

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: College of Education, Departments of Elementary, Early, Special Ed

Course No. AB 532

Title of Course: **Methods for Studying the Behavior of Individuals**

Date: Fall 2015

Please check: New

- I. **Catalog Description (3 Credit Hours of Course):** Introduction to the fundamentals of single-case and behavior analytic research methods, including designing, conducting, and evaluating Applied Behavior Analysis research. (3)
- II. **Prerequisite / Corequisite:**
Concurrent enrollment or completion of AB 531 Basic Principles in Applied Behavior Analysis.
- III. **Purposes or Objectives of the Course (optional):**
1. Evaluate the relevance of the Scientist-Practitioner Model in the clinical practice of Applied Behavior Analysis.
 2. Explain the elements of and importance of using Evidence-Based Practice.
 3. Use research databases (e.g., PsycINFO), to search for behavior-analytic literature Evaluate the relevance of the Scientist-Practitioner Model in the clinical practice of Applied Behavior Analysis.
 4. Develop a research prospectus to evaluate a research question using single-case and behavior analytic research methods
 5. Identify the measurable dimensions of behavior (e.g., rate, duration, latency, interresponse time).
 6. State the advantages and disadvantages of using continuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling).
 7. Measure frequency, rate, duration, latency, interresponse time (IRT), percent of occurrence, trials to criterion.
 8. Assess and interpret interobserver agreement.
 9. Evaluate the accuracy and reliability of measurement procedures.
 10. Design, plot, and interpret data using equal-interval graphs
 11. Design, plot, and interpret data using cumulative record to display data.
 12. Design and implement continuous measurement procedures (e.g., event recording) and discontinuous measurement procedures (e.g., partial & whole interval recording)
 13. Review and interpret research articles from the behavior-analytic literature.

14. Determine the arrangement of independent variables to demonstrate their effects on dependent variables.
15. Identify single-case research designs (e.g., withdrawal/reversal, alternating treatments, changing criterion, multiple baseline, multiple probe, combinations of design elements).
16. Determine when to use various single-case research designs.
17. Evaluate changes in level, trend, and variability in graphs.
18. Select the appropriate measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
19. Graph data in a way that effectively communicates relevant quantitative relations.
20. Evaluate temporal relations between observed variables (within & between sessions, time series).
21. Define behavior and environmental variables in measurable terms.
22. Define and provide examples of contiguity and functional relations.

IV. Student Learning Outcomes (Minimum of 3):

SLO	Measurement Tool
1. Measure frequency, rate, duration, latency, interresponse time (IRT), percent of occurrence, trials to criterion.	Recording Behavior Assignment
2. Review and interpret articles from the behavior-analytic literature.	Article critique presentation
3. Evaluate changes in level, trend, and variability in graphs.	Graphs and Graphic Analysis Quiz

V. Behavior Analysis Certification Board (BACB) Alignment:

Course Objectives	BACB
1. Evaluate the relevance of the Scientist-Practitioner Model in the clinical practice of Applied Behavior Analysis.	J-02
2. Explain the elements of and importance of using Evidence-Based Practice	J-02
3. Use research databases (e.g., PsycINFO), to search for behavior-analytic literature	J-02
4. Develop a research prospectus to evaluate a research question using single-case and behavior analytic research methods	K-05, K-07
5. Identify the measurable dimensions of behavior (e.g., rate, duration, latency, interresponse time).	FK-47
6. State the advantages and disadvantages of using continuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling).	FK-48
7. Measure frequency, rate, duration, latency, interresponse time (IRT), percent of occurrence, trials to criterion.	A-01 – A-07
8. Assess and interpret interobserver agreement	A-08
9. Evaluate the accuracy and reliability of measurement procedures.	A-09
10. Design, plot, and interpret data using equal-interval graphs	A-10
11. Design, plot, and interpret data using cumulative record to display data.	A-11
12. Design and implement continuous measurement procedures (e.g., event recording) and discontinuous measurement procedures (e.g., partial & whole interval recording)	A-12, A-13
13. Review and interpret research articles from the behavior-analytic literature.	B-02, J-02, J-15
14. Determine the arrangement of independent variables to demonstrate their effects on dependent variables.	B-03
15. Identify single-case research designs (e.g., withdrawal/reversal, alternating treatments, changing criterion, multiple baseline, multiple probe, combinations of design elements).	B-04 – B-09
16. Determine when to use various single-case research designs.	B-04 – B-09
17. Evaluate changes in level, trend, and variability in graphs.	H-04
18. Select the appropriate measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.	H-01
19. Graph data in a way that effectively communicates relevant quantitative relations.	H-03, J-15
20. Evaluate temporal relations between observed variables (within & between sessions, time series).	H-05
21. Define behavior and environmental variables in measureable terms.	I-01, I-02
22. Define and provide examples of contiguity and functional relations.	FK-32, FK-33

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Unit Topics	Class Hours	Objectives
Searching the research literature behavioral topics	1	3
The Scientist-Practitioner Model & Evidenced-Based Practice	2	1, 2
Designing an applied research project	4	4, 14
Summarizing, critiquing, and synthesizing research literature (Literature reviews, article critiques)	4	3, 13
The underpinnings of scientific research	2	2, 4
Defining and recording behavior	6	5, 6, 7, 12, 18, 21
Interobserver agreement	3	8, 9
Graphs and Graphic analysis	3	10, 11, 16, 17, 19, 20, 22
Reversal and Multiple baseline designs	3	14, 15, 16, 17, 19, 20, 22
Chaining criterion & multiple treatment designs	3	14, 15, 16, 17, 19, 20, 22
Selecting single-case designs	3	15, 16, 19
Replication & Generality	2	14, 20, 22
Treatment Integrity & Social Validity	3	9
Meta analysis	2	13
Research Ethics	2	4, 13
Research dissemination	2	4, 13
Total	45	

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____
Chair

Signature: _____ Date: _____
Dean

Approved by Academic Council, April 1, 2014 Revision: April 1, 2014

SOUTHEAST MISSOURI STATE UNIVERSITY
COURSE SYLLABUS

AB 532: Methods for Studying the Behavior of Individuals
SPRING 2015 SEMESTER: OFFERED ONLINE

Instructor: Dr. Jamie Severtson
Phone: 573-986-6982
Office: Scully 401F
E-Mail: jsevertson@semo.edu (please include "AB 532" in the subject of your emails to me)

Office Hours: Tuesday: 10:00am – 11:30 am (401F Scully)
Wednesday: 1:30pm – 3:00 pm (401F Scully)
7:30pm – 8:30pm (Online using Google Chat: jamie.severtson)
Also available by appointment

I want you to be successful in this class. My wish for you is that you begin to love Behavior Analysis as much as I do. I am here to help you in any way I can, so please do not hesitate to come to office hours, chat with me online during online office hours, call or email. I am happy to meet with students outside of normal office hours.

Questions, Comments, Requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Elementary, Early and Special Education Department.

Course Purpose:

This is the second course in a series of courses designed for students who are interested in learning about Applied Behavior Analysis (ABA) and/or becoming Board Certified Behavior Analysts (BCBAs) / Board Certified Associate Behavior Analysts (BCaBAs). For more information about becoming a BCBA or BCaBA, please see your instructor, and go to <http://www.bacb.com/index.php?page=4>

- I. **Catalog Descriptions and Credit Hours of Course:**
AB 532. Methods for Studying the Behavior of Individuals. Introduction to the fundamentals of single-case and behavior analytic research methods, including designing, conducting, and evaluating Applied Behavior Analysis research. (Required for BCBA/BCaBA certification). (3 Credits)

- II. **Prerequisite/Corequisite:**
Concurrent enrollment or completion of AB 531 Basic Principles in Applied Behavior Analysis.

III. **Objectives of the Course:**

- a. Evaluate the relevance of the Scientist-Practitioner Model in the clinical practice of Applied Behavior Analysis.
- b. Explain the elements and importance of using Evidence-Based Practice
- c. Use research databases (e.g., PsycINFO), to search for behavior-analytic literature
- d. Develop a research prospectus to evaluate a research question using single-case and behavior analytic research methods
- e. Identify the measurable dimensions of behavior (e.g., rate, duration, latency, interresponse time).
- f. State the advantages and disadvantages of using continuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling).
- g. Measure frequency, rate, duration, latency, interresponse time (IRT), percent of occurrence, trials to criterion.
- h. Assess and interpret interobserver agreement.
- i. Evaluate the accuracy and reliability of measurement procedures.
- j. Design, plot, and interpret data using equal-interval graphs
- k. Design, plot, and interpret data using cumulative record to display data.
- l. Design and implement continuous measurement procedures (e.g., event recording) and discontinuous measurement procedures (e.g., partial & whole interval recording)
- m. Review and interpret research articles from the behavior-analytic literature.
- n. Determine the arrangement of independent variables to demonstrate their effects on dependent variables.
- o. Identify single-case research designs (e.g., withdrawal/reversal, alternating treatments, changing criterion, multiple baseline, multiple probe, combinations of design elements).
- p. Determine when to use various single-case research designs.
- q. Evaluate changes in level, trend, and variability.
- r. Select the appropriate measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
- s. Graph data in a way that effectively communicates relevant quantitative relations.
- t. Evaluate temporal relations between observed variables (within & between sessions, time series).
- u. Define behavior and environmental variables in measurable terms.
- v. Define and provide examples of contiguity and functional relations.

IV. **Student Learning Outcomes (Notations in Course Content & Schedule)**

1. Measure frequency, rate, duration, latency, interresponse time (IRT), percent of occurrence, trials to criterion (S1)
2. Review and interpret articles from the behavior-analytic literature. (S2)
3. Evaluate changes in level, trend, and variability in graphs. (S3)

V. Expectations of the Student

- a. Read the assigned chapters in the text books as well as assigned readings from scientific journals.
- b. Participate in online forum discussions.
- c. Successfully complete all quizzes, exams, and assignments.
- d. Check the website twice per week for new materials and course updates.
- e. Respond to emails within 48 hours (except on weekends and holidays).
- f. Questions regarding the course in the course Q & A Forum(s).
- g. Complete all assignments, quizzes, discussion posts by 11:59pm on the date that they are due unless otherwise noted in the instructions. ***Late assignments will not be accepted.***

VI. Expectations of the Instructor

Your instructor will:

- a. Respond to emails within 48 hours (except on the weekends and holidays).
- b. Participate in online forum discussions.
- c. Post grades for a given forum, quiz, exam, or assignment within 2 weeks following the due date.
- d. Not grade late assignments.
- e. Provide all updates regarding the course (e.g., cancelation off office hours) via the course News Forum.
- f. Maintain office hours and also meet with students outside of office hours as arranged by the students.

VII. Textbook(s) and Other Required Materials:

Required Textbooks (2):

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis* (2nd ed). Upper Saddle, NJ: Pearson Prentice Hall.

Referred to as CHH in the Course Schedule

Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings* (2nd ed). New York: Oxford University Press.

Recommended Textbook (1):

* American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.

* *NOTE: This book is recommended, but not required. Students are required to accurately use ABA Style in all of their written work for this course. Kent library has a number of copies of this [book](#), and this [website](#) is helpful for those students who choose not to purchase the APA Publication Manual.*

Supplemental Readings:

- Journal articles and other readings will be provided throughout the semester and are noted in the Course Content & Schedule, and a list of references is provided at the end of the syllabus.

Required Technology:

A webcam or smart device with video capabilities is required for this course. You will be required to post videos of yourself for various assignments and forums (e.g., responses to readings, discussion questions). You will be required to upload videos to YouTube and save them as “Unlisted” Videos.

- If you do not have access to a webcam, you should contact or stop by the [Multimedia Center at Kent Library](#)
- For some assignments, students will have the option of posting a video of themselves or uploading a narrated PowerPoint. If choosing the latter option, [mybrains shark](#) is recommended. This is a free application that is available on the web.

You may wish to purchase a webcam if you do not have one. You should be able to find a variety of webcams for under \$20.00. Here are some options to consider:

- **Webcam:** [click here to view options](#)

A microphone is not a requirement, but some students may find that a microphone helps produce a better sound quality. Your videos must be easily heard without distracting background noise.

- **Microphone:** [click here to view options](#)

VIII. Accessibility Statement:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www.semo.edu/ds/>

IX. Civility Statement

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

X. Academic Honesty Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the [STUDENT HANDBOOK](#). The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

XI. Basis for Student Evaluations:

a. For all students:

i. First Week questionnaire, syllabus quiz, and video greeting

On the first week of class, each student is required to complete an informational questionnaire, which is used by the instructor to help improve students' experiences in the course. Additionally, a quiz is provided over the

syllabus content, and each student is required to post a video greeting to the class in a forum and respond to at least 2 other student videos.

ii. Quizzes

All quizzes will be timed (30 minutes). The purpose of the quizzes is to help students prepare for the exams and master the critical course materials. A quiz will open on the Wednesday of the week that it is listed, and it will remain open for 7 days (Wednesday through Wednesday). Students will only be able to access the quiz once they have posted in the forum(s). Quizzes will typically have a multiple-choice format and will primarily consist of application questions. Quiz questions will be presented in a sequential manner, meaning that once you answer (or skip) a question, you will not be able to go back to that question. Quiz scores cannot be dropped, and missed quizzes cannot be made up; however, extra credit quizzes will be offered as options to make up for a poor quiz grade or missed quiz.

iii. Weekly Forum Discussions

Students are required to participate in weekly forum discussions. Students will be able to discuss the concepts from the unit either through written description or video presentation. Sometimes, students will be required to attach documents for other students to review in the forum. At least half of the forums will require video presentations. If a student does not post a video when one is required, the student will receive 0 points for that forum, regardless of other participation in that forum. Students will receive feedback from each other as well as the instructor in the forum posts. Discussion entries are required by Fridays at 11:55pm each week, and students are required to respond to at least 2 entries by the following Monday at 11:55pm. Students who post late discussion entries will receive 0 points for that forum, regardless of participation in that forum. Each forum (1 entry + 2 replies) is worth 10 points.

iv. Assignments

Assignments are provided to give students an introductory experience to measuring the behavior of individuals and critically consuming research. This might include conducting literature searches, defining behaviors and environmental variables, watching videos and collecting data, designing data sheets, graphing data, etc. Students will be provided instructions and a grading rubric for each assignment. Students are encouraged to discuss assignments in the weekly topic forums or in the classroom Q and A forum. Each assignment is worth 25 points.

v. Exams

Each exam will be timed (90 minutes) and will cover approximately one quarter of the course material, with the exception of the final exam, which will be comprehensive. Each exam consists of short-answer and essay

questions. A study guide will be provided for each exam at the beginning of the unit to encourage students to complete the study guide over the course of each new unit and to prepare in advance for the exam. Each exam is worth 50 points.

vi. Article Critique Presentation

Students are required to locate a single-case experimental article from the applied literature. Brief articles (1-5 pages) and articles from the Journal of Applied Behavior Analysis are not acceptable for this project. Students will read and critically analyze the article and then prepare a presentation around your critique. Students will deliver a presentation via videos posted to a forum. Each student will be assigned to provide feedback to 2 other students on their presentations.

vii. Undergraduate Research Synthesis Project (undergraduate students only)

Undergraduate students are required to write a paper that summarizes the research on an applied topic (e.g., behavioral intervention for pica among individuals with developmental disabilities). The paper must cover a thorough review of at least 5 journal articles that are approved by the instructor.

viii. Graduate Research Prospectus (graduate students only)

Graduate students are required to select an applied research question, summarize the research that has been conducted in this area, and design a research study to evaluate the research question. The research question must be approved by the instructor, and an outline of the research prospectus be submitted and approved by the instructor. Students may be required to meet with their instructor to review the research outline.

COMPONENT EVALUATION CHART AB 532

This is a tentative plan for the semester; however, your instructor has the right to add, remove, or change assignments throughout the semester.

Component Description	Points	Due Date
First Week:		
Student Questionnaire	5	January 26
Syllabus Quiz	20	January 26
Video Greeting Forum	10	Jan 23: Greeting Jan 26: 2 Replies
Forum Discussions (14 x 10 points each)	140	Fri: Original Post Mon: 2 Replies
Quizzes (9 x 20 points each)	180	Wednesdays 11:55pm
Exams (5 x 50 points each)	250	Mondays 11:55pm
Assignments (6 x 25 points each)	150	Tuesdays 11:55pm
• A1 Literature search		
• A2 Defining and Recording Behavior		

<ul style="list-style-type: none"> • A3 Creating a datasheet • A4 Graphing Assignment • A5 Defining Behavior • A6 Recording Behavior 		
Article Critique Presentation <ul style="list-style-type: none"> • Article approval (5 points) • Presentation (30 points) • Quiz Questions (5 points) • Feedback to assigned student(s) (5 points) 	50	Feb. 10 Article Approval April 27 Post Presentation & Submit Quiz Questions May 1 Post Feedback
Research synthesis project (undergrad students only) <ul style="list-style-type: none"> • Topic approval (5 points) • Article selection approval (10 points) • Research synthesis (85 points) 	100	Feb. 17: Topic Due Mar. 27: Article Selection May 4: Research Synthesis
Research prospectus (graduate students only) <ul style="list-style-type: none"> • Topic approval (5 points) • Outline (20 points) • Prospectus (175 points) 	200	Feb. 17: Topic Due March 27: Outline May 4: Prospectus
Total Points:	Undergraduate 905	Graduate 1005

Grades are calculated by dividing the total points earned in the semester by the total points available in the semester and then multiplying by 100. For example, an undergraduate student who earned 788 points in the semester would calculate his/her grade like this: $788 \div 905 = .87 \times 100 = 87\%$. This student would receive a B for the semester.

b. Undergraduate Student Evaluation*:**

Grading Scale: 90-100%=A 80-89% = B 70-79% = C 60-69% = D 59 or less=F
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***** Important:** If you are interested in becoming a BCaBA, taking this course at the undergraduate level is appropriate. If you are interested in becoming a BCBA, please speak with your instructor about taking this course at the Graduate Level. Please read the FAQ from the BACB about becoming a BCaBA and then “upgrading” to a BCBA to avoid needing to retake courses. <http://www.bacb.com/index.php?page=6#43>

c. Basis for Graduate Student Evaluation:

Grading Scale: 90-100%=A 80-89% = B 75-79% = C 74 or less=F
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XII. Course Content and Schedule

Week	Topics	Readings/Presentations/Tutorials G = Graduate Students Only O = Optional (Recommended)	Assignments (A)/Quizzes (Q)/ Exams(E)/Forums(F) S=SLO Measurement G = Graduate Students Only UG = Undergraduate Students Only O = Optional	BACB Task List Item
1	Course introduction, Searching the Literature, The Scientist Practitioner Model, Evidenced-Based Practice	<ul style="list-style-type: none"> Syllabus BACB 4th ed task list BACB Coursework Requirements (O) Malott (1992) Reid (1992) Spring (2007) Searching the literature presentation The scientist practitioner model presentation Evidenced-Based Practice Presentation 	<input type="checkbox"/> Greetings Video Forum <input type="checkbox"/> Student Questionnaire <input type="checkbox"/> Syllabus Quiz --- <input type="checkbox"/> A1: Literature Search <input type="checkbox"/> F1: Scientist-Practitioner Model & Evidence-based practice	J-02
2	Initial Steps of Project Design, Underpinnings of Scientific Research	<ul style="list-style-type: none"> Kazdin Chapter 2 Project Design Presentation Underpinnings of Scientific Research Presentation 	<input type="checkbox"/> F2: Underpinnings of Scientific Research <input type="checkbox"/> Q1: Underpinnings of Scientific Research	K-05, K-07, B-02, J-02, J-15
3	The Research Prospectus & Undergraduate Project	<ul style="list-style-type: none"> Love, Carr, LeBlanc, & Kisamore (2013) Research Prospectus Presentation (G) Undergraduate Project Presentation (UG) 	<input type="checkbox"/> Exam 1 (Weeks 1 & 2) <input type="checkbox"/> F3a: Research Prospectus (G) <input type="checkbox"/> F3b: Project Presentation (UG) <input type="checkbox"/> EC Quiz: Love et al. (2013)	B-02, J-02, J-15, K-05, K-07
4	Defining and recording behavior	<ul style="list-style-type: none"> Kazdin chapters 3 & 4 Presentation on Defining and recording behavior 	<input type="checkbox"/> Submit reference for Article Critique (Due 2/10) <input type="checkbox"/> F4: Defining and recording behavior <input type="checkbox"/> A2: Defining Behavior	FK-32, FK-33 FK-47, FK-48, A-01-A-07, A-11, A-12, A-13, H-01, I-01, I-02
5	Defining and recording behavior (cont.)	<ul style="list-style-type: none"> Kazdin chapters 3 & 4 Presentation 2 on Defining and Recording Behavior Recording behavior practice activity 	<input type="checkbox"/> F5: Practice Activity Forum <input type="checkbox"/> A3: Recording Behavior (S1) <input type="checkbox"/> Research question due (G) <input type="checkbox"/> Project topic due (UG)	FK-32, FK-33 FK-47, FK-48, A-01-A-07, A-11, A-12, A-13, H-01, I-01, I-02
6	Interobserver Agreement	<ul style="list-style-type: none"> Kazdin chapter 5 (You do not need to learn the Pearson Product-Moment Correlation or Correlational Statistics) Presentation on Interobserver Agreement Practice activity to calculate Interobserver agreement with partner 	<input type="checkbox"/> F6: Interobserver Agreement (corresponds with practice activity) <input type="checkbox"/> Q2: Interobserver Agreement <input type="checkbox"/> A4: Creating a Datasheet	A-08, A-09
7	Graphs & Graphic Analysis	<ul style="list-style-type: none"> CHH Chapter 6 Presentation on Graphs and Graphic Analysis Graphic Analysis Activity Introduce graphing assignment 	<input type="checkbox"/> Exam 2 (weeks 4-6) <input type="checkbox"/> F7: Graphs & Graphic Analysis <input type="checkbox"/> Q3: Graphs & Graphic Analysis (S3)	A-10, A-12, A-13, H-03, J-15, H-01
8	Reversal & Multiple baseline designs	<ul style="list-style-type: none"> Kazdin Chapters 6 & 7 Carr (2005) Presentation on reversal designs Presentation on Multiple baseline designs 	<input type="checkbox"/> F8: Reversal & MB designs <input type="checkbox"/> A5: Graphing Assignment for Reversal & Multiple Baseline Designs	B-04, B-09, H-03, H-04, J-15
9	Spring Break			
10	Changing criterion, & Multiple treatment	<ul style="list-style-type: none"> Kazdin chapters 8-9 Presentation on changing criterion designs 	<input type="checkbox"/> F9: Changing criterion, & Multiple treatment designs	B-04, B-09, H-03, H-04, J-15

	designs	<ul style="list-style-type: none"> • Presentation on multiple treatment designs 	<input type="checkbox"/> Q4: Research designs <input type="checkbox"/> A6: Graphing Assignment for Changing Criterion & Multiple treatment designs <input type="checkbox"/> Prospectus Outline Due 3/27(G) <input type="checkbox"/> Article Selection Due 3/27(UG)	
11	Selecting Single-case designs, Replication & Generality	<ul style="list-style-type: none"> • CHH p. 245-247 • Presentation Selecting Single-case designs • Presentation Single Case Designs: Replication & Generality • Activity: Selecting single-case designs 	<input type="checkbox"/> Exam 3 (weeks 7-10) <input type="checkbox"/> Q5: Selecting single case designs <input type="checkbox"/> F10: Single-case designs: selection, replication, generality	B-03, B-04, B-09, FK-32, FK-33, H-05
12	Treatment Integrity & Social Validity	<ul style="list-style-type: none"> • CHH p. 235-244 • Perepletchikova & Kazdin (2005) • Fuqua & Schwade (1986) • Presentation on Treatment Integrity & Social Validity • Treatment integrity activity 	<input type="checkbox"/> F11: Treatment Integrity & Social Validity <input type="checkbox"/> Q6: Treatment Integrity & Social Validity	A-09
13	Article Critiques, Literature reviews & meta analysis	<ul style="list-style-type: none"> • CHH p. 247-251 • Friedman & Luiselli (2008) • Foxx & Garito (2007) • Additional reading TBA • Presentation on Article Critiques • Presentation on Literature Reviews and meta analysis 	<input type="checkbox"/> F12: Article Critiques, Literature reviews & Meta Analysis <input type="checkbox"/> Q7: Meta Analysis	B-02, J-02, J-15
14	Research Ethics;	<ul style="list-style-type: none"> • Belmont report • Additional reading TBA • Research ethics Presentation 	<input type="checkbox"/> F13: Research Ethics <input type="checkbox"/> Q8: Research ethics <input type="checkbox"/> Exam4 (weeks 11-13)	B-02, J-02, J-15
15	Research Dissemination & Article Critiques	<ul style="list-style-type: none"> • CHH p. 251-252 • Other Reading TBA • Presentation on Research Dissemination 	<input type="checkbox"/> F14: Research Dissemination – Identifying Journals <input type="checkbox"/> Article critique is due April 27 <input type="checkbox"/> Feedback is due May 1 <input type="checkbox"/> Q9: Articles covered in critiques	B-02, J-02, J-15, K-05, K-07
16	Research Prospectus/ Undergraduate Project	No readings	<input type="checkbox"/> Research Prospectus is due May 4 <input type="checkbox"/> Undergraduate Project is due May 4	B-02, J-02, J-15, K-05, K-07
17	FINALIS WEEK	No new material	Final Exam 5 (Comprehensive)	

XIII. References

- American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington DC: Author.
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