**SOCSCI 2UR3: Single Subject Research Design**

# **Course information:**

* Dates: Wednesday, September 7, 2022 – Wednesday, December 7, 2022
* Time: 7:00p-10:00p
* Instructor: Mary Hume, BCBA
* Classroom: KTH B124
* Office: KTH 208
* Office hours: Wednesdays - 5:30P-6:30P or by appointment (email facilitator for virtual appointment)
* Email: humem@mcmaster.ca

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# **Course Overview**

## Course Description:

## This course presents an introductory examination of single subject design and its applications in the field of Applied Behaviour Analysis.

Course Objectives:

Upon completion of this course, students will be able to:

1. Identify the features of different types of single subject design and their application.
2. Explain the differences between various types of single subject designs.
3. Explain how treatment effectiveness is determined through single subject designs.
4. Develop a research-based proposal for using single subject design.

Developing Transferable Skills

You will work on developing academic skills that are transferable to your other university courses as well as to the workforce. These skills include:

* critical reading, thinking and problem solving;
* communication (oral, written, and visual);
* Self-monitoring and evaluation;
* research skills; and
* Collaborative working skills

## Course Format:

This course will be taught in person.

This semester we will be incorporating interteaching into class time. Interteaching is an evidence-based behavioural approach to learning that requires active student engagement. Students will be required to engage with each other and the materials to build fluency.

#### Class time will include a traditional lecture led by the facilitator followed by an interteaching session led by students. Students will be required to break up into small groups to go over and complete activities and student response forms. These forms will be made available during class and are filled out by students after they have attended classes.

#### At the beginning of each class, the facilitator will use the previous week’s response forms to create a clarifying lecture based on student questions/comments.

## Required Texts:

##

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ISBN** | **Textbook Title & Edition** | **Author & Publisher** |
| Required | 9780130623218 | Single Case Research Designs in Educational and Community Settings | O’Neill, R.E., John J. McDonnell, Felix F. Billingsley, & William R. Jenson (2011). Pearson. |
| Recommended | 9781138685260 | Research methods in applied behavior analysis 2nd Edition. | Bailey, J. S., & Burch, M. R. (2017).  Pearson. ISBN: |

## Additional Suggested Readings:

1. [Insert additional reading text here]
2. [Insert additional text here]

# **Course Requirements/Assignments**

## Requirements Overview and Deadlines:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Activity** | **%** **of Grade** | **Date Due** | **Notes** |
| Hypothetical Research Paper (25%) | 1. Topic Proposal (4%)
2. Abstract and Introduction (7%)
3. Methods (7%)
4. Results and Discussion (7%)
5. Final Draft – Hand in with revisions (25% total)
 | 1. September 14, 2022
2. October 5, 2022
3. October 26, 2022
4. November 16, 2022
5. November 30, 2022
 | See Description and Rubrics via A2L |
| Quizzes (X4)(20%) | 20% - 4 x 5% | * Quiz 1 – September 21, 2022

Quiz 2 – October 12, 2022* Quiz 3 – November 9, 2022

Quiz 4 – November 30, 2022To be completed via A2L | Not cumulative |
| Inter-teaching Attendance & Feedback(10%) | 20% | To be completed via A2L after every class | See Description and Rubrics via A2L |
| TCPS 2: Core Modules(5%) | 10% | November 30, 2022 | To be completed online and submitted via A2L Drop Box |
| Post-Lecture In-Class Activities | 20%  | To be completed and submitted via A2L after every class | See Description and Rubrics via A2L |
| Final Exam (Cumulative) | 20% | TBD | Cumulative |

*Quizzes (x4):*

Content for the quizzes will be derived from lecture content, readings and practical activities completed in class. Quizzes are not cumulative. Quizzes will be completed on A2L. Prep Guides will be available each week to guide note taking and studying. Completion of these is not mandatory. They are provided as a study aid.

*Practical Assignments:*

To encourage reading all assigned articles and chapters before class, and consistent attendance we will be completing practical in class assignments this session. Students may complete in small groups or individually. Each student must submit their own assignment via A2L drop box. These assignments will be used to facilitate class discussion, and provide practice opportunities for students to synthesize their learning.

Activities will be conducted either during the first hour of class or the last hour, late arrival, or absence from class that day will result in a 0, there are no make-ups for these activities.

*Interteaching Feedback Response Forms:*

At the end of each session, students will complete a feedback form via A2L. This form will be marked for completion and attendance. These forms will be used to create a clarifying lecture for the following class. Feedback will be submitted through A2L.

#### Absence from class will result in a 0.

*Hypothetical Research Paper:*

This project will be completed individually. The purpose of this assignment is for students to gain experience in (a) designing a study using single-case methodology, and (b) writing a research paper. The approximate page length of a journal brief report article (Max. 3000 words). Projects must be completed in APA format. The project should use either a withdrawal design, a variation of the multiple baseline design, changing criterion design, a variation of the alternating treatments design, or a combination design. You will choose a topic and investigate the literature for at least 8 peer-reviewed articles on the topic. You will propose a single-subject design study for a fictitious problem and hand in a 1-page justification of your topic. This paper should demonstrate the synthesis and evaluation of key course concepts related to single-case research design. Sections of the research paper will be handed in separately throughout the semester (due dates indicated above). Feedback will be provided per section. A revised final draft of the research paper will be handed in on the final day of class (with revisions highlighted). If revisions meet the criteria of the rubric, grades will be changed to reflect final revisions. (Up to 5% in total). Templates and Rubrics will be provided via A2L.

*TCPS 2: Core Modules:*

The purpose of completing these modules is to provide students with a broad overview of conducting human subject research. The online tutorial is an introduction to the 2nd edition of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2). It consists of eight modules focusing on the guidance in TCPS 2 that is applicable to all research regardless of discipline or methodology. Students must provide proof of completion via A2L drop box. The modules can be accessed here: <http://tcps2core.ca/>

*Final Exam (cumulative):*

The final exam is cumulative and will include content covered in class and in the readings over the course of the semester. Exam will be administered via A2L.

# **Assignment Submission and Grading**

## Form and Style:

* All written assignments MUST follow APA 6th or 7th edition citation style
	+ <https://libguides.mcmaster.ca/APA>
	+ <https://guides.library.unr.edu/apacitation>
* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Assignments will be submitted via A2L in .docx format ONLY
* Individual assignments submitted electronically MUST include your last name in the filename: e.g., Smith\_Assignment\_5\_Article\_Assessments.docx

## Avenue to Learn:

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss with the course instructor.

Turnitin.com:

In this course we may be using a web-based service (Turnitin.com) to reveal plagiarism. If announced by the instructor, students will be expected to submit their work electronically to Turnitin.com as well as in hard copy so that it can be checked for plagiarism. Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of their work to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

Late Submissions:

All work is due on the date stated, at the beginning of class, unless other arrangements have been made in advance with the instructor at least 24 hours in advance. A late penalty of 5 percentage points per day will apply after the due date (weekends included).

Class Participation and Engagement:

Class participation and engagement is a vital component of this course (and of active learning). Therefore, the expectation is for all students to be ‘active’ participants in this course. This means attending all classes, being actively involved in class activities and thoughtful discussion, and completing all assignments. The success of this course depends on you! Students who are most successful in this course fulfill these expectations and engage in all aspects of the course.

Policy for Returning Assignments/Posting Grades:

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow the return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; all tests and assignments must be returned directly to the student.

And since it is important for student learning and skills development that students receive feedback on their assignments as they progress through the course, you can expect to receive feedback (comments and a grade) on each of your examinations and the group assignment in a timely fashion. This will allow you the opportunity to see how you performed on each assignment and time to discuss any questions you might have with your instructor. Please allow 1 week from the date of submission for all written assignments and tests for grade upload.

The following possibilities exist for the return of graded materials:

  1.      direct return of materials to students in class;

2.      return of materials to students during office hours;

3.       submit/grade/return papers electronically.

Arrangements will be finalized for the return of assignments from the options listed above by the instructor during the first class.

Grades for examinations and written assignments will be posted in Avenue2Learn.

Final grades for the course will be posted on Mosaic.

## Extreme Circumstances:

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Academic Integrity:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the several types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity.).

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations.

## Academic Accommodation of Students with Disabilities:

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca for further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) policy.

## Religious, Indigenous and Spiritual Observances (RISO):

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Please review the [RISO information for students in the Faculty of Social Sciences](https://socialsciences.mcmaster.ca/current-students/riso) about how to request accommodation.

## E-mail Communication Policy:

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## McMaster Student Absence Form (MSAF):

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

# **Course Weekly Topics and Readings**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic, Lecture Details & Activities** | **BACB Content Areas** |
| **Week 1**Wednesday, September 7, 2022 | **Introduction to course and course requirements***Reading(s):** O’Neil et al. (2011): Chapter 1: Historical Background and Development of Single Case Research Methods
* Byiers, B. J., Reichle, J., & Symons, F. J. (2012). Single-subject experimental design for evidence-based practice. American journal of speech-language pathology.
* Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. Exceptional children, 71(2), 165-179.

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L
* Class Intro Survey Due
 | *B-01, B-02, B-03, FK-47, FK-48* |
| **Week 2**Wednesday, September 14, 2022 | **Measurement and Selection of Variables** *Reading(s):** O’Neil et al. (2011): Chapter 2: Defining What to Measure and How to Measure It
* Bosch, S., & Fuqua, R. W. (2001). Behavioral cusps: a model for selecting target behaviors. Journal of Applied Behavior Analysis, 34(1), 123.
* Fiske, K., & Delmolino, L. (2012). Use of discontinuous methods of data collection in behavioral intervention: Guidelines for practitioners. Behavior Analysis in Practice, 5(2), 77-81.
* LeBlanc, L. A., Raetz, P. B., Sellers, T. P., & Carr, J. E. (2016). A proposed model for selecting measurement procedures for the assessment and treatment of problem behavior. Behavior Analysis in Practice, 9(1), 77-83.

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L

TOPIC PROPOSAL DUE | *B-01, B-02, H-01, H-02, H-03, H-04, H-05, J-15* |
| **Week 3**Wednesday, September 21, 2022 | **Basic principles of experiments***Reading(s):** O’Neil et al. (2011): Chapter 3: Internal and External Validity and Basic Principles and Procedures of Single Case Research (SCR) Designs

Hawkins, R. P. (1991). Is social validity what we are interested in? Argument for a functional approach. Journal of Applied Behavior Analysis, 24(2), 205-213.* Schwartz, I. S., & Baer, D. M. (1991). Social validity assessments: Is current practice state of the art? Journal of applied behavior analysis, 24(2), 189-204.
* Vollmer, T. R., Sloman, K. N., & Pipkin, C. S. P. (2008). Practical implications of data reliability and treatment integrity monitoring. Behavior Analysis in Practice, 1(2), 4-11.

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L

QUIZ 1 Due | *A-01, A-02, A-03, A-04, A-05, A-06, A-07, A-08, A-09, A-10, A-11, A-12, A-13, B-01, B-02, B-03, FK-47, FK-48, J-15* |
| **Week 4**Wednesday, September 28, 2022 | **Visual Analysis***Reading(s):** O’Neil et al. (2011): Chapter 4: Making Sense of Your Data: Using Graphic Displays to Analyze and Interpret It
* Kazdin, A. E. (2021). Single‐case experimental designs: Characteristics, changes, and challenges. Journal of the Experimental Analysis of Behavior, 115(1), 56-85.
* Lane, J. D., & Gast, D. L. (2014). Visual analysis in single case experimental design studies: Brief review and guidelines. Neuropsychological rehabilitation, 24(3-4), 445-463.
* Ledford, J. R., Barton, E. E., Severini, K. E., & Zimmerman, K. N. (2019). A primer on single-case research designs: Contemporary use and analysis. American Journal on Intellectual and Developmental Disabilities, 124(1), 35-56.

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L
 | *H-01, H-03, H-04, H-05, I-05, FK-47, FK-48, J-15* |
| **Week 5**Wednesday, October 5, 2022 | **Withdrawal and Reversal Designs***Reading(s):** O’Neil et al. (2011): Chapter 6: Withdrawal and Reversal Designs
* Craig, A.R. Self-Administered Behavior Modification to Reduce Nail Biting: Incorporating Simple Technology to Ensure Treatment Integrity. Behav Analysis Practice 3, 38–41 (2010). https://doi.org/10.1007/BF03391763
* Croley, K.E., Drevon, D.D., Decker, D.M. et al. The Effect of the Fidget Cube on Classroom Behavior among Students with Perceived Attention Difficulties. Behav Analysis Practice (2022). <https://doi.org/10.1007/s40617-022-00734-4>

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L

ABSTRACT & INTRODUCTION DUE | *B-01, B-02, B-03, B-04, C-01, C-02, C-03, I-01, I-02, I-01, I-04, I-05, J-15* |
| **Week 6**Wednesday, October 12, 2022 | **MID TERM RECESS****NO CLASSES (Monday, October 10 to Sunday, October 16)** |  |
| **Week 7**Wednesday, October 19, 2022 | **Multiple Baseline and Multiple Probe Designs***Reading(s):** O’Neil et al. (2011): Chapter 7: Multiple Baseline and Multiple Probe Designs
* Canon, L.F., Gould, E.R. A Preliminary Analysis of the Effects of Clicker Training and Verbal Instructions on the Acquisition of Relationship-Building Skills in Two Applied Behavior Analysis Practitioners. Behav Analysis Practice 15, 383–396 (2022). <https://doi.org/10.1007/s40617-021-00555-x>
* Wilson, A.N., Dzugan, E. & Hutchinson, V.D. Using a Nonconcurrent Multiple-Baseline Across-Participants Design to Examine the Effects of Individualized ACT at School. Behav Analysis Practice 15, 141–154 (2022). https://doi.org/10.1007/s40617-021-00558-8
* Wolfe, K., Barton, E.E. & Meadan, H. Systematic Protocols for the Visual Analysis of Single-Case Research Data. Behav Analysis Practice 12, 491–502 (2019). https://doi.org/10.1007/s40617-019-00336-7

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L

QUIZ 2 | *B-01, B-02, B-03, B-07, B-08, C-01, C-02, C-03, I-01, I-02, I-01, I-04, I-05, J-15* |
| **Week 8**Wednesday, October 26, 2022 | **Changing Criterion Designs***Reading(s):** O’Neil et al. (2011): Chapter 8: Changing Criterion Designs

Hodges, A., Davis, T., Crandall, M. et al. Using Shaping to Increase Foods Consumed by Children with Autism. J Autism Dev Disord 47, 2471–2479 (2017). <https://doi.org/10.1007/s10803-017-3160-y>* Klein, L. A., Houlihan, D., Vincent, J. L., & Panahon, C. J. (2015). Best Practices in Utilizing the Changing Criterion Design. Behavior Analysis in Practice, 1-10.
* McDougall, D. (2005). The range‐bound changing criterion design. Behavioral Interventions: Theory & Practice in Residential & Community‐Based Clinical Programs, 20(2), 129-137.

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L

METHODS DUE | *B-01, B-02, B-03, B-06, C-01, C-02, C-03, I-01, I-02, I-01, I-04, I-05, J-15* |
| **Week 9**Wednesday, November 2, 2022 | **Multiple Treatment/Multi-Element Designs***Reading(s):** O’Neil et al. (2011): Chapter 9: Multiple Treatment Designs (MTD)
* Narayan, J. S., Heward, W. L., Gardner III, R., Courson, F. H., & Omness, C. K. (1990). Using response cards to increase student participation in an elementary classroom. Journal of Applied Behavior Analysis, 23(4), 483-490.
* Patel, M. R., Piazza, C. C., Martinez, C. J., Volkert, V. M., & Santana, C. M. (2002). An evaluation of two differential reinforcement procedures with escape extinction to treat food refusal. Journal of Applied Behavior Analysis, 35(4), 363-374.
* Reid, D.H., Parsons, M.B. & Lattimore, L.P. Designing and Evaluating Assessment-Based Interventions to Reduce Stereotypy Among Adults with Autism in a Community Job. Behav Analysis Practice 3, 27–36 (2010). <https://doi.org/10.1007/BF03391762>

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L

QUIZ 3 | *B-01, B-02, B-03, B-05, C-01, C-02, C-03, I-01, I-02, I-03, I-04, I-05, J-15* |
| **Week 10**Wednesday, November 9, 2022 | **Functional Analysis***Reading(s):** Deshais, M., Tate, S., & Kahng, S. (2022). Problem Behavior and Applied Behavior Analysis. In Handbook of Autism and Pervasive Developmental Disorder (pp. 975-995). Springer, Cham.
* Hanley, G.P. Functional Assessment of Problem Behavior: Dispelling Myths, Overcoming Implementation Obstacles, and Developing New Lore. Behav Analysis Practice 5, 54–72 (2012). <https://doi.org/10.1007/BF03391818>
* Iwata, B.A., Dozier, C.L. Clinical Application of Functional Analysis Methodology. Behav Analysis Practice 1, 3–9 (2008). <https://doi.org/10.1007/BF03391714>

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L
 | *B-01, B-02, B-03, B-05, C-01, C-02, C-03, I-01, I-02, I-03, I-04, I-05, J-15* |
| **Week 11**Wednesday, November 16, 2022 | **Alternating Treatment Designs***Reading(s):** O’Neil et al. (2011): Chapter 10: Alternating Treatment Designs

Brennan, J., Crosland, K. Evaluating the Use of Stability Ball Chairs for Children with ASD in a Clinic Setting. Behav Analysis Practice 14, 1079–1084 (2021). <https://doi.org/10.1007/s40617-021-00606-3>* Libby M. E, Weiss J. S, Bancroft S, Ahearn W. H. A., (2008). A Comparison of most-to-least and least-to-most prompting on the acquisition of solitary play skills. Behavior Analysis in Practice. 1:37–43.
* Quigley, J., Griffith, A.K. & Kates-McElrath, K. A Comparison of Modeling, Prompting, and a Multi-component Intervention for Teaching Play Skills to Children with Developmental Disabilities. Behav Analysis Practice 11, 315–326 (2018). <https://doi.org/10.1007/s40617-018-0225-0>

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L

RESULTS AND DISCUSSION DUE | *B-01, B-02, B-03, B-05, C-01, C-02, C-03, I-01, I-**02, I-05, J-15* |
| **Week 12**Wednesday, November 23, 2022 | **The Research Study Process***Reading(s):** O’Neil et al. (2011): Chapter 5: Common Steps and Barriers You May Have to Deal with in Conducting a Research Study
* O’Neil et al. (2011): Chapter 11: Disseminating Your Research Results

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L
 | *A-01, A-02, A-03, A-04, A-05, A-06, A-07, A-08, A-09, A-10, A-11, A-12, A-13, A-14, B-09, B-10, B-11, J-15* |
| **Week 13**Wednesday, November 30, 2022 | **Research and Practical Ethics***Reading(s):** Bailey & Burch (2002): Step 8: Ethics Check and Carrying out Research
* Brodhead, M.T., Quigley, S.P. & Wilczynski, S.M. A Call for Discussion About the Scope of Competence in Behavior Analysis. Behavior Analysis Practice 11, 424–435 (2018). <https://doi.org/10.1007/s40617-018-00303-8>
* Contreras, B.P., Hoffmann, A.N. & Slocum, T.A. Ethical Behavior Analysis: Evidence-Based Practice as a Framework for Ethical Decision Making. Behav Analysis Practice 15, 619–634 (2022). https://doi.org/10.1007/s40617-021-00658-5
* Normand, M.P., Donohue, H.E. Research Ethics for Behavior Analysts in Practice. Behav Analysis Practice (2022). <https://doi.org/10.1007/s40617-022-00698-5>

*Activities:*Interteach Feedback Responses due via A2L* Post-Lecture In-Class Activity due via A2L

FINAL DRAFT DUE* TCPS Core Modules Due

QUIZ 4 | *B-01, B-02, FK-47, FK-48, K-01, K-02, K-03, K-04, K-05, K-06, K-07, K-08, K-09, K-10, J-15* |
| **Week 14**Wednesday, December 7, 2022 | **Final Exam Review**In Class |  |
| **December 8-22, 2022****Final Exam TBD via A2L** |

# Additional Resources

* Behaviour Analyst Certification Board (BACB) & Ethics Resources

#### <https://www.bacb.com/ethics-information/>

#### Ontario Association for Behaviour Analysts (ONTABA)

<https://ontaba.org/>

* College of Psychologists of Ontario – ABA Portal

#### <https://cpo.on.ca/aba/aba-information-and-updates/>

* [Association for Behavior Analysis International](http://www.abainternational.org/)
* [Association of Professional Behavior Analysts](http://www.apbahome.net/)
* [Council of Autism Service Providers](https://casproviders.org/)

## Authenticity/Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to the [academic integrity website](http://www.mcmaster.ca/academicintegrity).