

## **Minor in Applied Behavior Analysis**

### **Assumption University**

#### **Required courses:**

##### **PSY 253: Psychology of Learning**

The purpose of this course is to provide students with a grounding in important principles of learning, such as conditioning, extinction, generalization, and discrimination. The behavioral approach of B. F. Skinner is predominant throughout the course, although the concepts of important learning theorists such as Thorndike, Tolman, and Hull are also presented. In addition, the philosophical underpinnings of a learning-based model of human behavior and the complex questions of freedom and determinism raised by modern behaviorism are addressed in the course. *Value: 3 credits.*

##### **ABA 340: Introduction to Behavior Analysis and Therapy**

This course introduces students to fundamental practices in using behavioral principles to create socially significant interventions for people. The course provides an overview of behavioral assessment procedures for determining environmental factors that influence both skill deficits and challenging behavior. Students will learn to identify behavioral interventions to promote positive behaviors related to a variety of self-care, communication, academic, and social skills. In addition, students will learn to identify interventions for reducing challenging behavior. There will be a focus on identifying pivotal skills to teach and prioritizing intervention goals. There will be an emphasis on application of behavioral interventions across multiple domains, including autism and other developmental disorders, intellectual disability, education, parenting, health, and other areas. *Value: 3 credits. Prerequisites: PSY 253*

##### **ABA 350: Survey of Behavioral Interventions**

This course focuses on real world applications of behavioral principles across topics relevant to modern society. Students will explore behavioral interventions in a variety of areas, including autism, developmental disabilities, mental health, language development, parenting, play, education, feeding disorders, sports, marketing, organizational behavior management, and animal training. Within this context, students will explore what it means to say that an intervention is “behavior analytic” and evidence based and will learn how to evaluate the effectiveness of an intervention based on visual data analysis and experimental design. *Value: 3 credits.*

*Prerequisites: PSY 253*

##### **PSY 301: Internship in Psychology**

This course is designed to give students exposure to the main roles psychologists currently play in the community. Students are expected to spend 8 to 10 hours per week working in a clinical or research setting off-campus for 13 weeks. This translates to 100 hours of placement time. It is important to have one full day or two half days available to complete the field-based component of the course. In addition, students are required to attend a weekly seminar. Students have to secure their own internships prior to the start of the semester. *Value: 3 credits. Prerequisites: Limited to Junior and Senior Psychology majors and minors, or Junior and Senior minors in Applied Behavior Analysis. Prerequisite: PSY 101 or PSY 253.*

**ABA 450: Advanced Topics in Applied Behavior Analysis**

In this course, students will further explore topics related to behavior-analytic assessment and intervention, with a focus on integrating issues related to ethics and cultural competence into service delivery. There will be emphasis on case conceptualization and application of behavioral principles to assessment and the development of treatment options within the context of case analyses. Critical thinking regarding interventions will be fostered by contrasting evidence-based behavior-analytic interventions with those based on pseudoscience. Finally, students will practice developing solutions to common ethical problems that occur during service delivery. *Value: 3 credits. Prerequisites: ABA 350.*

**Elective courses:****EDU 101: Schools in American Society**

In this course, students will gain an in-depth understanding of the role of schooling in American society. They examine the control and governance of schools by comparing the roles of the different education agencies (local, state, federal) and exploring the interaction of these different agencies. Students will also compare the structure of schools at different levels (elementary, middle, secondary) and analyze the relationship between the structure and the purpose schooling is intended to serve within society. Students also investigate the relationship between schools and society, in particular, the conflicting societal goals for schooling and the diverse societal pressures which impact on the schools' ability to achieve the intended or articulated goals. Counts in the Core Requirements. (Fall, Spring) Three credits

**EDU 260: Teaching Students with Special Needs**

This course focuses on the various types of learning needs of students in the inclusive classroom and on what to do and how to do it with respect to instructional and management challenges facing the regular classroom teacher. This course addresses individual differences in children and adolescents and the need for modification of instruction across the curriculum. The course is designed to encourage proper understanding and acceptance of children and adolescents with exceptionalities. The course may include community service learning. Prerequisites: EDU 101 and either EDU 120 or EDU 140, or concurrently. Not open to first-year students. (Fall, Spring) Three credits

**EDU 265: Effective Classroom Management**

In order to maximize student achievement, teachers must be good classroom managers. This course will use positive behavior supports as a framework to introduce students to evidence-based classroom management techniques and strategies. Students will learn about theoretical and empirical support for behavioral approaches to teaching and learning and their application in school-wide, classroom, and non-classroom settings. In addition, students will understand a proactive, multi-tier level model of behavior support, including implementation strategies that they will be able to apply in their own classrooms regardless of student age or ability level. Prerequisite: EDU 101. (Fall, Spring) Three credits

**HUS 119: Introduction to Health and Human Services**

This course is an introduction to the theory, practice and systems of health, human and rehabilitation services. The information covered in this course is geared toward students in all majors so that they may become more socially, politically, culturally and humanly aware of the issues that people with disabilities, chronic illnesses and challenging life circumstances experience. This course utilizes social justice frameworks to consider the barriers and inequities faced by individuals typically marginalized, disenfranchised and limited from full participation in society. The history, legislation and mission of health, human and rehabilitation services will be examined along with the major models and theories of helping and providing services in community-based health and human service agencies. Current issues and trends in health, human and rehabilitation service provision are covered with specific attention paid to disability and chronic illness. This course fulfills the social science requirement in the Core Curriculum. This course counts in the Foundations Program as a social science in the Social and Historical Pillar. (Fall/Spring) Three Credits

### **HUS 121: Human Development and Disability Across the Lifespan**

This course will cover the basic principles of developmental theories in addition to the major theories of human growth and development. Piaget, Erikson, Bronfenbrenner, Maslow and Kohlberg are some of the theorists studied in this course. Demographic shifts across history are identified with the intent of demonstrating the increased population of individuals living and living longer with chronic illness and disability. Typical development across the lifespan is studied with each stage of life covered from pregnancy and infancy to older adulthood. Disabilities and chronic illnesses common to each stage of life will be studied with discussion of the ways in which the disability and illness experience affects passage through life stages. This course fulfills the social science requirement in the Core Curriculum. This course counts in the Foundations Program as a social science in the Social and Historical Pillar. (Fall/Spring) Three Credits

### **HUS 225: Introduction to Human Communication and Its Disorders**

This course is an introduction to human communication across the life span with emphasis on the linguistic rule systems of pragmatics, semantics, syntax, morphology and phonology. An overview of normal and disordered speech, language, cognitive-linguistic, and hearing skills is provided. This overview includes etiologies, characteristics, assessment, and treatment using case studies, video, DVD and audio-taped examples as well as hands-on materials. (Fall/Spring) Three Credits

### **HUS 321: Social Skills Development Strategies for Youth**

Social Skills Training is a psycho-educational approach to scaffolding pro-social behaviors of youth and adolescents with behavioral challenges. Social Skill development as an approach supports youth to be successful in social interactions. Specifically, Social Skill development as an approach provides youth with strategies for building resilience and for dealing with teasing and bullying, starting conversations, asking for help, dealing with peer pressure, practicing effective problem solving, etc. The course will provide students with the theoretical, evidentiary and practical background to engage with youth in social skill development and interventions. Students will be introduced to assessment strategies to determine the social skills needs of youth

and adolescents. The course will also introduce interventions for specific behavioral challenges of students with disabilities (ADHD, learning disabilities, autism spectrum disorders, for example). Students will also be introduced to other relevant evidence based interventions for working with youth. (Spring)

### **PSY 101: General Psychology**

In this introduction to psychology, students learn the language, methods, theoretical perspectives, and research of the discipline. This course introduces students to a range of topics within psychology, such as the biological and social bases of behavior, as well as basic principles of perception, learning and motivation. (Fall, Spring) Three credits

### **PSY 216: Psychological Disorders**

This course provides students with a detailed description and analysis of the forms of behavior seen as abnormal in our contemporary culture. Research relevant to and theoretical perspectives on these disorders are presented. Throughout the course students are asked to consider the implications of being labeled abnormal and to apply their knowledge to individual cases. (Fall, Spring) Three credits

### **PSY 290: Psychology of Development: Infancy and Childhood**

This course examines human growth and development during infancy and childhood. Emphasis placed on the relationship between theory, research, and the application of knowledge in child development. Different theoretical perspectives (psychoanalytical, behavioral, cognitive-developmental); current research on selected topics (e.g., day-care, cross-cultural differences in child rearing); and ways to encourage optimal growth in children at home, with friends, and at school are reviewed. (Fall, Spring) Three credits

### **PSY 220: Interpersonal Communication**

This course introduces students to the basic theoretical issues, research findings, and practical strategies in the field of interpersonal communication. The course examines the processes through which people collaborative construct shared understandings in conversation, including discussion of how ideas about the self are shaped and expressed in dialogue with others. Through readings, discussion, and exercises, the class will work toward an understanding of how effective communication patterns, as well as problematic patterns, arise in the course of person-to-person interaction. *Value: 3 credits*

### **PSY 225: Research Methods in Psychology**

The purpose of this course is to explore the logic and methods used in psychological research (e.g., developing hypotheses, presenting findings in a written format) and ethical concerns involved in conducting empirical studies. (Fall, Spring) Prerequisite: PSY 101. Three credits

### **PSY 383: Introduction to Autism Spectrum Disorder**

This course provides an introduction to autism spectrum disorder (ASD). Topics will include the history of autism; current diagnostic criteria; genetic, neurological, and environmental causes; assessment; interventions; and lifespan issues. Students will learn the criteria for determining whether an intervention is evidence-based versus pseudoscientific and will examine a range of

interventions for ASD to determine whether they can be considered evidence-based. Finally, current controversies in autism will be explored. Three credits

**PSY 409: Common Problems in Childhood**

Parents and child practitioners often encounter children's problems that may not necessarily reflect psycho pathology. This course is an in-depth study of the challenges that children face, the guidelines for determining when a behavior is a cause for concern, and how problems can be addressed. Students will explore the psychological, biological, and social roots of difficult phases of development such as difficulty to grow, bed-wetting, problems with sleeping and eating, common anxiety problems and fears, bad habits, and problems in self regulation and social behavior. (Spring) Prerequisite: PSY 190. Three credits

**PSY 416: Abnormal Child and Adolescent Psychology**

This course will provide you with an understanding of various forms of psychopathology in children and adolescents. You will receive an overview of the taxonomy of childhood disorders with many videotaped examples of different disorders to help you apply your knowledge to actual cases. Different theoretical models used to explain how psychopathology develops in children will be presented and the role of home and school environment, child gender, ethnicity, culture and socioeconomic status will be explored. In addition to learning about the characteristics of various psychological disorders in youngsters, you are also guided through a review of the research into the causes and outcomes of mental disorders in children and adolescents. Finally, special challenges in diagnosis, assessment, and treatment of psychological disorders in children are highlighted. This seminar-style course includes lectures but heavily emphasizes class discussions, student presentations, and case studies. (Fall) Prerequisites: PSY 101, PSY 116 and PSY 190. Three credits