



**GRAND VALLEY
STATE UNIVERSITY**

PSY 380-01:

ABA Sports Performance I & II

Course Syllabus

Fall Semester 2021 & Winter Semester 2022

STUDENT MUST MEET THE FOLLOWING REQUIREMENTS TO TAKE THIS COURSE- NO EXCEPTIONS:

- HAVE ALREADY COMPLETED & RECEIVED AN A- IN PSY 310
- ENROLLED FOR THE FALL & WINTER SECTIONS OF PSY 380
- RELIABLE TRANSPORTATION
- COMMITMENT TO OUTSTANDING ATTENDANCE & PROFESSIONALISM
- WILLINGNESS TO ENGAGE IN HIGH LEVELS OF INTERACTION
- WILLINGNESS TO PROVIDE & RECEIVE FEEDBACK

Face coverings, such as masks, are required to be worn in the classroom by students and the instructor for the entire duration of the seminar, at this time. Students who have forgotten their face coverings may get a disposable mask at a campus office and are NOT permitted to enter the classroom until they are wearing a mask. GVSU's policy on face coverings is posted on the Lakers Together web site. Students who are not able to wear a face covering due to a medical condition should contact Disability Support Services (DSR) to discuss their individual situation. Students and Faculty must also maintain 6 feet of distance from others even during collaborative and active learning activities.

This is a paperless course. Students are required to either bring their own printed materials to class or to have access to materials electronically during class. All class materials will be available on Blackboard.

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Walk in office hours:
Mondays and Wednesdays, 9:30 am to 10:30 am
Other times by appointment

Course Prerequisite: PSY 310 (A- minimum)

Lumberjacks' Coaching Sessions: Mondays, 4:15-5:30 pm (bi-weekly, a few consecutive sessions)

Location: Mercy Health Arena
470 Western Avenue, Muskegon

First session: 9.27.21

Last session: 4.11.22

Seminar Time: Wednesdays, 11:00 – 1:30 pm

Classroom: MAK D1227

Course Objectives

This is an advanced 45-hour undergraduate course that provides the opportunity for the student to apply the science of ABA to a specific population (i.e., hockey players) and practice implementing ABA techniques with oversight. Students will gain practical experience and build their resume through working closely with a licensed behavior analyst to develop coaching materials and implement behavioral coaching procedures. Students will expand their skill set and experience how ABA might be implemented with this specific population. Students will gain knowledge in the form of lectures, demonstrations, and practical exercises on the basic principles and procedures of the field of Applied Behavior Analysis (ABA) applied to sports performance. In addition, this course will prepare students for advanced coursework in ABA. Lastly, this course is designed to prepare students to sit for the Board Certified Assistant Behavior Analyst Certification exam. More information on this exam can be found at the Behavior Analyst Certification Board website (www.bacb.com).

Student Learning Objectives

After the course, students will be able to:

- Define and exhibit interpersonal and professional skills for the workplace.
- Establish a measurement system to assess procedural fidelity of implementing self-management plans with clients and analyzing and revising those systems based on clients' progress.
- Coach clients through activities to understand the basic behavioral principles in relation to hockey and sports performance using terminology and examples relating to target clients and their environment.
- Assist clients through activities to learn how to conduct functional assessments of their own behavior relating to self-confidence, adversity, and returns from injury to identify controlling antecedents, covert behavior, and consequences.
- Assist clients through activities to learn how to develop self-management plans based on their own functional assessment.
- Assist clients through activities to learn how to review their progress on their self-management plans and making revisions where needed.

Course Format

The course consists of a weekly seminar, assigned readings, assignments relating to the objectives listed above, and attending bi-weekly coaching sessions with the hockey players. Students meet with the professor once a week for the seminar and every other week for the coaching session – not to exceed 2 hours and 30 minutes of instruction per week. The coaching sessions take place at the arena in Muskegon; therefore, students need to have reliable transportation. Supervision hours for those working toward obtaining BCaBA or BCBA practicum hours are available (please notify Professor ASAP if you need supervision hours).

Required Text (No access code is needed- all materials are provided in course)

Martin, G.L. (2019). Applied Sport Psychology: Practical Guidelines from Behavior Analysis, Sixth Edition. Winnipeg, Manitoba, Canada: Sports Science Press. ISBN: 978-1-9994121-0-4

Seminar Materials (needed for every seminar)

- Dry erase board, dry erase marker, and eraser (iPad will work)
- Writing utensil
- Textbook
- Materials posted on BB

Seminar Format

- Prior to the first seminar of a new week (Monday), a power point presentation will be posted on Blackboard under Seminars to aid in preparation for the new week of coaching session material.
- The professor will expand upon the assigned reading, discuss coaching session material, and provide activities to prepare for upcoming coaching sessions.

- The previous coaching session will be discussed. The professor will provide group and individual feedback over coaching session. Students will be asked to show their updated client graphs and discuss progress.
- Students will have an opportunity to discuss their experience with the coaching session and troubleshoot problems that may arise.
- The week will conclude with an on-line seminar evaluation.

Coaching Session Format

- Prior to each coaching session, during seminar, the professor will review the material that will be covered during the coaching session, have students practice coaching through the material, and answer questions to ensure students are confident in material prior to coaching sessions.
- Students will arrive on-time and meet professor at designated meeting spot.
- Students will assist the professor in setting up the coaching classroom.
- For the first 25 minutes of the coaching session, the instructor will discuss the coaching session topic, as a group through definitions, examples, and activities. During this portion, students will listen and be ready to assist clients during activities.
- For the remaining 20 minutes, students and clients will break up into assigned groups, review clients' progress, and work on the assigned individualized activities for the week. Students will coach clients through completing these activities to ensure that clients are correctly applying the material to improve their performance on the ice. The instructor will float around to observe student coaching, answer questions, provide feedback, etc.
- Students will assist the professor in cleaning up the coaching classroom.
- **Students need to immediately inform the professor of any problematic situations that occur during a coaching session (e.g., client refuses to participate, seems very uncomfortable, reports troubling information, creates an uncomfortable situation, a misunderstanding occurs, etc.)**

Course Grade

It is the **student's responsibility to monitor their grade** and to seek help from the instructor should their overall grade fall below a B at any point during the semester. Grades will be updated in Blackboard weekly. The column named "Current Grade" in the Blackboard gradebook tells the student what their current grade is in the course at all times. Following the third coaching session, if a student's grade falls below a B, the professor will ask the student to come into her office to discuss her grade, performance, and professional and academic habits to develop a plan to improve performance. Regardless of current grade, students are **strongly encouraged** to email and stop by office hours for additional individualized instruction. The overall course grade will be based upon the following categories:

- A. Professionalism & ethical behavior (25%)
- B. Assignments (25%)
- C. Client graphs and progress reports (25%)
- D. Feedback (25%)

A. Professionalism. Professionalism and ethical behavior will be taught during the first seminar and is expected from all students. Students will represent the professor and the university in a professional capacity within the community and therefore, are expected to engage in the following behaviors throughout the entire academic year during seminars and coaching sessions:

- Arrive on-time, if not early for all seminars and, especially, coaching sessions. Attendance and prompt arrival is mandatory for all coaching sessions. Please take good care of yourself this academic school year (i.e., sleep, diet, exercise, handwashing, mask wearing, avoiding individuals that are showing signs of illness, etc.) and avoid risk taking behavior so that you stay healthy and are reliable for this project. If you have an emergency and will be late or absent, please notified the professor ASAP. **For the health of all involved, students should NOT come to seminar and/or coaching sessions if they are presenting any signs of illness or if recommended by health official to quarantine.** Signs of illness and recommended quarantines are excusable reasons for missing seminar and/or coaching sessions and students should notify the professor immediately. *If*

you do establish a habit of being unprofessional (e.g., consistently showing up late, absent, unprepared, improper attire, fraternizing with clients, etc.), you may be removed from coaching sessions and your clients assigned to another student.

- Be prepared for seminars and coaching sessions. Read and attend all announcements and emails. Ask for clarification if a direction or an expectation or an activity is not clear. Read assigned materials and be prepared to demonstrate mastery over that material. Bring all necessary materials and have extra materials (e.g., pens, handouts, graphs, computer, etc.).
- Take initiative during seminars and coaching sessions. During seminars, we will practice coaching sessions. Students should be ready to role-play, practice skills with each other and the professor, ask questions, and troubleshoot material. During coaching sessions, students are leading the players through activities. Students need to take the leadership role and maintain that role throughout coaching sessions.
- Dress professionally and in comfortable attire for coaching sessions. Students are expected to wear professional clothing for coaching sessions. Students will work in proximity of players and should also have good hygiene (please do not come from the gym/practice without showering). Acceptable attire includes the following:
 - appropriate fitting pants (not too tight, baggy, or showing underwear when crouching or bending) such as dress pants, khakis, and/or jeans (if no holes).
 - appropriate fitting top (not too tight or baggy) such as a polo, button up shirt, sweater, blouse (if not low cut and does not show skin when lifting arms).
 - hair – neatly kept (does not need to be pulled back but needs to look professional)
 - skirts and dresses are acceptable if they are professional (knee length, not too tight, not low cut).
 - clean professional shoes such as flats, loafers, or sneakers (no heels).
 - Always engage in respectful, professional interactions with fellow students, clients, coaches, and the professor. Respectful professional interactions include but are not limited to the following:
 - wearing a face covering where requested
 - developing rapport (e.g., providing empathy, listening, asking open-ended questions)
 - providing encouraging and positive comments (e.g., acknowledge what others are doing right)
 - maintaining client confidentiality. Students are not allowed to discuss clients and their goals, progress, deficits, etc. with anyone outside of the project during or after the project. Students are not allowed to post anything on social media about this project without written consent from the instructor. **Students that choose to breach client confidentiality will be asked to write an apology letter to the client, will be taken off the project, and will receive a failing grade for the course.**
 - turning off phone during seminars and coaching sessions
 - avoiding coercive interactions such as talking poorly about others, sarcasm, criticism, oneup-manship, lecturing, moralizing, providing information/strategies that have not been discussed in seminar, not based in the science of ABA, and/or do not have empirical research backing.
 - not fraternizing with clients (i.e., hockey players). Students are expected to maintain professional relationships throughout the project. Students should not exchange personal information including phones numbers and should not speak outside of coaching sessions with clients through any means including social media platforms until the project has ended (April 20th, 2022). **Students that choose to fraternize with clients will be taken off the project and will receive a failing grade for the course.**

Any unprofessional behavior that creates a negative experience for others will not be tolerated.

These behaviors include but are not limited to the following:

- **not wearing or removing a face covering (except to drink or eat) when requested**
- engaging in texting, internet surfing, instagram, facebook, other social media
- making rude comments/facial expressions about other students, clients, and/or the professor
- unprepared for seminars and/or coaching sessions
- unprofessional dress/hygiene
- falsifying client data
- providing client feedback that is not supported by professor

If such unacceptable behavior occurs in class, the professor will provide immediate feedback and ask the student to stop engaging in the behavior. If the behavior persists, the student may be removed from the project and receive a failing grade. Applied Behavior Analysis is a profession and to be successful, behavior analysts must always engage in professional behavior. As such, professional behavior is expected from all students.

Absences due to Religious Observances: Students are expected to notify the instructor at the beginning of each academic term if they intend to be absent for a seminar or coaching session. Students absent for religious reasons, as notified to the professor at the beginning of each academic term, will be excused and will not be penalized for their absence.

- B. Assignments.** Assignments may consist of readings, quizzes over reading materials, creating coaching session material, preparing coaching session material, practicing coaching session material, creating client graphs, updating client graphs, and analyzing and discussing client progress.
- C. Client graphs and progress reports.** Students will be responsible for graphing, analyzing, and discussing client(s) progress throughout both semesters. Students will need to create and update, weekly, a graph for each assigned client. Students will need to discuss data and show that decisions made to implement, change, or revise strategies are based on their client's data. Students will need to be able to explain their clients' data to the client in terms that are easy to understand and help the client learn how to make data-based decisions to improve their own performance. **The goal of the project is that every client will learn how to define and analyze their performance, set appropriate behavior-based goals, select corresponding ABA strategies to meet those goals, and to be able to make effective data-based decisions without the assistance of a coach.**
- D. Feedback.** Behavioral feedback is a researched strategy that improves performance. Throughout this project students will learn how to provide and receive behavioral feedback. Students will be given weekly feedback on their coaching performance by the professor and their peers and are expected to receive that feedback and apply that feedback to their coaching repertoire. Students will also give weekly feedback to the professor on her performance as well as feedback to their clients on their performance. The professor will teach students how to deliver behavioral feedback and the professor will observe and grade students on their delivery of behavioral feedback to their clients. Students will not be penalized or graded for their feedback to the professor. Feedback given to the professor is strictly for the professor to improve her own teaching and coaching repertoire. To be successful as a behavior analyst or, truly any professional, one must always be willing to accept and apply feedback and deliver effective feedback.

Letter grades will be assigned according to the following scale:

94 – 100%	= A
90 – 93.9%	= A-
87 – 89.9%	= B+
83 – 86.9%	= B
80 – 82.9%	= B-
77 – 79.9%	= C+
73 – 76.9%	= C
70 – 72.9%	= C-
60 – 69.9%	= D
Less than 60%	= F

Course Schedule

Date	Read Before Seminar	Location	Topic
Wednesday, 9/1	Chapters: 1-5	Allendale – Classroom	Overview of Course, ABA and Applications to Sports, and Interactive ABA Review (Bring whiteboards)
Wednesday, 9/8	Chapter 17 and handouts provided in BB	Allendale – Classroom	Developing rapport and professionalism in the workplace
Wednesday, 9/15	Handout provided in BB	Allendale – Classroom	Hockey overview and planning first coaching session
Wednesday, 9/22	Handout provided in BB	Allendale – Classroom	Practicing for the first coaching session
Monday, 9/27 First session (no seminar)	N/A	Muskegon – Lumberjacks Training Facility	Teaching: The science of ABA and applications to sports
Wednesday, 9/29	Chapters: 6 & 13 Handout provided in BB	Allendale – Classroom	Review and discuss coaching session Review measurement and feedback systems Planning and practicing for second coaching session
Monday, 10/4 Second session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: What is self-analysis and why is it important?
Wednesday, 10/6	None	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session
Wednesday, 10/13	Chapters: 7, 8, & 9 Handout provided in BB	Allendale – Classroom	Planning and practicing for the third coaching session
Monday, 10/18 Third session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: Defining behavior (thoughts, visualizations, emotions, and responses)
Wednesday, 10/20	None	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session
Wednesday, 10/27	Handout provided in BB	Allendale – Classroom	Planning and practicing for the fourth coaching session
Monday, 11/1 Fourth session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: Self-monitoring performance
Wednesday, 11/3	None	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session
Wednesday, 11/10	Handout provided in BB	Allendale – Classroom	Planning and practicing for the fifth coaching session
Monday, 11/15 Fifth session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: The ABCs in self-analysis (learning to analyze one’s behavior)
Wednesday, 11/17	None	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session
Wednesday, 11/24 THANKSGIVING BREAK – NO SEMINAR			
Wednesday, 12/1	Handout provided in BB	Allendale – Classroom	Planning and practicing for the sixth coaching session
Monday, 12/6 Sixth session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: Self-analysis activities
Wednesday, 12/8	None	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session

Winter Break

Wednesday, 1/12	Review Chapters 7-9 Chapters: 10-12	Allendale – Classroom	Reviewing progress before break and planning for seventh coaching session
Wednesday, 1/19	Handout in BB	Allendale – Classroom	Planning and practicing for the seventh coaching session
Monday, 1/24 Seventh session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: Self-analysis strategies (motivation, fluency, replacing responses, consequences)
Wednesday, 1/26	None	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session
Wednesday, 2/2	Handout in BB	Allendale – Classroom	Planning and practicing coaching for the eighth training session

Monday, 2/7 Eighth session	N/A	Muskegon – Lumberjacks Training Facility (4:15-5:30 pm).	Teaching: Self-analysis case study practice
Wednesday, 2/9	Chapters: 14-16 Handout in BB	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session Planning and practicing for the eighth coaching session
Monday, 2/14 Ninth session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: What is anxiety, the purpose, and strategies for managing?
Wednesday, 2/16	None	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session
Wednesday, 2/23	Handout in BB	Allendale – Classroom	Reviewing and planning curriculum for the tenth coaching session
Monday, 2/28 Tenth session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: Defining self-confidence, adversity in hockey, and responses to adversity in hockey
Wednesday, 3/2	None	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session
Wednesday, 3/9	Handout in BB	Allendale – Classroom	Reviewing and planning curriculum for the eleventh coaching session
Monday, 3/14 Eleventh session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: Monitoring self-confidence and adversity activities
Wednesday, 3/16	Handout in BB	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session Reviewing and planning curriculum for the twelfth coaching session
Monday, 3.21 Twelfth session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: Self-confidence and adversity analysis activities
Wednesday, 3/23	Handout in BB	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session Reviewing and planning curriculum for the thirteenth coaching session
Monday, 3/28 Thirteenth session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: Selecting strategies to increase self-confidence and overcome adversity
Wednesday, 3/30	Handout in BB	Allendale – Classroom	Review measurement and feedback systems Review and discuss coaching session Reviewing and planning curriculum for the fourteenth coaching session
Mental Health Break– NO SEMINAR			
Monday, 4/11 Fourteenth session	N/A	Muskegon – Lumberjacks Training Facility	Teaching: Self-confidence and adversity: monitoring and evaluating progress

Wednesday, 4/13	None	Allendale – Classroom	Review and Debrief Project Analyzing, preparing, and presenting case data
Wednesday, 4/20	None	Allendale – Classroom	Case Presentations

CLASS POLICIES

This course is subject to the GVSU policies listed at www.gvsu.edu/coursepolicies. (See *University Policies* [SG 3.04.C](#) for more details.)

Academic Dishonesty

Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. Grand Valley State University has very specific policies and procedures regarding academic dishonesty or disruption of academic process. Cheating is the (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise; students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs or scores, graphs, maps, etc., and presenting them as one's own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, other graded assignments, etc.; (f) stealing or copying of computer programs and presenting them as one's own. Such stealing includes the use of another student's program, as obtained from the magnetic media or interactive terminals or from cards, print-out papers, etc. Punishment will be based on the University guidelines for academic dishonesty.

If you have any questions, please refer to GVSU Student Code

- <http://www.gvsu.edu/studentcode/> **Accommodations**

If you need special accommodations, or if there is any topic or activity in class which makes you feel uncomfortable and causes serious distress, please advise the instructor. Students with disabilities are responsible for registering with Disability Support Resources in order to receive academic accommodations. DSR encourages students to notify instructors of accommodation requests. Please provide instructor with the appropriate, completed form with at least five business days prior to needing the accommodation. A letter from DSR must accompany this request.

- <http://gvsu.edu/dsr/responsibilities-of-students-17.htm>

Audio or Video Recording Policy

You must obtain advance written permission from the Instructor prior to audio recording or video recording any lecture or discussion with the Instructor. Suitable reasons may include a reasonable accommodation for a disability. However, students are not permitted to sell notes or tapes of class lectures. **Class Notes**

Please be aware that students are not permitted to take notes in class for remuneration or for the purpose of sale to any person or entity.

Plagiarism

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work. If you are not sure please bring the material to the

instructor for guidance. The student who submitted the subject paper, lab report, etc. shall receive an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade.

Right to Change Syllabus

If necessary, some components of this syllabus may change. However, any such changes will be announced to the students in class and posted on blackboard. The student is responsible for any such announced changes.