



Course Syllabus
Department of Psychology MSABA Program
PSB 580 Practicum
Spring 2023

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Office Hrs: Mondays 12pm-1pm and by appointment
Office Hrs Zoom: [884 5303 2975](#) (Password: 20222023)
Class Time: 9:15-10:30am
Location: PSY 263
Zoom Classroom: [872 0096 7409](#) (Password: ASUABA)

Course Description: Throughout this course, students will workshop the board specified content areas, determine their own specific areas of strength and weakness, and prepare for the Behavior Analyst Certification Board (BACB®) Exam by developing plans to build on strengths and address weaknesses through independent, supplemental, or tutorial instruction. The course uses a digital, online training program developed by Behavior Development Solutions (BDS). The BDS modules are a BCBA exam prep program which allows students to access additional support materials and reinforces the topics presented throughout the ABA graduate program. The BDS modules cover each section of the BACB 5th edition task list. For each task item, there are practice acquisition and fluency questions with feedback. Students will take repeated practice tests and have the opportunity to obtain answer to their questions and feedback on their progress. For each task list section, the BDS modules provide pre- and post-tests.

Course Format: The format for the course will include brief lectures, discussions, and practice activities covered in the assigned modules. This course has been designed to be interactive, and you are expected to be a *full contributor*. Specifically, you are expected to attend each class fully prepared to contribute to the discussions. An important aspect of this course will be your participation in group discussion and practice activities designed to help you integrate and apply the knowledge base of the course.

Course Objectives:

- Discuss the Behavior Analyst Certification Board's requirements, guidelines, and eligibility standards.
- Successfully pass the BACB certification exam
- Demonstrate knowledge of the BACB exam information such as testing administration and procedures, content, and methods of test development.
- Demonstrate knowledge of their own strengths and weaknesses within each content area based on preparatory exams designed for each content.

Course Materials:

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). Applied Behavior Analysis (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

- American Psychological Association (2019). Publication Manual (7th Ed.) Washington, D.C.: American Psychological Association.
- Additional selected readings and resources will be provided on the Canvas course page or through the university library.
- [Behavior Development Solutions' BCBA Exam Prep program](#). Students are required to purchase at least a six month subscription to the CBA Learning Module Series from the BDS program. Using another student's account is not permissible because the completed modules will be scored under the name to whom the account is registered. Each student must have their own account. Each module has two versions, an acquisition version and fluency version. The successful completion of these modules supports the preparation for passing the BCBA exam. The BDS prep program offers a money-back guarantee if one uses the modules following the recommendations and does not pass the BCBA exam.
 - Do not purchase the modules until you receive an email from BDS with instructions specific to this course. I cannot monitor your progress or provide a grade unless you follow the purchase instructions in the email from BDS so that you appear in my administrative account. The CBA Learning Module Series consists of 9 units. Each unit includes module sets (total of 200 sets). Each unit includes a pre-test, acquisition and fluency based modules, and a post-test. The series covers the Content of the BACB Fifth Edition Task List, including Concepts and Principles of Applied Behavior Analysis and the Professional and Ethical Compliance Code for Behavior Analysts. The BCBA exam will be based on the Fifth Edition Task List beginning January 1, 2022.

Student Learning Outcomes (BACB 5th Edition Task List)

These items are directly from the BACB task list that are associated with this course. These concepts will be presented in this course.

- Students will behave in accordance with the philosophical assumptions of behavior analysis. (1.a.)
- Students will define & provide examples of behavior principles & paradigms. (1.c.)
- Students will provide examples of contingency-shaped vs. rule-governed behavior in providing supervision and training (1.e)
- Students will utilize measurement procedures based on the dimensions of behavior in practice and supervision (2.b.)
- Students will select a measurement system to obtain representative data given the dimensions of the behavior & the logistics of observation & recording. (2.d.)
- Students will evaluate temporal relations between observed variables. (2.e.)
- Students will create and explain descriptive and direct assessment in client and supervisory practices (3.a.)
- Students will identify potential intervention strategies based on assessment results & the best available scientific evidence. (4.a.)
- Students will state desired intervention outcomes in behavioral & measurable terms. (4.b.)
- Students will identify & describe how to address practical & ethical considerations when using experimental designs to demonstrate treatment effectiveness. (4.c.)
- Students will describe how to program for maintenance & generalization of skills. (4.d.)
- Students will describe how to use interventions based on antecedents, such as contextual or ecological variables, motivating operations, & discriminative stimuli. (5.c.)
- Students will design & describe how to implement competency-based training for persons who are responsible for carrying out behavioral assessment & behavior change procedures. (6.c.)
- Students will design & describe how to use systems for monitoring procedural integrity & to

evaluate the effectiveness of behavior change programs. (6.d.)

- Students will utilize scientifically derived knowledge in creating human service & supervisory assessments and interventions (7.a.)
- Students will select and implement least invasive assessment and treatments (7.d)

Online Course Site Access:

Canvas will be used an integral part of this course. For information about Canvas, see <https://lms.asu.edu> All readings, assignments, and grading rubrics will be posted on Canvas. It is students' responsibility to access Canvas regularly (at least two times per week). Communication will be through Canvas and through ASU email; students should check these regularly. All grades (except the final grade, which can be obtained via MyASU) will be posted on Canvas. Students should regularly confirm that grades are recorded correctly on Canvas. Students can log onto Canvas using the student ID and password (<https://canvas.asu.edu/>). Any questions concerning access to Canvas can be addressed by email to the [University Technology Office](#) at (855) 278-5080.

General Expectations:

Assignments: Assignments are to be turned into Canvas the night before class (11:59pm). Late assignments will be automatically assessed a 15% penalty via Canvas **per day late** (e.g., 12:01am on the day of class = -15%).

Informed and Collegial Participation: Class-wide and small group discussions are important parts of the delivery of this course. You are expected to contribute to the learning of your peers and participate in classroom activities. In addition, you are expected to attend class regularly, arrive in a timely manner, and attend the entire scheduled period unless previous arrangements are approved by the instructor. The use of technology is limited to using computers for note-taking purposes only. Please refrain from checking email or texts, and using phones during class time. Students are to adhere to the [ASU Honor Code](#) and [Student Code of Conduct](#).

Guidelines for Written Work: All written work should be typed, using APA style when citing sources within text as well as in preparing the reference list. Refer to the APA publication manual for specific guidelines:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Questions Affecting Grades: If you have questions affecting, you should present it in writing and indicate if you think the resolution of the problem should apply only to you or to everyone in class.

Priorities for Contacting: Questions about course administration and grades are best addressed to me through e-mail. Please allow me at least 24 hours to reply to your e-mail. You can usually ask your questions to me before or after class. When you contact me by email, you must include your full name and the name of the class in the subject line. If your question involves the syllabus or website instructions, paste the relevant passage into your email message along with your question; this will help me to answer you more quickly and more accurately. You are welcomed to email me at any time. However, in order to set professional boundaries, please do not expect to receive a response to your email between Friday after 5pm and Monday 8am, so plan your requests accordingly.

STUDENT EVALUATIONS

Grading Policies

Grading will be based on original fulfillment of the assignments as outlined, as well as any further details that may be made available in class. Students will be required to complete homework assignments throughout the course of this semester. To receive full credit for these assignments, students must complete all assigned modules to 100% prior to the deadline. For any assignments where the criterion is not met, the student will receive 0pts. Students will be allowed to complete these BDS modules as many times as is necessary to meet this passing criterion before the assignment is due. *No late assignments will be accepted.* Each assigned module will coincide with the material reviewed in class.

Note: These instructions may differ from BDS instructions. These instructions supersede those of BDS.

Getting Started

- Step one is to complete the Getting Started modules by the deadline below.
- Step two is to complete all of the unit Pretests. Pretests serve as your individual and my class baseline and must be completed before beginning any of the modules. The module map in BDS shows the average time needed to complete each pretest. Plan on an hour for each of the 9 pretests and complete them by the deadline below.
- Acquisition and Fluency-based modules Step three is to complete the Acquisition and Fluency-based modules as instructed by BDS until you achieve 90% mastery on each. BDS supplies hints and feedback for incorrect answers. If unsure of the answer, you may access hints before you select the answer. Make use of these features in order to learn the appropriate discriminations rather than simply memorizing answers. The modules take an average of 80 hours so plan accordingly. Plan on additional time to review textbook materials.
- Step Four: The Comprehensive Exam (Post-Tests) you must first complete ALL of the acquisition and fluency-based modules to 90% mastery. Following completion of all modules, you will take the CBA Learning Module Series post-tests that you must pass at an average of 70% to meet the requirement. Take each post-test only once. Because learning overlaps in ways across modules, it is best. You must complete all modules before post-tests.
 - The post-tests determine your final project scores. You will have only 1 attempt to pass each of 9 post-tests at an average of 70%. Thus, some scores may be below 70% as long as others are above 70%. Post tests are NOT proctored. You will take the fluency-based post-tests on your own. The post-tests are NOT open book/notes. Be sure to ensure a quiet setting with no distractions and an adequate amount of time. You should NOT complete all of the post-tests in one sitting. Space them out across several days with adequate review time before each. The timed nature of the tests means that you must respond quickly. To prepare for the post-tests, it is strongly recommended to redo modules of content that were more difficult or required many runs to reach criterion. It is strongly recommended to keep a list of difficult topics and re-study those chapters
 - Post-test point allocations will be delivered as follows: 70% (100pts); 69-50% (75pts); 49-30% (50pts); 29-10% (25pts); under 10% (0pts).

<i>Assignments</i>	<i>Points</i>	<i>%</i>
Class Participation (7 @ 3 points each)	21	5%
Biweekly BDS Module Acquisition and Fluency Assignments – DQ (9 @ 25 points each)	225	57%
BDS Pre Tests	50	12%
BDS Post Test	100	25%
Total Points Possible	396	

In class participation: 7 @ 3 pts each, 21 Total Points

All students will be expected to actively participate in the discussions. Class discussions will be driven by the readings. When the assigned student is presenting, all other students are expected to thoroughly read the articles and be prepared to discuss, ask questions, provide examples, and answer questions about the articles. Any discourteous (e.g., surfing the internet, playing games with their phone, etc.) or disruptive (e.g., talking/laughing at inappropriate times, rude comments to other students or teachers) behavior will result in the loss of some or all of the participation points.

0= Poor	1= Average	3= Excellent
Did not engage in meaningful discussions during class. Did not provide a comment/answer or ask a question. Clearly not prepared for class discussion based on required readings. Engage in distracting behaviors (e.g., texting, side conversations, self-report of unpreparedness).	Provided a meaningful comment during the class (minimum of one comment/answer) provided limited expansion on required readings/content. Asked at least one question.	Engaged in discussion throughout the class period (minimum of two comments/answers) with meaningful expansion on required readings/content.

Grades will be criterion-referenced and based on the total available points. Credit will not be awarded for completion of the course requirements at less than the 70%.

Letter Grade	Percentage	Letter Grade	Percentage
A	94 – 100	C+	76 – 79
A-	90 – 93	C	73 – 75
B+	86 – 89	C-	70 – 72
B	83 – 85	F	60 – 70
B-	80 – 82	F	< 60

TENATIVE CLASS SCHEDULE

Course Schedule and Requirements		
<i>Note: Schedule deviations will occur from time to time. Changes in the schedule will be announced in class.</i>		
Week/ Date	Readings to Be Completed Before Class & Activities	Assign Due
Wk 1 1/9	00. Course Introduction - Required Readings <ul style="list-style-type: none"> Behavior Analyst Certification Board (BACB) Handbook. (2022). Supervision training curriculum outline (2.0). Retrieved from https://www.bacb.com/wp-content/uploads/2021/09/BCBAHandbook_211228.pdf 	Review Syllabus
Wk 3 1/23	01: Getting Started and Philosophical Underpinnings <ul style="list-style-type: none"> CHH Ch 1: Definitions and characteristics of ABA 	Getting Started Modules BDS Pre-Tests

	<ul style="list-style-type: none"> Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of applied behavior analysis</i>, 1(1), 91-97. BACB Episode 12 – Myths and Misconceptions About Examination Dev 	A: Philosophical Underpinnings acquisition and fluency questions
Wk 5 2/6	01: Basic Concepts and Principles <ul style="list-style-type: none"> CHH Ch 2: Basic concepts and principles CHH Ch 11: Positive reinforcement CHH Ch 12: Negative reinforcement 	B: Basic Concepts and Principles acquisition and fluency questions
Wk 7 2/20	01: Measurement, Data Display, and Interpretation Experimental Design <ul style="list-style-type: none"> CHH Ch 3: Selecting and defining target behaviors CHH Ch 4: Measuring behavior CHH Ch 5: Improving and assessing the quality of behavioral measurement CHH Ch 6: Constructing and Interpreting Graphic Displays CHH Ch 10: Planning and Evaluating ABA research 	C. Measurement, Data Display, and Interpretation acquisition and fluency questions D. Experimental Design acquisition and fluency questions
Wk 9 3/6	<ul style="list-style-type: none"> SPRING BREAK 	
Wk 11 3/20	02: Ethics and Behavior Assessment <ul style="list-style-type: none"> CHH Ch 18: Verbal behavior CHH Ch 27: Functional behavior assessment CHH Ch 31: Ethical and professional responsibilities of ABA 	E. Ethics acquisition and fluency questions F. Behavior Assessment acquisition and fluency questions
Wk 13 4/3	02: Behavior Change Procedures <ul style="list-style-type: none"> CHH Ch 19: Equivalence based instruction CHH Ch 20: Engineering emergent learning with nonequivalence relations CHH Ch 21: Imitation, Modeling, and Observational Learning CHH Ch 22: Shaping CHH Ch 23: Chaining CHH Ch 24: Extinction CHH Ch 25: Differential Reinforcement CHH Ch 26: Antecedent Interventions 	G. Behavior-Change Procedures acquisition and fluency questions
Wk 15 4/17	02: Selecting and Implementing Interventions 02: Personnel Supervision and Management <ul style="list-style-type: none"> CHH Ch 28: Token economy, group contingencies, contingency contracting CHH Ch 29: Self Management CHH Ch 30: Generalization and Maintenance of Behavior Change 	H. Selecting and Implementing Interventions acquisition and fluency questions I. Personnel Supervision and Management acquisition and fluency questions
Wk 17 5/1	FINALS Week - 03: Finishing Up	Mock Exam – Post Tests

Attendance and Professionalism

Attendance is required for all scheduled class meetings in that students are responsible for information covered in assigned readings, handouts, discussions, and activities. Attendance is stressed because students will have opportunities to (a) improve their knowledge base

through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue/exchange with colleagues, (c) practice skills required to present information to others, (d) acquire information from lectures and presentations, (e) participate in activities, and (f) submit required assignments. *If you miss a class because of illness or emergency, please notify me before the start of class and provide medical documentation.*

You are expected to come to class meetings THOROUGHLY PREPARED. “Thoroughly prepared” is defined as having read the readings sufficiently to verbally and in writing (a) discuss definitions, concepts, issues, and procedures and (b) relate this information to content presented in previous classes or readings. It also implies that you have reviewed information from previous readings and class meetings. It is the students’ responsibility to prepare questions when information from readings or class meetings is unclear.

All cellphones must be turned OFF (not on vibrate) during class. If your phone goes off in class, you will forfeit your participation points for the day. This is your first and only warning. We will take a break during class, at which point you can check your phone. You may use your laptop to take notes but any other online or computer use during the class (e.g., web-surfing; emailing, chatting, etc.) will suspend your privilege for laptop use from that point forward. Laptops are not allowed for or during quizzes or tests.

The assignment of INCOMPLETE OR “I” GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. However, should an “I” grade be required, please notify me at the time such circumstances exist. Upon notification, a course completion contract will be developed before the last week of the semester.

University Policies and Procedures

Accommodations for Individuals with Different Abilities. Students with disabilities are strongly encouraged to notify me of their need for accommodations at the beginning of the semester immediately after class, during office hours, by appointment or via email. Requests for accommodation for disabilities MUST be processed through the ASU Student Accessibility and Inclusive Learning Services (SAILS). In order to receive accommodations, students must be registered with the SAILS, which determines appropriate accommodations and provides documentation to instructors. Students should visit <https://eoss.asu.edu/accessibility> for questions about accommodations for disabilities.

Title IX. Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately.

Academic Inquiry, Course Discussion, and Privacy

Academic Integrity. By enrolling in this course, each student assumes the responsibilities of an active participant in Arizona State University's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong.

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions, including failing the course for any violation to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. The ASU [student academic integrity policy](#) lists violations in detail.

These violations fall into five broad areas that include but are not limited to the following. If you have questions about what entails plagiarism, please consult your APA manual and schedule a meeting with me to discuss further.

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded.

Intellectual Pluralism. The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this course, including respect for diverse opinions, may contact the Departmental Chair or Divisional Director. All students will have the opportunity to submit an anonymous evaluation of the instructor at the end of the course.

Student Success Center. The Psychology Department's Student Success Center (SSC) is open 40 hours a week (including evening and weekend hours) to help you succeed *on your writing and statistics assignments* in this course. The SSC is staffed entirely by Psychology students who understand this material and how to help! To learn more or to schedule an appointment, email ASUpsychologySuccessCenter@gmail.com or stop by the SSC, located in the Psychology Advising Office, PSY Room 202E.

Student Writing Support. The Graduate Writing Centers offer appointment-based writing assistance for graduate students. This assistance allows students to meet with a graduate writing consultant to receive feedback on their writing projects at any stage in their development and writing process. Schedules vary by site and may be found

at <https://tutoring.asu.edu/content/graduate-writing-tutoring>. Appointments can be schedule either online or by calling 480 965 9072.

Career Discovery. What can you do with a degree in Psychology? A lot! From traditional careers in psychology (e.g., mental health and social services, research, education) to those in law, health, business—and many more—ASU Psychology alumni tell you about their career pathways and provide advice on how to follow in their footsteps and create your own! To explore a wide range of career possibilities, check out <https://psychology.asu.edu/psychforlife/careers>.

Study Suggestions

- You may form study groups with colleagues locally or participate in online discussion.
- BDA recommends that you first read a chapter that corresponds to a module Cooper et al. and, last, complete the module. Former students have reported that it takes a considerable amount of time to study everything recommended by BDA in depth. You will need to be selective in your review of chapters in order to finish during the semester.
- BDA recommends to always answer every question. As indicated by BDS: “Please note that the CBA is a learning exercise and aims to teach principles and concepts. There is a limit to the number of times that modules can be accessed. Although this limit is generous, please do not quit the module and forfeit the run.”
- Don’t immediately repeat a module if you don’t reach criterion. Instead, distributed practice is advised in order to decrease memorization and to facilitate conceptual understanding. BDS states the following on how to structure your practice: “We recommend that students complete Acquisition modules to criterion (i.e. 100% correct) before substituting the corresponding fluency module into their rotation. **That is, we advise that students NOT practice the same module repeatedly to achieve criterion, as this will likely cause option selection to come under inappropriate stimulus control. Instead, we recommend that students pick 4 module sets (e.g. the first four learning module sets in the first unit), begin by using the acquisition module of each set one time, and then repeat, substituting Fluency modules into the rotation as Acquisition modules are completed to criterion.** (When an Acq./Flu. module set is completed to criterion, then a new module set should be incorporated into the rotation, thus ensuring practice is continually distributed across at least 4 module sets.)”
- If you have repeated a module several times, you may be memorizing items rather than understanding concepts. Contact me for assistance if you are struggling.

Mock Exam

- The Mock Exam should be practiced closer to your exam date and is not required for this course. BDS recommends:
- “The Mock Exam can be beneficial in assessing your readiness temporally close to your actual exam. We provide two opportunities to use the Mock Exam. They are recommended to be taken following completion of all of the learning modules—ideally, one to be used near the beginning of the exam preparation phase of your study (after completion of coursework) and one shortly before sitting for the BCBA exam. Results from the former identify weak areas, which should be a 56 primary focus of your attention. Results from the latter will identify lingering weaknesses, enabling you to target your last-minute study efforts. Additional mock exam testing would not be advised with this exam because predictive validity deteriorates with each practice.”