



Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Spring 2024

18:820:511:01 Practicum in Applied Behavior Analysis II
Credits: 3

Level: Graduate

Date & Time: **Every other Thursday of the month; 5:00 – 6:00 PM EST**

Location: **Nelson Biology Laboratories (NH) Rm. D340**

Instructor: Yulema Cruz, PhD, BCBA-D

Office: Nelson Biology Laboratories, Rm. D309

Phone: 848.445.3926

E-mail: y.cruz@rutgers.edu

Office Hours: Thursdays @ 3:00 – 4:00 PM

The instructor will make every reasonable effort to meet with students whenever necessary.

Course Description

Practicum Placement provides an opportunity to perform activities in applied psychology under the direct supervision of a Board Certified Behavior Analyst® (BCBA®) with at least one year of experience as a supervisor. 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, complete an assessment of their practicum site and supervisor, 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 students continue to link theory, content, and process courses with real life experiences, they will develop their professional identity. Through on-site supervision, self-assessments, and openness to feedback, students will learn about themselves. Students enter this course as trainees

and leave as young professionals. Therefore, they should use this class to enjoy the journey and facilitate as well as synthesize the experience for them.

Objectives for the course:

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

1. identify continue development of the key clinical competencies for graduate training in ABA
2. actively seek supervision and demonstrate openness to feedback, thus becoming an educated consumer of clinical supervision
3. continue to develop the capacity to self-assess the experience of offering ABA services in an applied setting
4. become educated consumers of research and learn to apply research and theory into the practicing of helping relationships
5. 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. think about presenting problems in the context of human growth and development
7. work on developing skills in assessment and intervention in either or both clinical and research settings
8. increase self-awareness and understand the importance of self-care strategies for the helping professional
9. continue 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® 2022 Eligibility Requirements](#) outlined in the BCBA® Handbook.

Readings

Required:

Behavior Analyst Certification Board® (2022). *Board Certified Behavior Analyst® Handbook*. Littleton, CO: Author. https://www.bacb.com/wp-content/uploads/2022/01/BCBAHandbook_221202.pdf

Recommended:

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

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 or 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. The instructor is available throughout the semester to help discuss and manage any issues that arrive and for general practicum related guidance.

Meeting Schedule

01/18/2024: 5-6 PM EST @ NH D340

02/01/2024: 5-6 PM EST @ NH D340

02/15/2024: 5-6 PM EST @ NH D340

02/29/2024: 5-6 PM EST @ NH D340

Spring Break!!!

03/28/2024: 5-6 PM EST @ NH D340

04/11/2024: 5-6 PM EST @ NH D340

04/25/2024: 5-6 PM EST @ NH D340

Assignments and Evaluation Method:

This course provides a home base for students during their 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, students may address issues related to ethical and legal dilemmas, 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, Zoom, 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.
- √ have a supervision contract in place identifying goals and behavioral anchors.
- √ document clinical hours (minimum 225 hours are required).
- √ complete all assignments throughout the course.

- √ submit a signed evaluation of their clinical or research work by their practicum supervisor at the end of the term.
- √ submit a signed evaluation of their practicum site and 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, or by raising issues when necessary.

Program requirement: All MABA students must achieve a grade of Pass or academic remediation will be enforced.

Expectations for Participation

Attendance and Participation:

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

Practicum Issues

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

Important Dates

Please make sure to follow the GSAPP and RU academic calendars:

<https://gsapp.rutgers.edu/about/academic-administrative-calendar>

<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

For more information, visit: <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>).

Title IX

<https://nbttitleix.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

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. Individuals receiving a graduate 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. 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.

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.

In sum, our MABA program prepare graduates for careers as scientist practitioners who perform public service in support of the needs of the citizens.