San José State University
Psychology Department
PSYC196, Applied Behavior Analysis
Spring 2018

Instructor: Matthew R. Capriotti, PhD
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Telephone: (408) 924-5641
Email: matthew.capriotti@sjsu.edu
Office Hours: Tues 9:55-11:55
Class Days/Time: Tues/Thurs 12:00-1:15
Classroom: DMH149A
Prerequisites: PSYC 001

MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System (http://sjsu.instructure.com). You are responsible for regularly checking Canvas to learn of any updates.

Course Description
Survey of applications of behavioral principles to problems of clinical and social importance. Topics include data-based decision making, approaches to promoting skill acquisition, and strategies for assessing and reducing problem behavior.

Course Learning Objectives (CLOs)
Upon successful completion of this course:

CLO1: Students will be able to identify, describe, and distinguish among commonly used strategies and tactics of measurement of individual human behavior (e.g., recording and graphing behavioral data).

CLO2: Students will be able to define and identify core principles of behavior and their relation to the maintenance of socially and clinically important behavior (i.e., functions of behavior).

CLO3: Students will be able to identify, describe, and distinguish among behavior-analytic procedures for reducing aberrant (or “problem”) behavior.

CLO4: Students will be able to identify, describe, and distinguish among behavior-analytic procedures for increasing desired behaviors, including acquisition of new skills.
CLO5: Students will be able to identify, describe, and distinguish among applications of applied behavioral analysis in psychotherapeutic and community contexts.

CLO6: Students will be able to identify ethical and professional issues commonly encountered in the practice of applied behavior analysis.

**Program Learning Outcomes (PLOs)**

Upon successful completion of the psychology major:

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society

**Required Texts, Readings, and Materials**

**Textbook**


**Supplemental Readings.** Supplemental required readings will consist of original-source articles from major journals in the field of applied behavior analysis (e.g., *Journal of Applied Behavior Analysis, Behavior Analysis in Practice, Behavior Modification*) and other selected resources. These will be available on Canvas at the beginning of the semester.

**Course Requirements and Assignments**

**Final Examination or Evaluation**

The final exam for this course will be held Thursday, May 17, 9:45 AM-Noon.

Final exams are governed by University Policy S06-4 (http://www.sjsu.edu senate/docs/S06-4.pdf) which states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.” Consistent with this policy, final exams will only be given at alternative times if (a) there are verifiable emergency circumstances or (b) if a student has more than two exams scheduled within a 24-hour period, in which case the student must contact the instructor *at least three weeks before the last regular class meeting* to schedule an alternative exam time.
Grading Information

Grading will be based on the following assignments:

Welcome Assignment: 20 points
You will complete a two-page written welcome assignment in the first week of the class. The purpose of this assignment is to orient you to the course and to inspire you to think about what you want to get from the class, as well as the unique perspective that you, as an individual, will bring to our class. In this assignment you will respond to several specific prompts. Points will be awarded based on the extent to which you respond to the questions provided in the instructions.

Quizzes: 140 points (7x20) CLOs 1-5
There will be 7 quizzes throughout the semester, each based on a list of learning objectives. Each quiz will be worth 20 points. The quiz questions will emphasize the study guides, but other questions may be included. Quiz questions may consist of short answer, true/false, multiple choice, and/or fill-in-the-blank items. Quizzes will be given in the first 25 mins of the class period, unless otherwise specified. If you arrive late to a quiz, you will not receive extended time.

Recycles: You will have two opportunities to improve on your prior quiz performance. During the midterm period you will be able to take one “recycle” quiz, and during the final exam period you will have the opportunity to take a second recycle. There will be no make-up quizzes (except in cases of documented emergencies, or a Dean’s excuse). If you miss a quiz, the only way to make it up is to take a recycle. Recycles can replace either a missed quiz or a poor grade. Seven quizzes and two recycles are planned. The highest eight scores will be factored into your overall grade.

Exams: 90 points (45x2) CLOs 1-5
There will be two exams in this class, a midterm and a final, each worth 45 points. These will be similar in format to quizzes, but about 1.5-2 times the length. The midterm exam will cover content from Weeks 1-8. The final exam will be cumulative, and it will assess your knowledge of core concepts and their real-world applications. Prior to the final exam, the instructor will specify which points on each study guide will be emphasized on the final exam.

Interview Project: 50 points CLO6
To provide an “on the ground” perspective on professional and ethical issues in applied behavior analysis, you will interview a professional behavior analyst with at least three years of experience. If this person works in a clinical setting with children, they should have a credential beyond the entry level (i.e., not an RBT) such as BCBA, BCABA, psychologist, marriage and family therapist. The instructor will provide references to appropriate individuals, or you may find one on your own. Some standard interview questions will be provided by the instructor, and you will add additional questions aimed at answering questions that have arisen for you throughout the semester. You will respond to several prompts about your experience in the interview and what you learned in the process.

TOTAL POINTS: 300

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs,
clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Over the fifteen week semester, students are expected to dedicate 135 hours to a three-unit course, inclusive of attending lectures, reading course materials, etc. In other words, students are expected to dedicate 9 hours a week to this course, inclusive of all course activities.

**Determination of Grades**

Total points earned in the class will be divided by 300 and converted to a percentage. Percent grades will be converted to letter grades using the scale below. Grades will not be rounded; for example, a percentage grade of 96.9% would earn a final grade of A, not A+:

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Percent</th>
<th>Letter Grade</th>
<th>Points earned</th>
<th>Percent</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>≥ 253</td>
<td>≥ 97</td>
<td>A+</td>
<td>190-200</td>
<td>73-76.99</td>
<td>C</td>
</tr>
<tr>
<td>242-252</td>
<td>93-96.99</td>
<td>A</td>
<td>182-189</td>
<td>70-72.99</td>
<td>C-</td>
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<tr>
<td>227-240</td>
<td>87-89.99</td>
<td>B+</td>
<td>164-174</td>
<td>63-66.99</td>
<td>D</td>
</tr>
<tr>
<td>216-226</td>
<td>83-86.99</td>
<td>B</td>
<td>156-163</td>
<td>60-62.99</td>
<td>D-</td>
</tr>
<tr>
<td>208-215</td>
<td>80-82.99</td>
<td>B-</td>
<td>155 or fewer</td>
<td>&lt;60</td>
<td>F</td>
</tr>
<tr>
<td>201-207</td>
<td>77-79.99</td>
<td>C+</td>
<td>-</td>
<td>-</td>
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**Extra credit opportunities** will be provided for up to 5 grade points (~1.9 percentage points) of the total course grade. For opportunities involving attendance at an event held at a fixed time (e.g., attending a research talk), a functionally equivalent alternative will be made available for students who cannot attend due to a conflict with class or work schedules.

Late work will not be accepted in this class (except in cases of documented emergencies, or a Dean’s excuse).

**Classroom Protocol**

You are expected to arrive on time to each class meeting and attend to what is going on in the classroom. Each class will begin with a participation opportunity (factored into your grade), such that arriving promptly and attending until the end of each class will directly help you maximize your grade.

You are expected to use laptops and/or tablets in a professional manner, if you choose to do so. This means that you use them for class-related purposes, and not for other things. If I notice this happening, I reserve the right to restrict permission to use these devices, either for an individual student(s) or for the entire class. Lectures should not be recorded without my prior permission; see me if you wish to discuss this.

You are expected to behave in a respectful manner toward your peers and instructor. When differing opinions emerge in class discussions, I expect you to maintain a civil and professional tone. You can expect me (the instructor) to do the same. If you engage in behavior that is overtly disrespectful, disruptive to the class, threatening, or harmful toward others in the room, you may be asked to leave the class for the day.

You are expected to check Canvas and email regularly, and to communicate professionally through this means. Please use Canvas only (not email) for electronic course-related communication. I expect you to communicate professionally via Canvas, just as in class.

**University Policies**
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

**PSYC196, Applied Behavior Analysis, Spring 2018 Schedule**

This is a tentative schedule of lecture topics, assignment due dates, and exam dates. A list of assignment due dates, quiz dates, and exam dates is provided at the end of this syllabus for additional clarity. Note that we may deviate somewhat from this schedule throughout the semester. Any changes in the content or timing of assignments or exams will be given at least one week in advance of the due date/exam date.

Note: Where only chapter numbers are given, readings are from the Miltenberger text; Q=Quiz

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings, Quizzes, and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/25</td>
<td>Intro and Overview of ABA</td>
<td>Ch. 1., Baer, Wolf, Risley (1968)</td>
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<tr>
<td>2</td>
<td>1/30, 2/1</td>
<td>Measuring and Tracking Behavior (CLO1)</td>
<td>Ch. 2-3, T 2/1, Welcome assignment due</td>
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<td>3</td>
<td>2/6, 2/8</td>
<td>Behavioral Principles and Functions I: Reinforcement and Extinction (CLO2)</td>
<td>Ch. 4-5, R 2/6, Q1 (Chs1-3, intro, measuring, tracking)</td>
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<tr>
<td>4</td>
<td>2/13, 2/15</td>
<td>Behavioral Principles and Functions II: Punishment + catchup (CLO2)</td>
<td>Ch. 6,</td>
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<tr>
<td>5</td>
<td>2/20, 2/22</td>
<td>Behavioral Principles and Functions III: Respondent Conditioning (CLO2)</td>
<td>Ch. 8, T 2/20- Q2 (Ch. 4-6, Rft, ext, pun)</td>
</tr>
<tr>
<td>6</td>
<td>2/27, 3/1</td>
<td>Behavioral Principles and Functions IV: Assessing Behavioral Functions (CLO2)</td>
<td>Ch. 13., Iwata et al. (1994)</td>
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<tr>
<td>7</td>
<td>3/6, 3/8</td>
<td>Behavior Change Strategies I: Extinction and Differential Reinforcement (CLO3)</td>
<td>Ch. 14-15, T 3/6 Q3 (Ch. 8, 13, respondent conditioning and FA)</td>
</tr>
<tr>
<td>8</td>
<td>3/13, 3/15</td>
<td>Behavior Change Strategies II: Punishment Procedures (CLO3)</td>
<td>Ch. 17-18</td>
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<tr>
<td>9</td>
<td>3/20, 3/22</td>
<td>Ethical and Professional Issues in ABA (CLO6), Midterm</td>
<td>BACB Guidelines, Martin &amp; Pear, Ch. 30, T 3/20, Q4 (Ch 14-15, 17-18, EXT, DRO, PUN) Th 3/22 Midterm/Recycle 1</td>
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<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>10</td>
<td>4/3, 4/5</td>
<td>Behavior Change Strategies III: Stimulus Control and Generalization</td>
<td>Ch. 7, 19</td>
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<tr>
<td>11</td>
<td>4/10, 4/12</td>
<td>Behavior Change Strategies IV: Shaping and Chaining (CLO4)</td>
<td>Ch. 9, 11, T 4/17, Q5 (Ch 7, 9, 11, 19; SC, Generalization, Shaping)</td>
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<tr>
<td>12</td>
<td>4/17, 4/19</td>
<td>Psychotherapeutic and Community Applications I: Token Economies and Habit Reversal (CLO5)</td>
<td>Ch. 11-12, Veazey et al. (2016)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Chapters/Topics</td>
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<tr>
<td>13</td>
<td>4/24, 4/26</td>
<td>Psychotherapeutic and Community Applications II: Clinical Behavior Analysis (CLO5)</td>
<td>Ch. 20-21, T 4/17, Q6 (Chaining, TE, HRT) Interview Project Due</td>
</tr>
<tr>
<td>14</td>
<td>5/1, 5/3</td>
<td>Psychotherapeutic and Community Applications III: Community and Organizational Behavior Analysis (CLO5)</td>
<td>Ch. 24-25</td>
</tr>
<tr>
<td>15</td>
<td>5/8, 5/10</td>
<td>TBD+ review</td>
<td>T 5/8 Q7 (Clinical, Community, and Organizational Behavior Analysis)</td>
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<tr>
<td>Final Exam</td>
<td>Thursday, May 17, 9:45 AM-Noon</td>
<td>Final Exam/Recycle 2</td>
<td>Final Exam/Recycle 2</td>
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Supplemental References (Will be provided on Canvas)


