TheChicagoSchool®
of Professional Psychology

M.S. Applied Behavior Analysis

2014-2015 Program Guidebook

NOTE:
1) This guidebook is subject to change. If it does, students will be notified via email and will be provided with the revised version.
2) Policies and program information are located in the Student Handbook and Academic Catalog, to access click on the URL:
http://catalog.thechicagoschool.edu/

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Program Overview

The Chicago School of Professional Psychology's Model of Education focuses on the *Engaged Professional*. In behavior analysis, the engaged professional is one who is strong in the *philosophy, science,* and *application* of behavior analysis. The Chicago School of Professional Psychology's M.S. Applied Behavior Analysis program strives to become the program of choice in ABA by training applied behavior analysts who practice state-of-the-art ABA and who are strong in the science and philosophy of behavior analysis

Program Learning Outcomes

Upon successful completion of this program students will be able to:

1 evaluate the impact of diversity issues on individuals and society and demonstrate sensitivity and competence while working with diverse populations.

2. evaluate and resolve ethical dilemmas in accordance with behavior-analytic and psychological ethical guidelines.

3. establish rapport and communicate effectively with clients, stakeholders, and other professionals.

4. analyze behavior, design interventions, and evaluate interventions, by applying basic behavioral principles and assessment techniques to effect socially significant behavior change.

5. conduct behavior-analytic research and evaluate behavior-analytic and other psychological research effectively and ethically.

Integration of Program Learning Outcomes into the Curriculum

Program learning outcomes are integrated into the curriculum in line with institutional goals. Program learning outcomes do not affect students' grades but rather are used to evaluate student progress and curriculum on a continual basis. Each course is interrelated with other courses. The MS Applied Behavior Analysis curriculum map should be reviewed in Appendix A. In addition, the program assessment plan in Appendix B indicates where each program learning outcome will be assessed and at what level.

Statement of Ethical Guidelines

Students are expected to learn and to follow the ethical guidelines of the American Psychological Association, the Association for Behavior Analysis International and the Behavior Analyst Certification Board® during and after their work at The Chicago School. A class in ethics is required, and student adherence to ethical codes is evaluated both formally and informally.

Assignment of Advisor(s)

ABA students have an academic advisor at all times. For Chicago and Los Angeles students, initially, the AB590 Professional Development (PD) Group instructor is the student's academic advisor. For Washington D.C. and Online students, initially, the Department Chair is the student's academic advisor. Later, at all campuses, when the student selects a Thesis Chair, that faculty member becomes the student's advisor; however, the original advisor typically maintains a relationship with the student and is happy to continue academic advisement along with the Thesis Chair.

Performance Feedback

Grades are assigned in all courses, and students can review course grades online. The ABA Faculty strives to provide rapid and detailed feedback on assignments that clearly indicates satisfactory or outstanding performance and performance that needs work.

The ABA faculty strongly recommends that students monitor their grades continuously throughout each semester, and meet with their instructors if they are not progressing satisfactorily in their classes. Students should also meet regularly with their advisors to keep them updated on and seek help for academic or other issues that may impede progress in the program.

Late assignments are not permitted, except under extenuating circumstances. Students should inform their instructor if they expect an assignment to be late and discuss whether the late assignment will be accepted, and whether/how many points will be deducted. If a student cannot inform the instructor beforehand, he/she should contact the instructor as soon as possible after the assignment was due to discuss options. See syllabi for additional details on late assignments.

Student Academic Development

Students must take charge of their own academic development. They should meet with their instructor if they are showing any signs of difficulty in progressing through a class. They should meet with their advisor if they are having difficulties in a class or are experiencing any other issues that may impede their progression through the program.

The MS Applied Behavior Analysis program has resources in place to prevent students from falling behind and to help students who have fallen behind catch up. These include Academic Development Plans (ADPs), peer tutoring, etc. Students must be proactive regarding their academic success and are responsible for asking for help from their academic advisor if they need it. The academic advisor should

be used as a resource for academic and professional issues, as well as personal issues that are relevant to academic and professional success.

APA Format

Students should begin using APA format for all written assignments as soon as they start the program. The Publication Manual of the American Psychological Association, 6th Ed.(American Psychological Association, 2009) is a required textbook for several courses and is the format used for the MS thesis and applied project; therefore, students should begin practicing APA format by using it for all written assignments in all classes, unless otherwise advised by the course instructor.

Conference Attendance

Attending conferences in behavior analysis is a crucial component of professional development that should occur from now until retirement.. Most behavior analysts, both experimental and applied, attend the yearly convention of our major professional organization, the Association for Behavior Analysis International (ABAI). Applied behavior analysts also attend the Association of Professional Behavior Analysts (APBA).

Experimental and applied behavior analysts also attend regional conferences, such as the Mid-American Association for Behavior Analysis (MABA) or the Southeastern Association for Behavior Analysis (SEABA), and/or state conferences, such as the California Association for Behavior Analysis (CalABA), Maryland Association (MABA), and Illinois Association for Behavior Analysis (IL-ABA). Many behavior analysts attend more specialized conferences, such as ABAI's National Autism Conference and the International Precision Teaching Conference (IPTC).

The MS Applied Behavior Analysis program requires students to attend conferences as part of their education, training, and professional development. Students may be required to attend a regional, state/local, or specialized conference as part of their course requirements. They are also required to attend the annual ABAI convention in May over Memorial Day weekend. Students who cannot attend ABAI can attend the APBA conference in April instead with approval from their advisor. Chicago, Los Angeles and Washington D.C. students who cannot attend these conferences should meet with their advisor to make other arrangements for satisfying these professional development requirements. If conference attendance is not possible, Online students may have the option of fulfilling this requirement by completing Continuing Education Units (CEUs) as specified by their instructor in the applicable course.

Conference Presentations

Students are encouraged to present their thesis data or other work at conferences. Students frequently present posters on their thesis work, but PowerPoint presentations may also be presented. Students must have a faculty advisor review and approve any submissions to conferences for which the student lists a TCSPP affiliation. The Thesis Chair and second reader must approve any submissions and final presentations of thesis data; typically, the Thesis Chair and second reader are listed as second and third authors, respectively. If a student presents on a project that is not the thesis, an ABA faculty member must approve the submission and final presentation and may be listed as an author, depending on the level of input into the presentation (see APA Manual for authorship guidelines).

Thesis and Non-Thesis Option

Students complete a Thesis or Non-Thesis Option. The Thesis Option is recommended for students interested in conducting research as part of their career and for students who plan to earn their doctoral degree after the MS program. This option requires students to complete an empirical, behavior-analytic thesis, including thesis proposal, Institutional Review Board (IRB) application, data collection, write-up with figures, PowerPoint presentation of the thesis at thesis defense, and revision of the thesis document if necessary. The Thesis Chair serves as the primary reader and must approve all drafts of the thesis proposal and thesis document before it is reviewed by the second reader. The second reader typically suggests revisions and may request to see those revisions before the thesis or proposal goes to the next step. Students who are interested in the Thesis Option are encouraged to start thinking about potential topics as soon as they start the program. The Research Methods class requires a research proposal as a major project, and it is to the student's benefit to use the research proposal for Research Methods as the basis for the thesis proposal; therefore, having a thesis topic early is very beneficial. See ABA Thesis Manual for more information.

The Non-Thesis Option is recommended for students who plan to become practitioners after they complete the MS and do not plan to conduct research as part of their career or go on to a PhD program. This option is the Advanced Applied Project (or Clinical Project), and it requires the student to show evidence of clinical skills. The Clinical Project will be both written and orally presented, and its components include but are not limited to the following: initial client case record review, assessment of client skills and deficits, design of procedures for collecting data and assessing interobserver agreement and treatment integrity, ongoing data collection and data-based decision-making, graphic representation of data, evaluation of treatment efficacy, staff training, and programming for generalization. The Non-Thesis Option is as rigorous as the Thesis Option and ensures that students who choose this option have the observation, measurement, and research skills to conduct ethical behavior-analytic assessment and intervention.

Students must complete all requirements as detailed in the ABA Thesis Manual or Applied Project Manual.

Practicum

MS Applied Behavior Analysis students on all campuses are required to do practicum as part of their degree requirements. Practicum also serves to fulfill supervision requirements to sit for the Board-Certified Behavior Analyst (BCBA) exam. Supervision requirements include on-site provision of behavior-analytic services to clients, as well as supervision meetings that can include group supervision and individual supervision. Group supervision takes place during Practicum Seminar class. Individual supervision takes place via supervision meetings with a BCBA.

On the Chicago and DC campuses, students must follow all policies and procedures detailed in the ABA Student Practicum Manual.

On the Los Angeles campus, the practicum requirements are met in a classroom setting and policies and procedures are provided during class meetings.

On the Online campus, most M.S. Applied Behavior Analysis students will fulfill their Individual Supervision requirements in the same way as students in the other three campuses; that is, by meeting with a BCBA. If, however, students do not have access to a BCBA locally, students may receive permission to enroll in Individual Supervision courses offered through the BCBA Respecialization Certificate program in order to meet BACB requirements prior to sitting for the exam.

Appendix A – M.S. Applied Behavior Analysis Curriculum Map

M.S. Applied Behavior Analysis - Curriculum Map

Institutional Learning Goal	Competency	Competency Definitions	Program Learning Objectives	Course Code and Level of Assessment
				B=Basic, I=Intermediate, A= Advanced; **BOLD**=key assessment
DIVERSITY	**Diversity & Multicultural Issues**	**Graduates will show sensitivity and multicultural competence in working with diverse populations.**	**By the end of the program, students will be able to evaluate the impact of diversity issues on individuals and society and demonstrate sensitivity and competence while working with diverse populations**	**AB547 (B)**
				AB546 (I)
				AB536 (I)
				AB519 (I)
				AB539 (I)
				AB560 or AB566 (I)
				AB561 or AB567 (I)
				AB562 or AB568 (A)
				AB591 (B)
				AB592 (I)
				AB592 (I)
				AB594 (A)
				Thesis or Applied Project Capstone (A)
PROFESSIONAL BEHAVIOR	**Ethical & Professional Conduct**	**Graduates will behave ethically and professionally in their work with clients, students, supervisees, and other professionals.**	**By the end of the program, students will be able to evaluate and resolve ethical dilemmas in accordance with behavior-analytic and psychological ethical guidelines**	**AB547 (B)**
				AB536 (I)
				AB560 or AB566 (I)
				AB561 or AB567 (I)
				AB562 or AB568 (A)
				AB591 (B)
				AB592 (I)
				AB592 (I)
				AB594 (A)
				Thesis or Applied Project Capstone (A)

				AB590 (B)
				AB536 (I)
		Graduates will communicate effectively and professionally with clients, stakeholders, and other professionals.	By the end of the program, students will be able to establish rapport and communicate effectively with clients, stakeholders, and other professionals	**AB519 (I)**
	Professional Communication			AB562 or AB569 (A)
				AB591 (B)
				AB592 (I)
				AB592 (I)
				AB594 (A)
				Thesis or Applied Project Capstone (A)
PROFESSIONAL PRACTICE	Concepts, Principles, & Application	Graduates will apply the principles of behavior to effect socially significant behavior change to improve clients' lives.	By the end of the program, students will be able to analyze behavior, design interventions, and evaluate interventions, by applying basic behavioral principles and assessment techniques to effect socially significant behavior change	**AB520 (B)**
				AB590 (B)
				AB521 (I)
				AB524 (A)
				AB523 (I)
				AB536 (I)
				AB551 (I)
				AB539 (I)
				AB537 (I)
				AB560 or AB566 (I)
				AB561 or AB567 (I)
				AB562 or AB568 (A)
				AB591 (B)
				AB592 (I)
				AB592 (I)
				AB594 (A)
				Thesis or Applied Project Capstone (A)
SCHOLARSHIP	Research & Evaluation	Graduates will conduct and evaluate research effectively and ethically.	By the end of the program, students will be able to conduct behavior-analytic research and evaluate behavior-analytic and other psychological research effectively and ethically	**AB550 (B)**
				AB551 (I)
				AB537 (I)
				AB560 (I)
				AB561 or AB567 (I)
				AB562 or AB568 (A)
				AB591 (B)
				AB592 (I)
				AB592 (I)
				AB594 (A)
				Thesis or Applied Project Capstone (A)

Appendix B – M.S. Applied Behavior Analysis Assessment Plan

Master of Science in Applied Behavior Analysis
ASSESSMENT PLAN

(Levels at which outcomes are assessed: B=beginning, I=intermediate, A=advanced; **BOLD**=key assessment)

	1 Evaluate the impact of diversity issues on individuals and society and demonstrate sensitivity and competence while working with diverse populations.	2. Evaluate and resolve ethical dilemmas in accordance with behavior-analytic and psychological ethical guidelines.	3. Establish rapport and communicate effectively with clients, stakeholders, and other professionals.	4. Analyze behavior, design interventions, and evaluate interventions, by applying basic behavioral principles and assessment techniques to effect socially significant behavior change.	5. Conduct behavior-analytic research and evaluate behavior-analytic and other psychological research effectively and ethically.
AB520 Concepts & Principles of Behavior Analysis				**B**	
AB521 Applied Behavior Analysis I				I	
AB524 Applied Behavior Analysis II				A	
AB523 Verbal Behavior				I	
AB536 Assessment & Intervention	I	**I**	I	**I**	
AB546 Diversity in Clinical Practice	**I**				
AB547 Professional Ethics & Issues	**B**	**B**			
AB550 Observation & Measurement					**B**
AB551 Research Methods				I	**I**
AB519 Clinical Interviewing	I		**I**		
AB539 Science & Human Behavior	I			I	
AB537 Introduction to the Experimental Analysis of Behavior				I	I
AB560 Advanced Research Project I	I	I		I	I
AB561 Advanced Research Project II	I	I		I	I
AB562 Advanced Research Project III	A	A	A	A	A
AB566 Advanced Applied Project I	I	I		I	
AB567 Advanced Applied Project II	I	I		I	I
AB568 Advanced Applied Project III	A	A	A	A	A
AB590 Professional Development Group I			**B**	B	
AB591Practicum I	B	B	B	B	B
AB592Practicum II	I	I	I	I	I
AB593Practicum III	I	I	I	I	I
AB594Practicum IV	A	**A**	**A**	**A**	A
Applied Project & Defense or Thesis & Defense	**A**	A	**A**	**A**	**A**