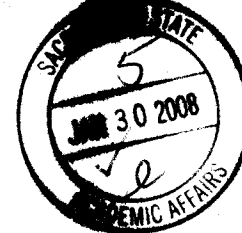




SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): SSIS	Academic Organization (Department): Psychology	Date: 05/03/07
Type of Course Proposal: New ___ Change X Deletion ___	Department Chair: Bruce Behrman	Submitted by: Caio Miguel
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes X No ___	For Catalog Copy: Yes X No ___ CCE: Yes X No ___	Semester Effective: Fall X Spring X , 20_08__

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	PSYC 184
This Catalog Number (course number) is being replaced:	PSYC 184

Change from:

Subject Area (prefix) & Catalog No. (course no.): PSYC 184	Title: Applied Child Psychology	Units: 4
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Change to:

Subject Area (prefix) & Catalog No. (course no.): PSYC 184	Title: Clinical Issues in Applied Behavior Analysis	Units: 4
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JUSTIFICATION:

The previous course title "Applied Child Psychology" does not represent the course content accurately. The course description is being slightly updated to represent changes necessary to fulfill the course requirements suggested by the Behavior Analysis Certification Board® (BACB).

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

PSYC 184. Clinical Issues in Applied Behavior Analysis. Extensive study of applied behavior analytic methods in the assessment, development, and implementation of treatment programs for a variety of clinical issues including pediatric behavior problems, developmental disabilities, hyperactivity, parent-child difficulties, school-related problems, behavioral safety, brain injury, and dementia. Lecture three hours; laboratory three hours. **Prerequisite:** PSYC 171. **Graded:** Graded Student. **Units:** 4.0.

Note:	
Prerequisite: PSYC 171	
Enforced at Registration: Yes ___ No X	
Corequisite:	
Enforced at Registration: Yes ___ No ___	
CAN (California Articulation Number):	
Graded: Letter X ___ Credit/No Credit ___	Instructor Approval Required? Yes X No ___
Course Classification (e.g., lecture, lab, seminar, discussion): Lecture plus Lab	Title for SIS+/CMS (not more than 30 characters)
Cross Listed? Yes ___ No X	If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able to:

1. Evaluate the clinical and/or applied significance of intervention effects
2. Distinguish between different approaches used to assess behavior problems (including indirect assessments, descriptive assessments, and functional analyses)
3. Utilize information from various assessments to develop and implement function-based interventions for behaviors maintained by positive, negative, and automatic reinforcement.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

There will be 13 quizzes, each worth 10 points. Tests will consist of short answer essay questions (Outcomes 1-3)

Students will participate in class discussions about the lectures and outside reading through questions posed in class (Outcomes 1-3)

There will be 3 lab projects (each worth 40 points) which will involve various hands-on activities (e.g., data collection, graphing using Microsoft Excel, conducting a descriptive assessment) as well as written assignments, such as developing a behavior intervention plan based on a hypothetical case example (Outcome 3).


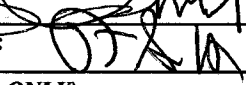
For whom is this course being developed?
 Majors in the Dept Majors of other Depts Minors in the Dept General Education Other
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No
 If yes, identify program(s): Behavior analysis certificate program

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No
 If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: 	NOV 16, 07
College Dean or Associate Dean: 	12-4-07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

PSYCH 184: Clinical Issues in Applied Behavior Analysis
Spring, 2008

Instructor: Becky Penrod, Ph.D., BCBA

Email Address: penrodb@csus.edu

Office Hours:

Class Time:

Lab, Sec. 1:

Lab, Sec. 2:

Office Phone: 916-278-6457

Office Location: AMD 361A

Class Location:

Lab Location:

Lab Location:

CATALOG DESCRIPTION

Prerequisites: PSYC 171. Extensive study of applied behavior analytic methods in the assessment, development, and implementation of treatment programs for a variety of clinical issues including pediatric behavior problems, developmental disabilities, hyperactivity, parent-child difficulties, school-related problems, behavioral safety, brain injury, and dementia. Lecture: three hours; laboratory: three hours.

GENERAL STATEMENT OF GOALS

The purpose of this course is to provide a foundation in the functional behavioral assessment and intervention model for dealing with severe behavior problems.

In the early part of the course, course content will be based on research methods for clinical and applied settings used to evaluate the clinical and/or applied significance of intervention effects. The main part of the course will be devoted to current state-of-the-art procedures in the functional behavioral assessment and intervention model. Readings and class discussions will provide a strong foundation in the three general approaches currently utilized to assess behavior problems (Indirect or Anecdotal methods, Descriptive Analyses, and Functional or Experimental Analyses). In addition, students will learn how to utilize information from such assessments to develop and implement function-based interventions for behaviors maintained by positive, negative, and automatic reinforcement (specifically antecedent manipulations, extinction, and differential reinforcement procedures). Methods for promoting generalization and maintenance of behavior change, and current issues in behavior analysis will also be discussed. In the latter part of the course, special topics will be discussed including but not limited to, interventions for autism spectrum disorders, pediatric behavior problems, and feeding disorders.

REQUIRED TEXT AND ADDITIONAL READINGS

- (1) Chandler, L. K., & Dahlquist, C. M. (2002). Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings.
- (2) Kazdin, A. E. (1982). Single-Case Research Designs: Methods for Clinical and Applied Settings.

(3) Reading Packet

(4) Students will be expected to access articles from the *Journal of Applied Behavior Analysis* on-line.

- a. Go to <http://seab.envmed.rochester.edu/jaba/>
 - b. Under the table of contents, click on the link that says "electronic copies of the back issues of JABA."
 - c. Along the left-hand side, find the correct volume and year, then select the issue that includes the page numbers of the article you're looking for.
- *** It is highly recommended that students print the article so that they can make reference to the article in class and mark on the article.

CLASS FORMAT

Class time will be devoted to lecture and discussion. Lectures will provide an overview of the topic or supplementary information related to but not included in the readings. Students will be required to be an active participant in class discussions. Both small group and large group discussion formats may be used. Students may be called on to provide an oral summary and critique of assigned readings.

COURSE REQUIREMENTS

1. Regular attendance in class, and participation in class discussions.
2. Completion of reading assignment BEFORE each class.
3. Completion of Lab Assignments/Presentations (described below).

ASSESSMENT AND GRADING PROCEDURES

Course grades will be based on test scores and evaluation of lab assignments and presentations (described below).

Overall grading for the course is described below:

- | | |
|---------------------------------------|----------|
| 1. Tests (1-13) | 130 pts. |
| 2. Lab Assignments (3 at 40 pts each) | 120 pts. |

Grades: A = 250 – 234; A- = 233 – 224; B+ = 223 – 217; B = 216 – 209; B- = 208 – 199; C+ = 198 – 192; C = 191 – 184; C- = 183-174

Tests: A test consisting of short answer, essay questions on the assigned readings will be given at the end of each unit. Each test is worth 10 points. Students will have an opportunity to drop their lowest exam score by taking an optional remedial test at the end of the semester.

Lab Assignments: Throughout the course of the semester, there will be 3 lab projects, each worth 30 points (described below).

LAB OBJECTIVES

Lab Project # 1: Research Methods (Due 2/28/07)

- 1) For each set of hypothetical data, calculate and report IOA using Frequency Ratio, Point-by-Point, and Frequency within Interval methods.
- 2) Make graphs in MS Excel for 4 hypothetical data sets (reversal, multiple-baseline, alternating treatments, changing-criterion).

Lab Project # 2: Functional Behavioral Assessments (Due 4/18/07)

- 1) Practice conducting Structured ABC assessment and indicate function of behavior.
- 2) Practice conducting Open-ended ABC assessment and indicate function of behavior.
- 3) View FA training video and complete training tutorial.
- 4) Graph and interpret results of hypothetical FA data.

Lab Project # 3: BIP Based on Hypothetical Case Scenario (Due 5/9/07)

- 1) Provide background information on client, demographic information, operational definition of problem behavior and replacement behavior.
- 2) Summarize hypothetical assessment results and provide hypothesis regarding function.
- 3) Behavioral intervention plan including specific procedures (a step by step guide in exactly how to implement plan), a rationale for the specific procedures included, data collection forms, who is responsible for implementation, and how will the behavior plan be monitored and by whom. Must have at least one antecedent intervention, one intervention addressing the replacement behavior, and one consequence intervention.

CLASSROOM ETIQUETTE

- Please remain quiet in class so that the noise level stays low unless asking a question or addressing the class as a whole.
- Come to class on time, and if you do arrive late sit off to the side and make as little noise as possible.
- When you come to class remain for the entire lecture unless you are sick or must leave. If you know you will have to leave, sit towards the door next to an aisle.
- Turn off cell phones and pagers while in class. If it must be on for emergency reasons and you receive a call, then please exit the classroom quietly.
- Please do not begin to pack up your things until I have indicated that we have finished for the day.

CHEATING/PLAGERISM

I sincerely hope that no student in this class will engage in cheating, but any student who is found to be cheating on an exam or assignment will receive a zero for the exam/assignment (it will be counted in the final grade and not dropped as the lowest grade), and will be reported to the Dean of Students for further action. Plagiarism involves using another person's written text or ideas without crediting or citing the source properly. All homework assignments must be entirely written by you and not a combined effort with another student. Presenting another person's ideas and/or work as your own without citation or reference is considered plagiarism. Copying from another student's written work or allowing another student to copy your own work is also considered plagiarism. Plagiarism is cheating and will be punishable in accordance with the CSUS Policy Manual.

STUDENTS WITH DISABILITIES

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, 916-278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

SAMPLE CLASS SCHEDULE

1/29/07 Course Overview and Expectations

Unit 1

1/31/07 Interobserver Agreement

Assigned Readings:

- 1) Kazdin, Chapter 3

2/2/07 Introduction to Single-Case Research and ABAB Designs

Assigned Readings:

- 1) Kazdin, Chapter 5

2/5/07 Multiple-Baseline Designs

Assigned Readings:

- 1) Kazdin, Chapter 6

2/7/07 Changing-Criterion Designs

Assigned Readings:

- 1) Kazdin, Chapter 7
- 2) Carr, J. E., & Burkholder, E. O. (1998). Creating single-subject design graphs with Microsoft Excel. *Journal of Applied Behavior Analysis, 31*, 245-251. (Read for Lab)

***** Lab Meeting: Excel Tutorial**

2/9/07 CalABA Conference (No Class)

2/12/07 Test 1

Unit 2

2/14/07 Multiple-Treatment Designs

Assigned Readings:

- 1) Kazdin, Chapter 8

2/16/07 Additional Design Options**Assigned Readings:**

- 1) Kazdin, Chapter 9

2/19/07 Data Evaluations**Assigned Readings:**

- 1) Kazdin, Chapter 10

2/21/07 Test 2**Unit 3****2/23/07 Challenging Behavior and the Functional Assessment and Intervention Model****Assigned Readings:**

- 1) C&D, Chapter 1

2/26/07 Challenging Behavior and the Functional Assessment and Intervention Model**Assigned Readings:**

- 1) C&D, Chapter 2

2/28/07 Challenging Behavior and the Functional Assessment and Intervention Model**Assigned Readings:**

- 1) C&D, Chapter 3

***** Lab Project # 1 Due in Class; Lab Project # 2 will be explained**

3/2/07 Test 3**Unit 4****3/5/07 Conducting a Functional Assessment: Indirect and Descriptive Assessments****Assigned Readings:**

- 1) C&D, Chapter 4

3/7/07 Conducting a Functional Assessment: Indirect and Descriptive Assessments

Assigned Readings:

- 1) C&D, Chapter 5

*** Lab Meeting: Practice Conducting Structured ABC Assessment

3/9/07 Test 4

Unit 5

3/12/07 Functional (Experimental) Analysis Basic Paradigm and Interpretation

Assigned Readings:

- 1) Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of applied Behavior Analysis, 27*, 197-209. Reprinted from *Analysis and Intervention in Developmental Disabilities, 2*, 3-20.
- 2) Worsdell, A. S., Iwata, B. A., Conners, J., Kahng, S., & Thompson, R. H. (2000). Relative influences of establishing operations and reinforcement contingencies on self-injurious behavior during functional analyses. *Journal of Applied Behavior Analysis, 33*, 451-461.
- 3) Hagopian, L.P., Fisher, W. W., Thompson, r. H., Owen-DeSchryver, J., Iwata, B. A., & Wacker, D. P. (1997). Toward the development of structured criteria for interpretation of functional analysis data. *Journal of Applied Behavior Analysis, 30*, 313-326.

3/14/07 Procedural Variations of Functional Assessments and How Assessment Leads to Intervention

Assigned Readings:

- 1) Wallace, M. D., Kenzer, A., & Penrod, B. (2004). Innovations in functional behavioral assessment. In W. L. Williams (Ed.) *Advances in Developmental Disabilities: Etiology, Assessment, Intervention, and Integration*. Reno, NV: Context Press.
- 2) C&D Chapter 6

*** Lab Meeting: Practice Conducting Open-ended ABC Assessment

3/16/07 Test 5

Unit 6

3/19 Intervention Strategies Related to the Positive Reinforcement Function

Assigned Readings:

- 1) C&D, Chapter 7

3/21/07 Current Research on Interventions Related to Positive Reinforcement

Assigned Readings:

- 1) Vollmer, T. R., Iwata, B. A., Zarcone, J. R., Smith, R. G., & Mazaleski, J. L. (1993). The role of attention in the treatment of attention-maintained self-injurious behavior: Noncontingent reinforcement and differential reinforcement of other behavior. *Journal of Applied Behavior Analysis, 26*, 9-21.
- 2) Carr E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis, 18*, 111-126.
- 3) Hanley, G. P., Iwata, B. A., & Thompson, R. H. (2001). Reinforcement schedule thinning following treatment with functional communication training. *Journal of Applied Behavior Analysis, 34*, 17-38.

*** Lab Meeting: FA Training Video and Quiz

3/23/07 Test 6

Unit 7

4/2/07 Intervention Strategies Related to the Negative Reinforcement Function

Assigned Readings:

- 1) C&D, Chapter 8

4/4/07 Current Research on Interventions Related to Negative Reinforcement

Assigned Readings:

- 1) Zarcone, J. R., Iwata, B. A., Smith, R. G., Mazaleski, J. L., & Lerman, D. C. (1994). Reemergence and extinction of self-injurious escape behavior during stimulus (instructional) fading. *Journal of Applied Behavior Analysis, 27*, 307-316.