COURSE OUTLINE
ABAP 400 - SEMINAR IN APPLIED BEHAVIOR ANALYSIS

Prepared By: Dr. Stephen F. Ledoux
A. **TITLE:** Seminar in Applied Behavior Analysis

B. **COURSE NUMBER:** ABAP 400

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Fall or Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   3 lecture hours per week

H. **CATALOG DESCRIPTION:**

   In this course the student studies the current disciplinary applied research literature containing relevant interventions while engaging in supervised practicum hours applying the relevant behaviorological disciplinary principles and practices to interventions with clients in the practicum setting.

I. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): (ABAP 345) Applied Science and Technology of Behavior, and 60 credit hours, and must secure permission of instructor.

   b. Co-requisite(s): (ABAP 401) Practicum in Applied Behavior Analysis or permission of instructor.

J. **GOALS (STUDENT LEARNING OUTCOMES):**

   By the end of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe, analyze and evaluate the appropriateness of the intervention for the settings, clients, conditions, problems, constraints, and variables covered by each research article</td>
<td>1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Inter-Intrapersonal Skills</td>
</tr>
<tr>
<td>b. Explain the relevance of each article to the settings, clients, conditions, problems, constraints, variables, and/or interventions experienced during the practicum hours logged</td>
<td>1. Communication 2. Crit. Thinking 3. Prof. Competence</td>
</tr>
<tr>
<td>c. Formulate, describe, and explain explicit and systematic application transfers of relevant research article interventions to both the clinical concerns actually encountered during the practicum hours logged, and to potential concerns that may be encountered in the future</td>
<td>1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Inter-Intrapersonal Skills</td>
</tr>
<tr>
<td>d. Formulate, describe, and explain explicit and systematic routines and methods (a) for evaluating the interventions actually used during</td>
<td>1. Communication 2. Crit. Thinking 3. Prof. Competence</td>
</tr>
</tbody>
</table>
the practicum hours logged (and making recommendations about their improvement), and (b) for evaluating potential interventions that may be used in the future (and making recommendations about their improvement)

4. Inter-Intrapersonal Skills

K. TEXTS:

• Use articles from the ABA research literature, including past or current issues of these journals: *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Behaviorology Today*, *Journal of Behaviorology*, *The Analysis of Verbal Behavior*, and *Behavior and Social Issues*.

L. REFERENCES: See "Texts" above

M. EQUIPMENT: Smart classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS: To be determined by the instructor. Possibilities include but are not limited to:

• assigned homework completion
• research papers
• book reports
• group oral/written reports
• individual oral/written reports
• essays
• class participation
• projects
• journals
• quizzes
• tests
• exams

P. DETAILED COURSE OUTLINE: Since content coverage is determined by the contents of the professional applied behavior analysis research journals current and/or relevant to the intervention concerns at the practicum site during the particular semester of the course, the inclusion of a typical course outline would be presumptuous. Instead, only the topics generic to the smooth running of, and interconnections between, the seminar and practicum components are included here:

I. Orientation.
   A. To the general parameters, procedures, materials, assignments, etc., of the seminar meetings.
   B. To the general considerations of the practicum arrangements, assignments, outcomes, etc.

II. Professionalism.
A. Conduct.
B. Image/dress codes.
C. Responsibility.
D. Confidentiality.

III. Protocols/paperwork.
A. Contact–time–schedule agreements.
B. Clearances.
   2. Medical.
C. Record keeping.
D. Supervision documentation.
E. Organization/time management.

IV. Coordination/collaboration.
A. With site managers.
B. With supervisors.
C. With intervention team members.
   1. Physicians.
   2. Behavior analysts.
   3. Speech therapists.
   4. Occupational therapists.
   5. Other…
D. With direct–care staff.
E. With fellow students.

V. Roles/responsibilities.
A. Student.
B. Site supervisor either BCBA (Board Certified Behavior Analyst) or LBA (Licensed Behavior Analyst); some professionals are both under 2015 New York State laws.
C. Seminar professor.

VI. Feedback.
A. Accepting/appreciating constructive feedback.
B. As problem–solving tool.

VII. Case Management (reporting needs/requirements).
A. Purposes.
B. Forms.
C. Frequency.
D. Detail levels.
E. Cybernetic uses.

VIII. Evaluations.
A. Purposes.
B. Formal evaluations.
   1. BCBA site supervisor.
   2. Seminar professor.

IX. Ethics.
   A. Ethics code.
   B. Ethical dilemmas.
   C. Ethical decisions.

Q. **LABORATORY OUTLINE:** No laboratory