UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one): Arts and Sciences</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By: Debra C. Steckler</td>
<td>Date Prepared: 9/16/2014</td>
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<tr>
<td>Course Title: Behavioral Interventions</td>
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<tr>
<td>Department/discipline and course number*: Psyc 403</td>
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*This course number must be approved by the Office of the Registrar before the proposal is submitted.

| Number of credits proposed: 3 | Prerequisites: 12 hours in Psychology, either Psyc 320 or 453, and acceptance into the UMW-NECC program |
| Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?) NO | YES |
| Date of first offering of this new course: FALL SEMESTER, year Fall 2015 |
| Proposed frequency of offering of the course: 1 time per year |
| List the faculty who will likely teach the course: Faculty at NECC |

Are ANY new resources required? NO YES Document in attached impact statement

This new course will be (check all that apply):

| Required in the major | General Elective |
| Elective in the major | General Education** |

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:

PSYC 403 Behavioral Interventions (3 cr.)

Prerequisites: Twelve hours in Psychology and either Psyc 320 or 453, and acceptance into the UMW-NECC program. This course will prepare students to identify, implement, and maintain effective behavioral interventions in applied settings. Specific objectives will include teaching students to select and implement function-based interventions for the reduction of problem behaviors, skills-based prevention strategies, and a variety of behavioral teaching tactics. Tactics for promoting procedural integrity and facilitating the generalization and maintenance of treatment effects will also be reviewed. Course available only to UMW students enrolled in the UMW-NECC cooperative program at the New England Center for Children.

COURSE HISTORY

Was this course taught previously as a topics or experimental course? YES NO X

<table>
<thead>
<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
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CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.
REQUIRED ATTACHMENTS:
1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. **Sample Syllabus**

Department Chair Approval:  Debra C. Steckler  
Date: Sept. 22, 2014

CCC Chair Approval:  
Date: 

UCC Chair Approval:  
Date: 
Rationale

The UMW-NECC collaboration offers several courses that UMW students can take during their semester-long placement at the New England Center for Children. These include Psyc 401 Behavior Assessment, Psyc 402 Principles of Behavior Analysis, Psyc 404 Methods of Evaluation, Psyc 405 Evidence Based Teaching, and Psyc 406 Autism and Related Disabilities. In a given semester a student will be enrolled in two of these courses (including the new one pending approval) in addition to a six-credit internship. The UMW-NECC collaborative program compliments our department’s emphasis on behavioral learning. Students who enroll in this program and this course will have a unique opportunity to become fully engaged in working with children with autism from a behavioral perspective.

The administrators at NECC have requested that we add this course to the sequence since it is a new course that they are offering their current students. The focus of this course is Behavioral Intervention. It will focus on implementation of behavioral teaching strategies, especially those designed to reduce problem behaviors.

Impact

This course is being taught at NECC in Boston, MA as part of the UMW-NECC collaboration. No UMW resources will be used to teach this course including faculty or library resources. Dr. Liss oversees the UMW-NECC collaboration and will continue to do so. If another NECC liaison is selected in the future that individual will continue to monitor this program and it will not affect his or her teaching load.
Psy 403: Behavioral Interventions

Schedule: Wednesday, 8:00 am – 12:00 noon
Location: NECC

Instructor: Jessica Sassi, Ph.D., BCBA
jsassi@necc.org

Office hours: by appointment

Required Materials:


BACB Guidelines for Responsible Conduct:  http://www.bacb.com/becom_frame.html


*Additional readings from the peer-reviewed literature (e.g., Journal of Applied Behavior Analysis) will be available in pdf form on the course website or emailed to the class.*

Course Website:  http://manhattan.wnec.edu

Students should access the following resources by visiting the course website:
1) Electronic copy of course syllabus
2) Electronic copies of selected readings
3) Weekly assignments

Course Description:

The purpose of this course is to prepare students to identify, implement, and maintain effective behavioral interventions in educational and other applied settings. Upon completion of the course, students will be able to:

1) Demonstrate a familiarity with the breadth and depth of research in applied behavior analysis along with important directions for the future
2) Search the empirical literature and identify evidence-based practices as a critical step in treatment planning
3) Design treatment plans specific to a various behavioral concerns (e.g., function-specific strategies for treatment of problem behavior)
4) Demonstrate a working knowledge of skills-based prevention strategies
5) Promote generalization and maintenance of treatment gains through the systematic implementation of relevant teaching tactics

Course Requirements:
In addition to the requirements listed below, students will participate in a 1-hour review of the relevant BACB task list items and guidelines for responsible conduct.

Students will be evaluated based on their performance in the following areas.

*Out of Class Assignments:* Each student will be asked to develop a treatment plan for an assigned problem or scenario. Students will submit (a) a list of references relevant to the problem, (b) a summary of the findings from this research, (c) and draft of the treatment plan, (d) a final treatment plan edited based on instructor comments on the draft, and (e) a presentation of the final treatment plan, including graphs of hypothetical outcomes.

*Weekly Reading Quizzes:* It is critical that students prepare by reading all assigned materials. To encourage this preparation, cumulative reading quizzes (3-4 questions from current material and 1-2 questions from a prior class’s material) will be administered at the beginning of each class period during the semester. Quiz performance will be worth 15 pts per class meeting, and the top 9 scores for each student will be counted toward his or her final grade (i.e., drop 2 missed or low-scoring quizzes). Students who arrive to class after quizzes have been collected will receive a zero on the quiz. Students who miss a quiz for any other reason will also receive a zero on the quiz, and no make-up quizzes will be provided. However, students may drop the two lowest quiz scores.

*Point Totals:*

<table>
<thead>
<tr>
<th>Treatment Project</th>
<th>Units</th>
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<tbody>
<tr>
<td>Reference List</td>
<td>10</td>
</tr>
<tr>
<td>Research Summary</td>
<td>15</td>
</tr>
<tr>
<td>Draft of Treatment Plan</td>
<td>10</td>
</tr>
<tr>
<td>Final Treatment Plan</td>
<td>50</td>
</tr>
<tr>
<td>Presentation of Treatment Plan</td>
<td>10</td>
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<tr>
<td>Weekly Quizzes 9 @ 15 pts each</td>
<td>135 pts</td>
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</tbody>
</table>

230 possible pts

**Letter Grade** | **%** | **Points**
---|---|---
A | 90% or higher | 207-230
B | 80% to 89% | 184-206
C | 70% to 79% | 161-183

PLEASE NOTE: Students will not have the opportunity to reschedule or retake quizzes in this course. Students must notify the instructor at the beginning of the semester, or as soon as possible, if a situation arises that may interfere with consistent class or exam attendance.

Grade reports will be posted on the Manhattan website and updated at least bi-weekly. Students should submit questions or concerns about grades via e-mail or approach the instructor during office hours.

**Expectations for Conduct in the Classroom**

Students are asked to assist the instructor in maintaining a high-quality learning environment (e.g., disruption-free, engaging, responsive). Toward this goal, all electronic devices (e.g., cell phones, laptops, mp3 players) should be turned off and stowed throughout each class period. In addition, student athletes or others who may occasionally arrive late/leave early due to university business should make prior arrangements with the instructor.

**Integrity of Scholarship and Academic Misconduct:**
Honesty in all academic work is expected of every student. Academic integrity rests on two fundamental principles: (a) Academic work must be represented truthfully as to its source and its accuracy and (b) academic results must be obtained by fair and authorized means. Academic misconduct is defined as the violation of either of these principles.

Academic misconduct by a student shall include, but not be limited to, disruption of classes, giving or receiving of unauthorized aid on quizzes, tests, or take-home assignments, or knowingly misrepresenting the source of any academic work, plagiarizing of another's work, or otherwise acting dishonestly. These actions are elaborated below.

Cheating involves giving, using, or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise, including unauthorized communication of information.

Fabrication and falsification involve the unauthorized alteration or invention of any information or citation in an academic exercise. Examples of fabrication involve inventing or counterfeiting data or research procedures, such as to make it appear that the results of several processes are actually the results of a single process. Examples of falsification involve: (a) false citation of the source of information; (b) altering the record of or reporting false information about practicum or clinical experiences; (c) altering grade reports or other academic records; (d) submitting a false excuse for absence or tardiness in a scheduled academic exercise; and (e) altering a returned examination paper and seeking re-grading.

Plagiarism involves knowingly presenting the work of someone else's as your own without proper acknowledgement of the source. The sole exception to this requirement is when the ideas or information are common knowledge. Some examples include (a) submitting, as your own work, the work of another student, research assistant, “ghost writer,” or commercial writing service; (b) quoting directly from a source without quotation marks and citations; and (c) paraphrasing or summarizing someone else's work without acknowledgement of the source. Plagiarism may occur orally and in writing. It may involve computer programs, research designs, distinctive figures of speech, ideas and images, or generally any information which belongs to someone else and that is not acknowledged as such.

The Psychology Department assumes that all students and faculty members are responsible for knowing and understanding these guidelines. Ignorance of them is not an adequate defense against charges of academic misconduct. Academic misconduct may lead to failure on an assignment, failure of the course, or dismissal from the program.

Learning Disabilities

Students who have a disability for which they may request accommodations in WNEC classes should contact Student Disability Services (Bonni Alpert), (413) 782-1257 as soon as possible.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Readings</th>
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### October 19th: Antecedent-based intervention I

- **CHH Chapter 23**

### October 26th: Antecedent-based intervention II

- **CHH Chapters 14 and 15**

### November 2nd: Punishment

- **CHH Chapters 14 and 15**
### November 9th: Generalization and Maintenance I

- **CHH Chapter 27**

### November 16th: Contingency Contracts, Token Economy, Group Contingencies

- **CHH Chapter 26**

### November 30th: The Broad Application of ABA


### December 7th: Ethics and Systems Support, Part I

- **CHH Chapter 29**
  - Allen, K. D., & Warzak, W. J. (2000). The problem of parental nonadherence in clinical behavior analysis:
    - [BACB Guidelines for Responsible Conduct](http://www.bacb.com/becom_frame.html)
    - [ABA/Statements/RestraintSeclusion.asp](http://www.abainternational.org/ABA/statements/RestraintSeclusion.asp)
    - [ABA/Statements/treatment.asp](http://www.abainternational.org/ABA/statements/treatment.asp)

### December 14th: Ethics and Systems Support, Part II

- New Course Proposal Cover Sheet (July 2013)
Effective treatment is not enough. *Journal of Applied Behavior Analysis, 33*, 373-391.
