



**ABA Graduate Certificate Program**  
**PSY 550: Research in Applied Settings**  
Spring/Summer 2024

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| <b>Instructor:</b>       | Jamie Owen-DeSchryver, Ph.D.                             | Amy Campbell, Ph.D.                                      |
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| <b>Phone:</b>            | 616-331-8703   | 616-719-6780   |
| <b>Office hours:</b>     | By appointment   | By appointment   |
| <b>Meeting location:</b> | Online through Blackboard                                |  |

**COURSE DESCRIPTION**

This course focuses on behavioral research methodologies to evaluate interventions in applied settings. Students will be taught to use single-case study methodologies to assess various dimensions of behavior and to evaluate the effects of treatment interventions on those behaviors.

**COURSE OBJECTIVES**

Upon successful completion of this course, students will be able to:

1. Describe rationale and process for evaluating interventions implemented in applied settings.
2. Understand the similarities and differences between single subject and group designs.
3. Select single-case designs based on a research or treatment question.
4. Use single-subject experimental design to develop methods to evaluate the effectiveness of interventions.
5. Explain the process of visual data analysis and interpret graphically represented data.
6. Demonstrate an understanding of ethical principles in research and treatment evaluation.
7. Analyze and draw inferences from applied research articles that depict the use of various treatment designs.

| <b>BACB 5<sup>th</sup> Edition Task List</b>         |                        |                      |
|--|------------------------|----------------------|
| <b>Learning Unit</b>                                 | <b>Task List Items</b> | <b>Content Hours</b> |
| Unit 1: Understanding and Using Experimental Control | D-1-4                  | 15 hours             |
| Unit 2: Measurement                                  | C-1-9                  |                      |
| Unit 3: Reversal and Alternating Treatments Designs  | C-10, D-5              | 15 hours             |

|   |                      |          |
|---|----------------------|----------|
| Unit 4: Multiple Baseline, Multiple Probe, and Changing Criterion | C-10, D-5            |          |
| Unit 5: Evaluating Single Subject Designs                         | C-11, D-6            | 15 hours |
| Unit 6: Interpreting and Presenting Data                          | C-10, C-11, D-5, D-6 |          |

## READING MATERIALS

### Books:

Riley-Tillman, T.C., Burns, M.K., & Kilgus, S.P. (2020). *Evaluating educational interventions: Single Case Design for measuring Response to Intervention* (2<sup>nd</sup> ed.). New York, NY: Guilford Press.

## OTHER INFORMATION

### **Required Equipment (owned or accessible)**

- High-speed internet access
- Operating system that meets current Blackboard browser requirements (see below)
- Computer with a sound card and speakers
- Microphone (built in or external)
- Computer camera for synchronous meetings (most laptops have a camera)

### **Blackboard Ultra is the Course Management System**

This course utilizes Blackboard Ultra, GVSU's online course management system. Take a look at the GVSU Online Learning pages to find numerous materials about online learning:

<http://www.gvsu.edu/online/>. GVSU's I.T. Department has also compiled [Student resources related to Blackboard Ultra](#) which may help you find answers to some of your questions.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content.

Check the current [technical requirements](#) to use Blackboard and [preferred browser information](#).

### Technical difficulties with Blackboard

If you experience technical problems with Blackboard, contact the help desk by email or phone - [helpdesk@gvsu.edu](mailto:helpdesk@gvsu.edu) or 616-331-3513. The help website is <https://www.gvsu.edu/it/>

### **Accessing the Library**

Many of GVSU's library resources can be accessed online through [Distance and Off-Campus Learning Services](#), including many journal articles available on demand. You must have an active GVSU student account to take advantage of the library's resources and services.

Some courses may have reading materials in course reserve. To access course reserve, [click here](#).

### **Writing Center**

[Graduate Writing Resources](#) are available to assist with all kinds of writing tasks, and these resources are not just available for students who struggle with writing. They can help any student improve writing skills.

## **Accommodations for Students with Disabilities**

If you need specific accommodations and you have a documented disability, you will need to contact the [Disability Support Resources](#) Office to coordinate accommodations. If you plan to request accommodations in this course, please let us know right away so we can assist you.

## **BCBA Certification Information**

This course is one of seven courses in the 21-credit Applied Behavior Analysis Graduate Certificate Program at GVSU. Successful completion of the course sequence results in the GVSU Graduate Certificate in Applied Behavior Analysis. The ABA Graduate Certificate is a Verified Course Sequence (VCS) by the Association of Behavior Analysis International (ABAI). The BACB has approved the GVSU course sequence as meeting the 5<sup>th</sup> edition Task List 315-hour coursework requirements for eligibility to pursue certification as a BCBA. Additionally, the BACB requires that you show proof of a master's degree and evidence that you have accrued the required number of supervised experience hours before you can register to take the BCBA exam. You are responsible for ensuring that you meet all of the current BACB standards. For more information about the Behavior Analyst Certification Board, go to [www.bacb.com](http://www.bacb.com).

\*Once you begin the ABA course sequence, you can start accumulating fieldwork experience hours.

## **Course Organization and Assignments**

### **Learning Units (2-week modules)**

The learning units will be a foundational part of the course and this is where you will find directions for each two-week segment of the course including reading assignments, content presentations, course materials, lesson activities, quizzes and assignments. Units will be posted on the starting date listed on the syllabus and will be open throughout the course.

### **Readings**

You will have book chapters and articles associated with each unit module. It is critical to stay up on the readings. This is where you will learn much of the ABA terminology, which is cumulative over the course of the ABA sequence and is necessary for course exams and the BACB exam. In addition, you will be asked to find several research studies independently.

### **Synchronous Meetings (participate in 2 synchronous meetings)**

We will have two synchronous meetings this semester which will provide an opportunity to talk about course materials. These meetings will occur in Units 3 and 4 and you will be able to sign up for a time that fits your schedule.

### **Discussion Board Activities**

You will have a discussion board activity for most units. These activities may include responding to questions on a discussion board, reviewing and commenting on research articles, or having small group discussions using Zoom. More information on each activity will be provided with each unit.

### Content Quizzes

At the end of each unit, you will complete a content quiz. There will be 6 quizzes, each worth 10 points. Quizzes will be completed in Blackboard. Each quiz will consist of a variety of forced-choice questions, and short-answer questions. The purpose of the quiz is to help you assess your knowledge of the content from the unit. Typically, you will have 30-60 minutes to take each quiz. Although each quiz is technically “open book,” you are not given enough time to look up each answer, so be sure that you spend time preparing for the quiz prior to taking it. The quiz must be completed by the last Sunday (at midnight) of the learning unit. Be sure to read the instructions for each quiz, as the process may vary for specific quizzes.

### Assignments

You will have 6 assignments to complete (1 for each unit). Most assignments are worth 20 points. More details about the individual assignments will be provided on Blackboard. All assignments must be prepared in a professional manner (typed, free from spelling/grammatical errors). Late assignments will only be accepted under extenuating circumstances. See late assignment policy.

### Exams

There are two exams (a midterm and a final) in this class. Each exam is worth 40 points. You will be asked to use Respondus Lockdown when taking them. Exams will consist of a variety of questions, including multiple choice and short answer.

| Assignment                      | Points | Total Points for Semester |
|---------------------------------|--------|---------------------------|
| Discussion Board Activities (5) | 5-10   | 35                        |
| Quizzes (6)                     | 10     | 60                        |
| Assignments (6)                 | 20     | 120                       |
| Exams (2)                       | 40     | 80                        |
| <b>TOTAL POINTS</b>             |        | <b>295</b>                |

| Letter Grade | Percentage Range |
|--------------|------------------|
| A            | 94-100%          |
| A-           | 90-93%           |
| B+           | 87-89%           |
| B            | 83-86%           |
| B-           | 80-82%           |
| C+           | 77-79%           |
| C            | 70-76%           |
| D            | 61-69%           |
| F            | 0-60%            |

## Additional Course Information

### Late Assignment Policy

Late assignments are only accepted under extenuating circumstances. Be sure to allow ample time to complete the assignments (these are NOT assignments that can be completed the night before the due date!). You must contact the course instructor at least 24-hrs prior to the due date, and receive approval. All late assignments will receive a penalty of **2pts** per 24-hour period. You may only submit an assignment up to 5 days late (receive a 10-pt deduction). Assignments more than 5 days late will receive no credit. Please contact us ASAP if you anticipate having a difficult time meeting the deadlines.

### Learning Support and Assistance

We are devoted to supporting your learning in this class. We can schedule individual meetings via Zoom or another technology or have phone calls to discuss your questions. Please reach out if there is anything we can help you with.

### GVSU Course Policies

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>. Please familiarize yourself with these policies.

## Academic Integrity

[Statement of Student Rights and Responsibilities](#): "Standards of conduct are established in order to foster a community and environment where the mission, vision and values of Grand Valley State University... can flourish. These standards are embodied within a set core of values that include **integrity, community, inclusion & equity, respect, and responsibility**. The University conduct process exists to protect the interests of the community and to challenge those whose behavior falls outside of these values and our policies."

[Academic Misconduct Policies and Procedures](#) According to GVSU Code STU 5.1, "Academic Misconduct is defined as any action or behavior that misrepresents one's contributions to or the results of any scholarly product submitted for credit, evaluation, or dissemination." Additional information about the following aspects of Academic Misconduct, including cheating, collusion, dual submission, falsification, and plagiarism is available [here](#).

| <b>Course Schedule</b>   |   |   |  |
|--|---|---|--|
| <b>Unit and Dates</b>  | <b>Topics</b>   | <b>Readings</b>   | <b>Assignments</b>   |
| Unit 1:<br>Understanding and Using Experimental Control<br><br>5/6 – 5/19              | <ul style="list-style-type: none"> <li>• Research integrity training</li> <li>• Research in Educational Settings</li> <li>• Defining features of SSD</li> </ul>         | <ul style="list-style-type: none"> <li>• Hodgetts et al. (2011)</li> <li>• Slavin (2003)</li> <li>• Cooper (2019) – Ch. 7</li> <li>• Riley-Tillman (2020) – pg. 7-11 + Ch. 2</li> </ul>   | <ul style="list-style-type: none"> <li>• Assignment 1: Research Compliance/ CITI training (due by June 2nd at the end of Unit 2)</li> <li>• Discussion Board Activity 1</li> <li>• Quiz 1</li> </ul> |
| Unit 2:<br>Measurement<br><br>5/20 – 6/2   | <ul style="list-style-type: none"> <li>• Dimensions of measurement</li> <li>• Identifying measurement procedures</li> <li>• IOA</li> </ul>                              | <ul style="list-style-type: none"> <li>• Briesch, Volpe, &amp; Floyd (Ch 3, 4)</li> <li>• LeBlanc et al. (2016)</li> <li>• Fiske (2012)</li> <li>• Cooper (2019) – Ch. 5</li> </ul>   | <ul style="list-style-type: none"> <li>• Assignment 1</li> <li>• Assignment 2</li> <li>• Discussion Board Activity 2</li> <li>• Quiz 2</li> </ul>  |
| Unit 3:<br>Reversal and Alternating Tx Designs<br><br>6/3 – 6/16                       | <ul style="list-style-type: none"> <li>• Reversal design</li> <li>• Alternating treatments design</li> <li>• Graphing data</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Cooper (2019) – Ch. 8</li> <li>• Riley-Tillman (2020) – Ch. 3</li> </ul> <p><b>For Graphing:</b></p> <ul style="list-style-type: none"> <li>• Blair &amp; Mahoney (2022)</li> <li>• Riley-Tillman (2020) – Appendix A</li> </ul> | <ul style="list-style-type: none"> <li>• Assignment 3</li> <li>• Discussion Board Activity 3</li> <li>• Synchronous meeting</li> <li>• Quiz 3</li> </ul>   |
| <b>EXAM 1:</b><br><b>Tuesday, June 25</b><br><b>Take using Respondus Lockdown</b>      |   |   |  |
| Unit 4:<br>Multiple Baseline, Multiple Probe and Changing Criterion<br><br>6/17 – 6/30 | <ul style="list-style-type: none"> <li>• Multiple baseline</li> <li>• Multiple Probe</li> <li>• Changing criterion</li> <li>• Graphing Data</li> </ul>                  | <ul style="list-style-type: none"> <li>• Cooper et al. (2019) – Ch. 9</li> <li>• Riley-Tillman (2020) – Ch. 4</li> </ul>  | <ul style="list-style-type: none"> <li>• Assignment 4</li> <li>• Discussion Board Activity 4</li> <li>• Synchronous Meeting</li> <li>• Quiz 4</li> </ul>   |
| <b>Semester Break</b><br><b>7/1 – 7/7</b>  |   |   |  |
| Unit 5:<br>Evaluating Single Subject Designs<br><br>7/8 – 7/21                         | <ul style="list-style-type: none"> <li>• Visual analysis and interpretation of graphed data</li> </ul>  | <ul style="list-style-type: none"> <li>• Riley-Tillman (2020) – Ch. 5 &amp; Ch. 6</li> </ul>  | <ul style="list-style-type: none"> <li>• Assignment 5</li> <li>• Discussion Board Activity 5</li> <li>• Quiz 5</li> </ul>  |
| Unit 6:<br>Interpreting and Presenting Data<br><br>7/22 – 8/4                          | <ul style="list-style-type: none"> <li>• Communicating findings</li> <li>• Research vs Case Studies</li> <li>• Social validity</li> <li>• Program evaluation</li> </ul> | <ul style="list-style-type: none"> <li>• Riley-Tillman (2020) – Ch. 8</li> <li>• Wolf (1978) – social validity</li> <li>• Morrison &amp; Harms (2018)- Ch. 5</li> </ul>   | <ul style="list-style-type: none"> <li>• Assignment 6</li> <li>• Discussion Board Activity 6</li> <li>• Quiz 6</li> </ul>  |
| <b>EXAM 2:</b><br><b>Tuesday, 8/6</b><br><b>Take using Respondus Lockdown</b>          |   |   |  |

## Readings

Blair, B., & Mahoney, P. (2022). Creating single subject research graphs with Google applications. *Behavior Analysis in Practice, 15*, 295-311.

Briesch, A.M., Volpe, R.J. & Floyd, R.G. (2018). *School-based observation: A practical guide to assessing student behavior*. The Guilford Press.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied behavior analysis* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education. (selected chapters)

Fiske, K. & Delmolino, L. (2012). Use of discontinuous methods of data collection in behavioral intervention: Guidelines for practitioners. *Behavior Analysis in Practice, 5*, 77-81.

Hodgetts, S., Magill-Evans, J., & Misiasek, J.E. (2011). Weighted vests, stereotyped behaviors and arousal in children with autism. *Journal of Autism and Developmental Disorders, 41*, 805-814.

Horner, R.H., Carr, E.G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*, 165-179.

LeBlanc, L.A. Raetz, P.B., Sellers, T.P., & Carr, J.E. (2016). A proposed model for selecting measurement procedures for the assessment and treatment of problem behavior. *Behavior Analysis in Practice, 9*, 77-83.

Morrison, J.Q. & Harms, A.L. (2018). *Advancing Evidence-Based Practice through program evaluation: A practical guide for school-based professionals*. New York: Oxford University Press.

Riley-Tillman, T.C., Burns, M.K., & Kilgus, S.P. (2020). *Evaluating Educational interventions: Single-case design for measuring response to intervention*. (2<sup>nd</sup> edition). New York: Guilford Press.

Slavin, R.E. (2003). A reader's guide to scientifically based research: Using data to improve student achievement. *Educational Leadership, 60*, 12-16.

Wolf, M.M. (1978). Social validity: The case for subjective measurement or How Applied Behavior Analysis is finding its heart. *Journal of Applied Behavior Analysis, 11*, 203-214.