

Spring 2012

Field Work in Psychology

Douglass Developmental Disabilities Center

Dates to Remember

March 5-9	Initial FW Evaluations Feedback in Classroom
April 5	Article Critique Due
April 12	Log Due
April 12	Exam
April 30	Last Day of Classes

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The DDDC website: <http://gsappweb.rutgers.edu/dddc/>

Required Readings

Lee, D., & Axelrod, S. (2005) Behavior modification: Basic Principles, 3rd Ed. Pro-Ed. This textbook is available at the Rutgers University Book Store

Douglass Developmental Disabilities Center (2006). *Tutor Handbook*, New Brunswick: Author. This handbook is available free on line at http://dddc.rutgers.edu/students/syllabus_s.php

Schedule for Required Readings

January 26	Tutor Handbook
February 2	Tutor Handbook
February 9	Tutor Handbook
February 16	Lee & Axelrod, pp. 2-31
February 23	Lee & Axelrod, pp. 32-64
March 1	Lee & Axelrod, pp. 65-85
March 8	Lee & Axelrod, pp. 86-104
March 29	Lee & Axelrod, pp. 105-123

Campus Wide Emergency Contact

The University Department of Emergency Services urges everyone on campus to register with them for emergency contact. Their website address is: <https://eis.Rutgers.edu/cens/>

Course Requirements

Getting Started

For many people it takes a little time to adjust to being at the DDDC. We don't expect you to understand your role when you first arrive. We will do our best to orient you and after a few weeks it will no doubt feel more comfortable. Don't hesitate to ask questions, not just in the first few weeks, but at any point when you are perplexed. Also, remember that your grade is not based on what you do the first few weeks, or on the mid-semester evaluation. The clinical component of your grade comes from your final evaluation near the end of the semester. We will give you plenty of feedback during the semester to help you focus on what you need to learn. We are not watching to catch you making a mistake, but to help you learn by giving you feedback so you can keep on growing!

Orientation to the DDDC

The first day you report to the DDDC to work in a classroom you will have an orientation to Autism Spectrum Disorders and Applied Behavior Analysis from 9:00 to 11:00. This will be held in the Multipurpose room of the Gibbons campus building. Students who are assigned to the Ryders Lane building should report first to the Gibbons building for the orientation and then come directly to the Ryders Lane building after the presentation.

Grading

Your grade is based on two components: clinical performance (70%) and academic proficiency (exam and article critique) (30%). You will receive two evaluations of your clinical skills during the semester. The first will be for feedback, and the second will be used for grading purposes. The criteria for that evaluation are attached.

Readings and Exam

If you want to get the most out of the course you will complete the readings by the suggested date since these will be integrated into the lectures throughout the semester.

Attendance

As in any job, we expect perfect attendance. This applies to both your clinical work day and the Thursday class meeting. Your attendance will affect your grade in that if you are on the borderline between two grades and your attendance has been less than perfect, you will receive the lower grade. Every Thursday class meeting counts as ½ of one workday. You will be allowed to make up workdays and Thursday meetings that you missed providing you have called the school by 8:30 a.m. to let us know you are unable to make it in. Make-up days will occur during the last two weeks of the semester, and you will be able to arrange them ahead of time. This can only be done if you were granted an excused absence.

Safety

One of our most important responsibilities as therapists is to maintain a safe environment for our children. In most classrooms, this entails keeping track of where the children are at all times, not allowing them to engage in dangerous activities, keeping dangerous articles (such as scissors) out of their reach, etc. We regret having to establish punitive contingencies regarding this, but should a lapse in safety occur, this may be reflected in your clinical evaluation for that period.

Please be aware that to be effective in the Field Work course you have to be able to put the needs of the children, adolescents or adults with whom you work above your own needs during the time you are at the DDDC each week. If you do not have the emotional resources to be attentive to the needs of this population you should not take the Field Work course.

Conduct

Students are expected to conduct themselves in a manner consistent with the Rutgers University Code of Student Conduct and treat all DDDC students and employees with respect. Failure to abide by the Code of Student Conduct may result in expulsion from the course.

Article Critique

You will do a **very brief critique** of an article from the *Journal of Applied Behavior Analysis*. One of your tasks as a Field Work student is to go the website of the *Journal of Applied Behavior Analysis*, print an article and do a very short critique of that article. Here are the specific steps:

1. Enter the JABA website at the following address:
<http://seab.envmed.rochester.edu/jaba/>
 - a. Go to “Selected Articles Archive”
 - b. Open an article that has a title of interest and was written in the past 5 years
 - c. Print a copy of the article
2. **Answer each of the following questions in 2 to 5 typed sentences**
 - a. Give the APA style citation for the article. For example:

Ricciardi, J. N., Luselli, J. K., & Camare, M. (2006). Shaping approach responses as intervention for specific phobia in a child with autism. *Journal of Applied Behavior Analysis*, 39, 445-448.

- b. What is the problem that authors wanted to treat? (e.g., fear of animatronic objects)
- c. What methods did they use to treat it? (e.g., reinforcing approach behavior)
- d. Were their methods effective? Include the mean change (e.g., approach behavior went from 5% at baseline to 44% at a 6 month follow-up)

Personal log

We expect you to keep a log of your reactions to your experiences at the DDDC. After each day you spend at the school, write down some of your thoughts and feelings about the experience. Some days you may have no more than a few lines while other days you might want to write a page or two. It is up to you. Working with the kids will stir up a variety of feelings in you and it helps to be able to talk about them. Understanding one's feelings in a clinical setting is an important aspect of professional development. Grades will be based on your thoughtfulness in *describing* your feelings, not on the feelings as such. The logs are due in the middle of the semester and will be returned to you after the discussion group leader has read them. The topics you raise, (but not the personal details of your experience), will form the basis for a discussion of these issues in class.

Procedure for Delayed Openings or Closings

Inclement weather and building emergencies are unpleasant but to be expected. In keeping with the Delayed Opening/Closing Policy, we will use a notification system called Connect-Ed to inform you when the school will have a delayed opening, when it will be closed, or if and when there will be an early dismissal. We will collect your information about points of contact to reach you (e.g. cell phone or e-mail) for this system

In addition you can listen to **WCTC (1450 AM)** or **WMGQ (98.3 FM)** between 6:15 a.m. and 7:30 a.m. for school closing information. It will be announced under Special Facilities Closings.

If the school is on a **delayed opening, staff and undergraduates will report at 10 a.m.**, and the **students will arrive at 10:30 a.m.** Staff are expected to come to work even if no students come to school.

If we have school during inclement weather and the conditions do not improve before midday, we will have an early dismissal at 1:15 p.m. If we have a delayed opening we will not have an early dismissal. It will be one or the other.

Location

The DDDC is located in two buildings. One Center building, the Gibbons Building, is on the Gibbons Campus of Douglass College (<http://maps.rutgers.edu/building.aspx?id=111>) and the other is the Ryders Lane Building (<http://maps.rutgers.edu/building.aspx?id=511>) on the Cook campus. To find the buildings and determine how to get there by campus bus see the DDDC website (<http://gsappweb.rutgers.edu/dddc/>) or directly to the RU maps as noted above.

A FINAL NOTE

We realize that all of this printed matter with the requirements, do's and don'ts, and assignments may seem somewhat overwhelming to you at this point. Although it seems like a great deal of work (which it is), it can also be very rewarding for you to work at the DDDC, and FUN too! Please give us suggestions and feedback often about what you're getting out of your practicum experience and about how you could be getting more. We'll do whatever we can to make your experience here a positive one.

Topics and Locations for Thursday Lecture/Demonstrations

January 19	Organization. (Loree 115)
January 26	Classroom Teaching (Classroom)
February 2	Classroom Teaching (Classroom)
February 9	Classroom Teaching (Classroom)
February 16	Introduction to ABA Principles and Data Collection. Professor Sloman (Gibbons Cir)
February 23	Advanced topics in Reinforcement (Differential Reinforcement, Shaping, and Chaining), Dr. Massey (Gibbons Cir)
March 1	Classroom Teaching (Classroom)
March 8	Data Based Decision Making, Writing an Article Critique, Ms. Torres and Ms. Schulman (Gibbons Cir)
March 15	Spring Break
March 22	Classroom Teaching (Classroom)
March 29	Behavior Reduction, Professor LaRue, Article Critique Due (GAs)
April 5	Classroom Teaching (Classroom)
April 12	Exam (Gibbons Cir) Logs Due. (GAs)
April 19	Discussion of Logs (Gibbons Cir) (GAs)
April 26	Exams reviewed. Critique of course. (Gibbons Cir) (GAs)

Note: “Classroom” refers to the classroom to which you have been assigned.

Note: “Gibbons Cir” refers to the Douglass School Building on the Cook Douglass campus

Spring 2012

Advanced Seminar

Field Work in Psychology

Douglass Developmental Disabilities Center

Dates to Remember

Critique of Iwata Article Due March 8th

Topic and List of Articles **and** Critique of Carr Article Due March 29th

Critiques of Articles Due April 5th

Draft of Research Paper Due April 12th

Final Draft of Paper Due April 26th

Student Presentations May 3rd

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Graduate Assistants

Required Readings

Douglass Developmental Disabilities Center (1987). Tutor Handbook, New Brunswick: Author.

Carr, E.G. & Durand, V.M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 111-126.

Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E., & Richman, G.S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197-209.

Schedule for Required Readings

October 6	Tutor Handbook
October 20	Iwata et al. (1994) article
October 27	Carr & Durand (1985) article

Course Requirements

The Advanced Seminar

As a returning student who has already taken a semester of Field Work your academic assignments for the semester will differ from those taking the course for the first time. You will also meet in a separate seminar. You are going to be writing a short paper, but will not be required to keep a log or take the multiple choice exam. Note that for the first 5 weeks of the semester your class meetings will follow the schedule for the rest of the class, and after that you will be attend the seminar while your peers are in their lecture section.

Paper

The goals of this assignment include:

1. Familiarizing yourself with the *Journal of Applied Behavior Analysis (JABA)* using the *JABA* website (<http://seab.envmed.rochester.edu/jaba/>) and the library's *JABA* collection if needed.
2. Writing a research paper according to APA format
3. Understanding the history of a research area within the context of applied behavior analysis.
4. Applying research to your work in your fieldwork placement.

Assignment:

Using your work in your fieldwork placement, find a research area of interest to you. Possible topics include generalization, functional analysis/assessment, functional communication training, video modeling, picture activity schedules, and preference assessments. You could examine any of these topics (or another topic that you wish to study with the approval of the instructor) in the context of a particular skill or behavior.

Once you have decided on a topic, find a series of articles (minimum of 3 articles, one of which should be a “seminal” article) that inform your understanding of your topic. Use these articles to write a research paper that addresses the following questions regarding the topic you have chosen:

1. When the first seminal articles on the topic were written, what was the status of the specific area? That is, according to the articles, what was going on in the field at the time with regard to generalization or functional assessment, and how did the authors of the articles contribute to or change the field with their research?
2. How did subsequent research build upon the work of the pioneering authors? Early authors contributed a specific way of thinking about the field; how did subsequent authors and their research either perpetuate that way of thinking, change it, or build upon it?
3. How do you see the research “in action” in your classroom placement? This can be specific to one student or to the classroom as a whole. If you do not see the research approaches used in the classroom, how might you apply the approaches to the classroom/student?

Grading

You will write a one-page double-spaced critical thinking response to each of the two assigned articles (Carr and Iwata). These are due the day of the class discussion of each paper.

You will be required to give a short presentation to the class about your three research articles and their findings. You should critique your articles in the same manner in which we critique the seminal literature written by Carr and Iwata.

Your grade is based on two components: clinical performance (70%) and academic proficiency (paper, 2 article critiques) (30%). You will receive two evaluations of your

clinical skills during the semester. The first will be for feedback, and the second will be used for grading purposes. The criteria for that evaluation are attached.

The final paper will account for 85% of the academic proficiency portion of the course grade and the in-class presentation will account for the remaining 15% of that component of the grade.

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Parking and Location of DDDC

For information about where the buildings are located which buses to take go to:

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A FINAL NOTE

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January 26	Classroom Teaching (Classroom)
February 2	Classroom Teaching (Classroom)
February 9	Classroom Teaching (Classroom)
February 16	Overview, JABA website, Fundamentals of Functional Assessment (Ryders Lane)
February 23	Finish Functional Assessment, FA Demonstration, Begin Linking Functional Assessment to Treatment (Ryders Lane)
March 1	Classroom Meeting
March 8	Due: Critique of Iwata paper. Discussion of Iwata article/Linking Functional Assessment & Functional Communication Training in the Classroom & in Research (Ryders Lane)
March 15	Spring Break
March 22	Classroom Meeting
March 29	Due: Topics & List of Articles/Due: Critique of Carr Article Discussion of Carr article/ How to write a paper /Generalization & Visual Cues in the Classroom (Ryders Lane)
April 5	Classroom Meeting (Critiques of articles due via email)
April 12	Lecture (Ryders Ln) (DRAFT OF PAPER DUE via EMAIL)
April 19	Meetings re Draft Papers (Ryders Lane)
April 26	Final Draft of Paper Due /Guest Lecture (Ryders Lane)
May 3	Presentations by Students. Papers returned. Critique of course. (Ryders Lane)

Note: “Classroom” refers to the classroom to which you have been assigned.