

**SAMPLE SYLLABI: Note CHANGES to content, texts, requirements and dates may occur**

**CPSY 633 Behavior Therapy I  
Fall, 2007**

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Austin, J., & Carr, J.E. (2000). Handbook of applied behavior analysis. Reno, NV: Context Press.

Luiselli, J.K. (2006). Antecedent assessment and intervention: Supporting children and adults with developmental disabilities in community settings. Baltimore: Paul H. Brookes.

**Course Overview**

In this course, we will discuss (1) the origins of behavior analysis and clinical behavior analysis, (2) characteristics, processes, and principles of behavior analysis, (3) a wide variety of clinical behavioral assessment and applications for children and adults, and (4) a futurist perspective of applied behavior analysis. Interventions covered may be applied with children and adults with and without special needs, and in homes, clinics, schools, and other human service agencies.

**Course Objectives**

1. Describe the historical origins of behavior analysis and clinical behavior analysis.
2. Describe the characteristics, processes, and principles of behavior analysis.
3. Describe and evaluate behavioral assessments and interventions for a variety of clinical areas.
4. Describe and evaluate applications in topic areas including autism, habit disorders, sports, behavioral pediatrics, and brain-injury rehabilitation.
5. Describe and interpret results of behavioral research.
6. Discuss current and future trends in behavior analysis and the role of behavior analysts in society.

## **Student Requirements:**

You will participate in a variety of activities designed to increase your knowledge and skills in behavior analysis. Requirements include the following:

1. Tests: Tests are scheduled to be taken approximately every other week and are proctored. Return a test monitor form to the Center for Continuing Studies immediately if you haven't done so already. Forms can be found at:  
[http://www.stcloudstate.edu/continuingstudies/distance/stu\\_resources.asp](http://www.stcloudstate.edu/continuingstudies/distance/stu_resources.asp)

Tests will take about 1 to 1 ½ hour (short and long essay) and cover all instructional material. The tests are available for one week and must be taken by midnight Central Standard Time of the specified due date.

2. **Testing Procedure** – Tests will be given by your proctor on a computer. Tests are available for one week until midnight Central Standard Time of the due date posted in the Course Schedule below. You will log on to the D2L course, and your proctor will have a password to access the test. The way your proctor gets the password is by you turning in the test monitor form to Continuing Studies. CS will then mail a password to your proctor. (If you are within driving distance, simply go to Continuing Studies to take the test on computer.)

### **The following instructions will appear at the beginning of each test:**

Directions: Read each question carefully. Answer each question completely using sentences and paragraphs. If you need more space to write your answer than appears for an item, just continue typing and more answer space will appear. You may go back to questions if you wish to check your work. Once you begin the test, it will be available on the computer for two hours only, although it should only take you about one hour to complete it. When you are completely finished with your test, click on SAVE ALL RESPONSES and click on GO TO SUBMIT QUIZ.

3. Study guide questions. To help you prepare for tests, you should write responses to study guide questions for course material. Study guide questions are not included for the Antecedent book but I will provide some test hints as we go through the chapters (prompt me if I forget to do this). It is also recommended that you discuss study guide responses with your discussion group either on-line or on-campus to help in understanding the material. Answers to study questions are for your benefit and do not need to be turned in to the instructor.
4. Discussion One: Article Review. Each student will be assigned to a discussion group. Each student will be discussion leader for two discussions, the first on an article of choice and the second on the assigned Antecedent textbook chapters. The leader is responsible for posting (a) their summary of a research journal article in MS Word, (b) a few article discussion questions to get the discussion going, and (c) follow up questions to keep the threaded discussion going. The journal article can relate to any of the topics in the course readings and must be from a behavioral journal. You may use this as an opportunity to explore a

potential thesis topic if you plan to do a thesis for your program. I will grade each summary and provide feedback on APA style, writing style, length of summary, quality of critique, etc.

If it's not your turn to lead, you'll participate as a discussant. Students will post at least two "quality" comments to the threaded discussion each week. The student discussion leader will start the discussion by posting the article review and questions. Students will have until the following week at midnight to post comments. A discussion grade for being discussion leader and for quantity and quality of discussion postings will be given at the end of the class. It seems to help groups to have both the article summary and the link to the original article, so if the article is electronic, please include the link (although this is not required).

### **Article Review**

Your article review should be about 2 pages in length and should adhere to the guidelines in the Fifth Edition of the APA publication manual (APA, 2001). A model is included in D2L content. Be sure your paper does not include plagiarized segments (i.e., use your own wording unless you use quotations which are clearly denoted using APA style). *Any instances of plagiarism will result in a zero on your proposal and possible dismissal from the program.*

### **Prohibited Conduct (SCSU Student Handbook)**

Academic dishonesty, including but not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials; and commercialization sale or distribution of class notes without the instructors' permission.

### **Behavior Analysis Certification Board - Code of Conduct**

#### **9.03 Authorship and Findings.**

Behavior analysts do not present portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally, nor do they omit findings that might alter others' interpretations of their work or behavior analysis in general.

5. Discussion Two: Antecedent textbook chapter discussion. On the designated weeks, lead a discussion on the chapters from the Antecedent textbook. The leader is responsible for posting (a) a few discussion questions to get the discussion going, and (b) follow up questions to keep the threaded discussion going. Examples of questions: How did the authors describe the antecedent procedure? What behavioral principle is it based on? How does the procedure relate to the chapter from the Handbook? What do you think the authors meant when they said . . . How would you apply the procedure described? Etc. Group members should participate by posting at least two quality responses.
6. Gather research articles for literature review for Behavior Therapy II. (for students in the ABA masters program) The major assignment for BT II is to write a literature review and research proposal in an area of interest. Since you all now know how long interlibrary loan

takes and how time-consuming it is to track down articles, it is highly recommended that you gather research articles this semester. You may want to talk with your advisor about a potential thesis topic. All of JABA is available electronically at

<http://seab.envmmed.rochester.edu/jaba/toc/jabaTOC.php>

If you are doing the comprehensive exam option, begin to organize your notes on kinds of interventions that are supported by the literature. Behavior Therapy I and II covers readings on the primary topics within behavioral analysis and interventions derived from the literature. The comprehensive exam requires you to be familiar with the literature, and to be able to thoroughly describe a valid intervention for problem areas. The exam is given shortly after spring semester ends (mid-May).

**Grading will be based on:**

5 Tests (40 pts each)	200 points
Discussion (5 pts each, drop lowest)	35
Discussion Leader (10 pts each)	20
Article Review (15 pts)	15
<b>Total</b>	<b>270</b>

**Course grades:**

A = 90% of points

B = 80% of points

C = 70% of points

D = 60% of points

**Incompletes**

University policy is that incompletes are given only when there are unusual extenuating circumstances. If you do not finish the course within the semester and receive an inadequate grade, you will be required to register for the class the next semester. Please review your current obligations to make sure that you can complete the course on time. **Please be aware that the last day to withdraw from a class can be found on-line at <http://www.stcloudstate.edu/registrar/>**

**IMPORTANT!! Policy on late tests and assignments.** The test must be taken on time. NO EXCEPTIONS. **NO INCOMPLETES. Your grade will be based on the work that is turned in by the deadline. If your grade is unsatisfactory, you will need to take the course over.**

You can complete the tests earlier but not later. If you have travel plans for work, vacations, etc., you will need to complete tests earlier, not later. The course is structured this way to prevent anyone from cramming course requirements into the week before the end of the semester. It takes time to thoroughly understand and synthesize material. In order to truly do justice to the material, it's important to work at a steady pace. In order for me to give timely and relevant feedback that improves your learning, tests need to be turned in on time. Thus, we're arranging contingencies to make it more likely that you will keep up.

As you review the course schedule, mark due-dates on your calendar and create a study schedule for yourself. If you are an on-line student, treat your on-line course as if you were required to

attend class in person. Set aside specified times to study and discuss readings, and to complete the tests. If possible, form study groups with cohort members in your area and meet regularly. Do not deviate from your study schedule. Build in frequent reinforcers for yourself and your study group for staying on track.

### Course Evaluation

On the tool bar you can click survey and the course evaluation can be completed. Your answers are anonymous and we appreciate your feedback.

## Course Schedule CPSY 633

<b>Assignment</b>	<b>Due dates (test/discussion ends)</b>
<b>Test 1 on Unit 1</b>	<b>Sept. 26</b>
<b>Test 2 on Unit 2</b>	<b>Oct. 17</b>
<b>Test 3 on Unit 3</b>	<b>Oct. 31</b>
<b>Test 4 on Unit 4</b>	<b>Nov. 21</b>
<b>Test 5 on Unit 5</b>	<b>Dec. 12</b>
<b>Click on Survey and complete on-line course evaluation</b>	<b>Dec. 14</b>
<b>Discussion 1 - article</b>	<b>Oct. 8</b>
<b>Discussion 2 – Antecedents chapter</b>	<b>Oct. 15</b>
<b>Discussion 3 - article</b>	<b>Oct. 22</b>
<b>Discussion 4– Antecedents chapter</b>	<b>Oct. 29</b>

<b>Discussion 5 - article</b>	<b>Nov. 5</b>
<b>Discussion 6 – article</b>	<b>Nov. 1</b>
<b>Discussion 7 - Antecedents chapter</b>	<b>Nov. 19</b>
<b>Discussion 8 – Antecedents chapter</b>	<b>Dec. 3</b>

## **Course Readings**

**Weeks may not correspond perfectly to test dates. Go by test dates above.**

### **Unit 1 - Weeks 1 – 3 Historical Perspective**

Review syllabus

Handbook of Applied Behavior Analysis

Forward by Beth Sulzer-Azaroff

Ch. 20 - A futurist perspective for applied behavior analysis

Electronic Reserve:

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.

Baer, D.M., Wolf, M.M., & Risley, T.R. (1987). Some still current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*. 20, 313-327.

Full text of article is at:

<http://seab.envmed.rochester.edu/jaba/toc/jabaTOC.php>

Risley, T. (2005). Montrose M. Wolf (1935-2004). *Journal of Applied Behavior Analysis*. 38, 279-287.

## **TEST 1**

### **Unit 2 - Weeks 4 – 6 Autism**

Handbook of Applied Behavior Analysis

Ch. 11 Behavioral interventions for children with autism

### Antecedent Assessment & Intervention

Ch. 1 Evolution of antecedent influences

Ch. 9 Communication and social skill interventions

Full text of article is at:

<http://seab.envmed.rochester.edu/jaba/toc/jabaTOC.php>

Charlop-Christy, M. H., Carpenter, M., Le, L., LeBanc, L.A., & Kellet, K. (2002). Using the picture exchange communication system (PECS) with children with autism: Assessment of PECS acquisition, speech, social-communicative behavior, and problem behavior. *Journal of Applied Behavior Analysis*. 35, 213-231.

The following article is in D2L, Content, Unit 2:

Lovaas, O.I. (2003). Evaluation of behavioral treatment

In *Teaching Individuals with Developmental Delays: Basic Intervention Techniques*. Austin, TX: Pro-Ed.

## **TEST 2**

### **Unit 3 - Weeks 7 – 9 Functional analysis**

#### Handbook of Applied Behavior Analysis

Ch. 3 The functional analysis model of behavioral assessment

### Antecedent Assessment & Intervention

Ch. 2 Contribution of establishing operations

Ch. 3 Assessment of antecedent influences

Full text of the following two articles is at:

<http://seab.envmed.rochester.edu/jaba/toc/jabaTOC.php>

Piazza, C.C., Fisher, W.W., Brown, K.A., Shore, B.A., Patel, M.R., Katz, R.M., Sevin, B.M., Gulotta, C.S., & Blakely-Smith, A.B. (2003). Functional analysis of inappropriate meal time behavior. *Journal of Applied Behavior Analysis*. 36, 187-204.

Wilder, D.A., Chen, L., Atwell, J., Pritchard, J., & Weinstein, P. (2006). Brief functional analysis and treatment of tantrums associated with transitions in preschool children. *Journal of Applied Behavior Analysis*. 39, 103-107.

## **TEST 3**

### **Unit 4 - Weeks 10 – 11 Applications**

#### Handbook of Applied Behavior Analysis

Ch. 6 Assessment and treatment of habit disorders

Ch. 7 Behavioral pediatrics: The confluence of applied behavior analysis and pediatric medicine

Handbook of Applied Behavior Analysis

Ch. 9 Behavioral contributions to brain-injury rehabilitation

Ch. 17 Behavioral sports psychology

Antecedent Assessment & Intervention

Ch. 4 Health conditions in antecedent assessment

Ch. 10 Antecedent intervention in brain injury

**TEST 4**

**Unit 5 – Weeks 12 – 14 Applications**

Electronic Reserve:

Poppen, R. (1998). Behavioral relaxation training and assessment. Thousand Oaks, CA: Sage Publications.

Handbook of Applied Behavior Analysis

Ch. 10 Behavioral psychotherapy and the rise of clinical behavior analysis

Antecedent Assessment & Intervention

Ch. 6 Antecedent interventions for challenging behaviors

Ch. 8 Pediatric feeding disorders

Electronic Reserve:

Watson, T.S., & Robinson, S.L. (1998). A behavioral analytic approach for treating depression. Handbook of Child Behavior Therapy. New York: Plenum Press.

Kanter, J.W. & Baruch, D.E. (2006) Acceptance and Commitment Therapy and Behavioral Activation for the Treatment of Depression: Description and Comparison. *The Behavior Analyst*, 29, 161-185.

**TEST 5**

**Course Evaluation (click on Survey in D2L)**