



Graduate School of Applied and Professional Psychology (GSAPP)  
Rutgers University  
New Brunswick, New Jersey  
Fall 2022  
18:820:511:01 Practicum in Applied Behavior Analysis  
Credits: 3  
Level: Graduate  
Date & Time: Every other Monday of the month; 4:30-5:30 PM  
Location: SMH 219

Instructor: Yulema Cruz, PhD, BCBA-D  
Office: Nelson Biology Laboratories, Rm D309  
Phone: 848.445.3926  
E-mail: [y.cruz@rutgers.edu](mailto:y.cruz@rutgers.edu)  
Office Hours: By appointment

The instructor will make every reasonable effort to meet virtually or in-person with students whenever necessary. The instructor will also

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### **Course Description**

Practicum Placement provides an opportunity to perform activities in applied psychology under the direct supervision of a Board Certified Behavior Analyst (BCBA). This course involves a supervised placement in a clinical and/or research setting for a *minimum of 225 hours per semester or about 15 hours per week*. The purpose of the practicum placement is to provide students with the opportunity to integrate professional knowledge with clinical and professional skills. Students are required to document clinical and/or research hours during the semester and submit an evaluation of their work by their supervisor at the end of the semester. Individual concerns related to practicum will be addressed individually by appointment. Successful completion of this course is necessary to graduate.

### **Course Overview**

The professional practicum is likely to be a demanding experience, but it may also prove to be a personally and professionally satisfying training experience. Students will continue to work on the professional goals and behavioral anchors they included in the Supervision Contract. If the student has taken on a new placement, a new supervision contract for this placement must be submitted.

As you continue to link theory, content, and process courses with real life experience you will develop your professional identity. Through on-site supervision, self-reflection and openness to feedback you will be learning about yourself. You enter this course as a trainee and leave a

young professional. Therefore, use this class to enjoy the journey and to both facilitate and synthesize the experience for you.

### **Objectives for the Course**

The practicum is an opportunity to gain work experience in ABA. At the completion of the course:

1. Students will acclimate to the practicum experience.
2. Students will identify continue development of the key clinical competencies for graduate training in ABA.
3. Students will actively seek supervision and demonstrate openness to feedback, thus becoming an educated consumer of clinical supervision.
4. Students will continue to develop the capacity to self-reflect on the experience of offering ABA services in an applied setting.
5. Students will understand and apply ethical and legal principles to the practice of ABA, adhere to ethical and legal standards of ABA, and practice ethical problem solving.
6. Students will think about presenting problems in the context of human growth and development.
7. Students will work on developing skills in assessment and intervention.
8. Students will increase self-awareness and understand the importance of self-care strategies for the helping professional.
9. Students will begin to develop a professional identity.

*Although there is some overlap between this practicum course's requirements and the BACB's Fieldwork requirements, this practicum is not sufficient to fully meet the BACB's Fieldwork requirements. Please refer to the BACB's [BCBA Handbook](#).*

### **Required Readings**

Behavior Analyst Certification Board (2022). *Board Certified Behavior Analyst Handbook*. Littleton, CO: Author. [https://www.bacb.com/wp-content/uploads/2022/01/BCBAHandbook\\_220713.pdf](https://www.bacb.com/wp-content/uploads/2022/01/BCBAHandbook_220713.pdf)

Jurgens, H., Cordova, K. L., & Cruz, Y. (2022). *The ABA supervision handbook: A guide to quality fieldwork experience* (2<sup>nd</sup> ed.). KHY ABA Consulting Group, Inc. <https://khyaba.com/products-and-services/ols/products/the-aba-supervision-handbook-a-guide-to-quality-fieldwork-experience>

### **Recommended Reading**

Kazemi, E., Rice, B., Adzhyan, P. (2018). *Fieldwork and supervision for behavior analysts: A handbook*. Springer Publishing Company.

LeBlanc, L. A., Sellers, T. P., Ala'I, S. (2020). [\*Building and sustaining meaningful and effective relationships as a supervisor and mentor\*](#). Sloan Publishing.

## **Class Schedule**

This course consists of in-person training in a clinical or research setting under supervision by a BCBA. Students will submit and maintain a supervision contract between them and their site supervisor, which establishes professional goals and the agreed upon supervision arrangement for the experience. Additionally, there must be an affiliation agreement between the site and GSAPP/Rutgers.

We will meet biweekly to share the fieldwork experience, explore opportunities for professional development, reflect on clinical work, and learn from one another. Additionally, students can participate in discussions through the Canvas discussion board. The instructor is available throughout the semester to help discuss and manage any issues that arrive and for general practicum related guidance.

## **Meeting Schedule**

**9/12/2022: 4:30-5:30 PM**

**9/19/2022: 4:30-5:30 PM (extra meeting make up for first week)**

**10/03/2022: 4:30-5:30 PM**

**10/17/2022: 4:30-5:30 PM**

**10/31/2022: 4:30-5:30 PM**

**11/14/2022: 4:30-5:30 PM**

**11/28/2022: 4:30-5:30 PM**

**12/12/2022: 4:30-5:30 PM**

## **Assignments and Evaluation Method**

This course provides a home base for you during your practicum. The supervision contract will specify goals and behavioral anchors and will be the basis of the end of year supervisor evaluation. Through interaction with peers and individual contact with professor, student may address issues related to ethical and legal issues, using supervision, keeping records and progress notes, managing time and stress, and launching a professional career. Students will remain in contact with the instructor via biweekly meetings, email, telephone, or Canvas when necessary. All contact information is located on the first page of this syllabus.

To obtain a grade of Pass for this course, students must:

- √ Attend and participate in all biweekly class sessions.
- √ Create a BACB account.
- √ Have a supervision contract in place identifying goals and behavioral anchors.
- √ Complete ALL course assignments.
- √ Document clinical hours (minimum 225 hours are required).
- √ Submit a signed evaluation of their clinical or research work by their practicum supervisor at the end of the term.
- √ Maintain contact with the instructor during the semester by attending biweekly meetings and responding to emails, participating in discussion groups, submitting assignments on time, and by raising issues when necessary.

**Class Schedule (tentative, subject to change)**

Week/Date	Topic	Assignment	Assignments Due
Week 2 9.12.2022	Course Overview	BACB Account	9.12.2022
Week 3 9.19.2022	The ABA Supervision Contract	Supervision Contract	9.19.2022
Week 5 10.03.2022	The ABA Supervision Handbook	Foundational Skills Assessment September Monthly FVF	10.03.2022
Week 7 10.17.2022	Becoming a BCBA	Curriculum Vitae (CV) or Resume	10.17.2022
Week 9 10.31.2022	Case discussion & reflection. Bring your data!	Job/Graduate School October Monthly FVF	10.31.2022 11.03.2022
Week 11 11.14.2022	Case discussion & reflection. Bring your data!	Cover Letter/Personal Statement	11.14.2022
Week 13 11.28.2022	Case discussion & reflection. Bring your data!	November Monthly FVF	12.03.2022
Week 15 12.12.2022	Case discussion & reflection. Bring your data!	Student End of Semester Evaluation Practicum Site & Supervisor Evaluation December Monthly FVF	12.19.2022 12.22.2022

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C**	Average	<b>70-79 (2.0) Grades of C or lower do not count toward graduation</b>
F	Failure	<b>69 or below (0.0)</b>
INC	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
PA	Pass	
NC	No credit given	

**\*\*\*Please note that ALL deadlines, page limits, and requirements are NOT suggestions. Failure to adhere to these will result in point loss.**

**Program requirement**

All MAP/MABA and Graduate Certificate in ABA students must achieve a grade of “B” or better and maintain a GPA of 3.0, or academic remediation will be enforced.

## **Attendance and Participation**

A minimum of 225 hours is required. You are expected to attend your practicum placement and all scheduled supervision sessions with your practicum supervisor. Appropriate attire and ethical, professional behavior are required. If you cannot commit to completing 225 hours this semester, you will be encouraged to withdraw from the class. You are expected to attend biweekly meetings and participate in discussion groups in an open and respectful manner.

Meeting attendance and class participation are major components of this class. **In-person, on-campus, live attendance is required to pass this course.** Therefore, you are expected to attend all class meetings and arrive on time. *No unexcused absences are permitted. Missing a class will result in a cumulative 5%-point deduction for each day of absence, from your final grade/points.* If you are forced to miss an excessive amount of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked on your record. The only excused absences are the following: (a) personal medical emergency or serious illness/injury, (b) death or serious illness in the family, (c) military duties, and (d) jury duty. They will always require some form of documentation. Examples include a doctor's note (on letterhead and signed by the doctor), obituary or funeral program (includes family member's name), court order/notice, etc. You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence. Please understand the significance of this policy and plan accordingly.

## **Masking Requirement**

Effective Monday, April 4, the use of face coverings in offices, conference rooms, research labs, housing, and public spaces in buildings will be optional. However, face coverings will still be required in all teaching spaces (classrooms, lecture halls, seminar rooms, etc.), teaching labs, computer labs, buses, libraries, and clinical facilities. Additionally, face coverings will continue to be required in student-staff and student-faculty meeting spaces. The decision to use face coverings in spaces where they are not required is entirely a matter of individual choice and should always be respected. As a practical matter, and in the event that the need arises, you should always carry a face covering.

## **Practicum Issues**

Students should make an appointment to discuss practicum related issues or concerns with the instructor.

## **Computer/Cell Phone Use in Class**

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

## **Important Dates**

<https://scheduling.rutgers.edu/scheduling/academic-calendar>

## **Academic Integrity**

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu>

## **Student Resources**

<https://gsapp.rutgers.edu/current-students/important-links>

## **Disability Statement**

Rutgers University welcomes students with disabilities into all the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where they are officially enrolled, participate in an intake interview, and provide documentation (<https://ods.rutgers.edu/students/documentation-guidelines>). If the documentation supports their request for reasonable accommodations, their campus's disability services office will provide them with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; [dfoffice@rci.rutgers.edu](mailto:dfoffice@rci.rutgers.edu) or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

## **Title IX**

<https://nbtitlxi.rutgers.edu/policies-and-procedures>

## **Counseling services**

Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer several useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

## **Intellectual Property**

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#).

Similarly, these copyright protections extend to original papers you produce for this course. If I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions is to be recorded, and such recordings *cannot be circulated outside the course*.

## **Program Information**

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**Rutgers University Mission:** As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two. As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

**GSAPP Mission:** The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.

4. **Knowledge generation and dissemination** using contemporary research approaches.

**Department of Applied Psychology Statement:** The Department embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP/MABA degrees will prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs. In addition to completing the required coursework (36 credits), completion of the MAP/MABA degrees will be marked by a culminating academic experience - Capstone project (either a research project/presentation [3 credits] and experiential learning activity [6-credit practicum training]). In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development. Students in the MABA program will enhance their research proficiency through completion of a thesis project.

**MABA Statement:** Our program is perfectly aligned with Rutgers University's and GSAPP's *mission to train professionals who can integrate scientific knowledge with innovation in the delivery of clinical care that helps individuals and the local, national, and global communities where they live*. Students have the opportunity to learn through coursework as well as real world experiences. Graduates will be well-educated, qualified, and competent direct-service behavior analysts and clinical researchers who have a special commitment to direct community involvement and to underserved populations.

The *foundation* is based on knowledge of the scientific basis of ABA and the values our school embraces--civic and global citizenship; social justice and helping the underserved; and cultural diversity. It is our expectation that these values will become the lens through which students view human interactions and will be emphasized in their supervision groups.

The *applied* emphasis of the program includes opportunities for students to receive training in socially significant areas of behavior analysis, participate in practicum, and have opportunities to integrate their didactic and applied learning experiences. This program will prepare graduates to become BCBAs who can independently practice ABA or continue to obtain their doctorate in behavior analysis.

Students will be required to integrate their learning through participation in supervised fieldwork/practicum in ABA. Additionally, graduate students will demonstrate their clinical and research proficiency through a capstone project or thesis.