedback toward your mastery of the unit material. Only the score you get on the ForGrade Quiz counts toward your grade. So astute students will manage their studying of each unit in this course by, first of all, doing the reading and intently studying the textbook and lecture material, next, accessing the Fluency Quiz as often as necessary to assess their fluency and become confident they have mastered the material, and, finally, committing to taking the ForGrade Quiz “for keeps” before the hard deadline.

Each unit ForGrade Quiz consists of 10 multiple-choice items drawn randomly from a large item pool, with each item worth 1 point, making each ForGrade Quiz worth up to 10 points. If you opt to take a ForGrade Quiz twice, your recorded score will be the average of the two attempts. If you opt to take it only once, your score, of course, will be whatever you obtained on that attempt. Therefore, there is a bit of a gamble when opting to take a ForGrade Quiz twice; if you get a lower score the second time than you did the first, the average of the two scores will always be less than the first score, and you would have been better off sitting pat with that first score. On the other hand, if you get a higher score the second time than you did the first time, that average will be higher than your first score, but it will not be as high as the second score. Thus, you need to weigh these potential benefits and risks in making your decision about making a second attempt.

With 14 weekly units and 10 grade points possible for each ForGrade Quiz, 14 x 10 = 140 grade points are available prior to the comprehensive final exam at the end of the course.

The Final Exam will also be an online multiple-choice exam, but it must be taken on a campus computer with a lockdown browser in the computer lab in S121 Elliott Hall. The Final Exam will consist of 75 multiple-choice questions, with these 75 questions being made up of five questions from each of the first 14 weekly units (5 x 14 = 70) plus another five questions drawn at random from across all the units (70 + 5 = 75). There will be only one attempt permitted on the Final Exam.

Accordingly, there will be 140 + 75 = 215 total points available from the ForGrade Quizzes and the Final Exam.

The Final Exam is centrally scheduled, but it is an on-campus online final exam that may be taken at your choice of a variety of times during the finals week. Sign up sheets for these alternative Final Exam times will be available in every class period and during office hours, starting with the fourth week of class. All final exam administrations will be in S121.

In order to take the final exam, it is required that you have a valid University of Minnesota Active Directory Account. This is free and available to all students, but you must activate it. Thus, all students must do the following at the beginning of the semester: Visit http://www.umn.edu/validate, log in with your X.500 ID and password, and click on Active Directory Account Options. If you already have an active directory account, it will say so, and you do not need to do anything else. If you do not already have an active directory account, scroll to the bottom of the page, check the boxes indicating that you want to activate your active directory account, and submit the form. You will see a message that your account was created. It is very important that your AD account is active before you take the final.
Grading:
Final grades will be based on the percentage of total grade points earned over the course of the term, with the denominator for computing that percentage being 215. The expected grade cutoffs will be: 90 - 100% (or more) = A; 80 - 89% = B; 60 - 79% = C; 50 - 59% = D; 49% or less = F.

University Grading Standards:
Details on grading standards and grading policy can be found at: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html

Schedule of Units and Reading Assignments:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week of</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Sept 15</td>
<td>Selecting, Defining, &amp; Measuring Behavior</td>
<td>Cooper: Part 2 - Ch. 3 - 5. (Pp. 47 - 124.)</td>
</tr>
<tr>
<td>3.</td>
<td>Sept 22</td>
<td>Evaluating &amp; Analyzing Behavior Change</td>
<td>Cooper: Part 3 - Ch. 6 - 10. (Pp. 125 - 254.) O'Donohue: Ch. 5. (Pp. 73 - 100.)</td>
</tr>
<tr>
<td>14.</td>
<td>Dec 8</td>
<td>General Summary, Further Corrections &amp; Clarifications</td>
<td>O'Donohue: Ch. 11 &amp; 12. (Pp. 221 - 258.)</td>
</tr>
</tbody>
</table>

Dec 15 Final Exam All of the above.

If you have special needs for support, please share your accommodation letter with me as soon as possible during the semester in order to secure accommodations in a timely manner.” Contact the Disability Resource Center at 612-626-1333 or drc@umn.edu, if you have any questions about accommodations.
Supplemental Resources and Bibliography:

[All of this is for your own information. None of this material is assigned reading.]

Ethics of Scientific Research, Academic Training, and Therapeutic Interventions

From the Behavior Analyst Certification Board (BACB) [Go to www.bacb.com] Click on “About BACB”, then click on “Conduct Guidelines”.

From the Association of Professional Behavior Analysts (APBA) [Go to http://www.apbahome.net] Click on “Ethical Guidelines”.

From the American Psychological Association (APA) [Go to www.apa.org/ethics/]

From the University of Minnesota
   Institutional Review Board (IRB) [Go to www.irb.umn.edu ]
   Protecting Human Subjects Guide [www.irb.umn.edu/guide/]
   Institutional Animal Care and Use Committee (IACUC) [Go to www.iacuc.umn.edu]

Journals, Books, and Organizations on Behavior Analysis

Journal of the Experimental Analysis of Behavior (JEAB)
   seab.envm.rochester.edu/jeab/

Journal of Applied Behavior Analysis (JABA)
   seab.envmed.rochester.edu/jaba/

The Association for Behavior Analysis International (ABAI)
   www.abainternational.org

The Behavior Analyst Certification Board (BACB)
   www.bacb.com

The Association of Professional Behavior Analysts (APBA)
   http://www.apbahome.net

The Cambridge Center for Behavioral Studies (CCBS)
   www.behavior.org

The B.F. Skinner Foundation
   www.bfskinner.org


**Behavioral Approaches to Interpersonal Relationships, Business, and Industry**

Aubrey Daniels International = [www.aubreydaniels.com](http://www.aubreydaniels.com)


Performance Systems Analysis. [See [www.behavior.org](http://www.behavior.org) for information and links.]

**Behavioral Interventions for Children with Autism**

Association for Science in Autism Treatment = [www.asatonline.org](http://www.asatonline.org)

Lovaas Institute For Early Intervention = [www.lovaas.com](http://www.lovaas.com)

Families for Early Autism Treatment - Sacramento Chapter (FEAT Sacramento) = [www.feat.org](http://www.feat.org)

The New England Center for Children = [www.necc.org](http://www.necc.org)


