General
Meetings: Mondays, 5:00 pm ~ 8:00 pm (plus twice weekly on site shifts)
Room: PSY151
Instructor: Timothy R. Vollmer (vollmera@ufl.edu)       Office: Psy 331
Graduate Assistants: Meghan Deshais (mdeshais@ufl.edu) and Emma Grauerholz-Fisher (eg.fisher@ufl.edu)
Dr. Vollmer’s office hours: Monday 2:00-4:00 PM
Meghan’s office hours: Wednesday 1:00-3:00 PM at FAC
Emma’s office hours: Tuesday and Friday at FAC (1:00-2:00 PM)

Description
This is a course on research methods and applications in behavior analysis. It is designed around a working laboratory so that advanced undergraduate students (you) can experience conditions similar to those encountered in graduate school. Thus, course content changes somewhat from semester-to-semester based on current research in progress. This course requires a great deal of effort, intellectual obligation, and time. However, the historical success rate of students in the laboratory course for advancement to graduate school, professional school, or field job placement is well over 95%, so the effort is presumed to pay off. General topics to be covered include but are not limited to: observation of human behavior in applied settings, assessment of interobserver agreement, data graphing and analysis, reinforcer assessment, functional analysis of behavior disorders, and intervention strategies. Although most of the assigned readings and lab work focus on specialized topics (assessment and treatment of learning and behavior disorders), the skills taught are general in nature and provide you with a strong empirical background for graduate study in a number of different areas (e.g., psychology, public health, rehabilitation, special education).

Text
All course-related information will be posted on the Canvas website. You can access the site by logging in at: https://lss.at.ufl.edu/ with your username and password (the same as your UF account). Please check the site frequently because assignment changes will be posted there.

Lab Meetings
The weekly lab meeting is held on Mondays from 5:00 until about 8:00 pm. Most weeks, the meeting will include a) a reading quiz, b) a featured research presentation(s) that will be more comprehensive than typical data presentations, c) weekly data presentations, and d) breakout discussions with lab sub-groups.

Lab Activities
a) You will spend six (6) lab hours per week at the Florida Autism Center (our primary research site) or at times another designated site (2 three-hour shifts). The lab schedule will be finalized in class, and your lab hours should conform to scheduled times. Permission must be obtained to make up missed hours in a timely fashion. The Lab will be open for approximately 16 weeks this term, and you will be expected to be on site for two, three-hour shifts per week. If you miss a shift, you must let your primary graduate student know in advance and you must schedule a make-up shift. There is no final exam. Schedule deviations that may occur during the term will be communicated to you either in class or at the lab.

b) Weekly reading assignments will be provided to you the week prior to the due date. We do not know the exact order yet, due to fluctuating needs of the lab, but you will be provided with a complete list of readings you have accomplished by the end of the semester and a “moving” list each week. Each week a two-question quiz will be given at the beginning of each class on the article(s). During the course of the semester, you will be expected to critique two of these articles in a three-page critique (see schedule for due dates). The critique should contain a very brief summary of the article, a discussion of strengths, a discussion of limitations, and a brief discussion of potential future research directions. You will receive immediate feedback on your critiques, and revisions should be included in your final portfolio.
c) The data review portion of the lab class is important because it provides a forum for critical discussion of research methods. You are encouraged to listen to the discussion and to ask questions about current results and proposed procedural changes.

Proposal
The research proposal is a mandatory assignment. Portions of the proposal are due on the dates specified. A final, complete, and revised version of the entire proposal is due with your portfolio near the end of the semester.

Writing Requirement
The course includes a significant writing component—critiques, proposal sections, revised work, and a final portfolio. Most students, however, have not acquired good writing skills even by the time of graduation, so we have included several writing aids. Grammar instructions are posted on the course website, and you are encouraged to review these materials before and while preparing article summaries and proposals. You will be given feedback on writing errors made on summaries and proposal sections. If improvements are not seen, you may be asked to correct errors and resubmit the summary before it is graded and to meet with your assigned TA so that errors can be corrected in person. These additional procedures are designed to help you improve your writing and will be used as needed. Details will be explained further in class. The writing assignments include:

- Critique 1 (3 pages)
- Critique 2 (3 pages)
- Proposal Introduction (3 pages)
- Proposal Methods (3 pages)
- Proposal possible results (3 pages)
- Proposal Discussion (2-3 pages)
- Revisions of the above (18 pages)
- Final portfolio (inclusive)

Grading

a) Lab and meeting attendance: Students are expected to complete approximately 90 hr of lab work during the term. Any missed hours may result in a grade reduction, so it is critical to make up all missed lab hours. Attendance at lab meetings is mandatory; absences require prior notification if possible or immediate notification if not. (60 points)

b) Reading quizzes: There will be 13 reading quizzes and you may drop 3 of those due to absence, illness, etc. (20 points).

c) Reading critiques: There will be 2 written critiques each worth 20 points on the initial submission (40 points).

d) Proposal: Each section of your proposal (4 total sections) is worth 20 points on the initial submission (80 points).

e) Final portfolio: We will take into consideration your efforts to respond to the feedback on the initial submission of your work (80 points).

f) Lab performance: Graduate students whose lab schedules coincide with yours will evaluate your performance in the lab based on quality of work, reliability, and initiative. These ratings will be summarized as a composite score (20 points).

285-300 = A  
270-284.5 = A-  
260-269.5 = B+  
250-259.5 = B  
240-249.5 = B-  
230-239.5 = C+  

220-229.5=C
210-219.5=C-
200-209.5=D+
190-199.5=D
180-189.5=D-
179.5 and below = Fail

**Student Considerations**
Students needing special consideration should contact the Dean of Students office for appropriate documentation. Should any unforeseen problems arise during the term, please contact me as soon as possible.
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<th>Date</th>
<th>Topic</th>
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| 8.22   | Introduction                                  | 1. Review of course syllabus and schedule (Dr. Vollmer)  
2. Description of lab site duties (Meghan Deshais)  
3. Florida Autism Center (Dr. Peters)  
4. Brief summary of graduate student projects  
5. Creation of research “interest” list (to be discussed) and availability  
6. Reading assignment announced                                                                 |
| 8.29   | Skill acquisition and staff training          | 1. Reading Quiz (turn in critiques)  
2. Matching with graduate students  
3. Lab presentation 1 (Deshais)  
4. Lab presentation 2 (Conine)  
5. Lab presentation 3 (Grauerholz-Fisher)  
6. Brief data presentations                                                     |
| 9.5    | No class—Labor Day                            | No class—Labor Day                                                                                                                                                                                      |
| 9.12   | Behavioral Feeding and classroom management   | 1. Reading Quiz (turn in critiques)  
2. Lab presentation 1 (Fernand)  
3. Lab presentation 2 (Joslyn)  
4. Lab presentation 3 (Rubow)  
5. Brief data presentations                                                     |
| 9.19   | Differential reinforcement                    | 1. Reading quiz (turn in critiques). First critique must be in by this date.  
2. Lab Presentation (Pizarro)  
3. Data Presentations  
4. Breakout sessions                                                             |
| 9.26   | Toilet training                               | 1. Reading quiz (turn in critiques)  
2. Lab presentation (Perez)  
3. Data presentations  
4. Breakout sessions                                                             |
| 10.3   | Functional Analysis                           | 1. Reading quiz (turn in critiques)  
2. Introduction to proposal is due  
3. Lab presentation (Vollmer)  
4. Data presentations  
5. Breakout sessions                                                             |
| 10.10  | Peer Review                                   | 1. Reading quiz (turn in critiques). Second critique must be in.  
2. Lab presentation (Peters)  
3. Data presentations  
4. Breakout sessions                                                             |
| 10.17  | Imitation                                     | 1. Reading quiz  
2. Proposal method is due  
3. Lab presentation (Deshais)  
4. Data presentations  
5. Breakout sessions                                                             |
| 10.24  | Food stealing                                 | 1. Reading quiz  
2. Lab presentation (Grauerholz-Fisher)  
3. Data presentations  
4. Breakout sessions                                                             |
| 10.31  | Behavioral Feeding 2                          | 1. Reading quiz  
2. Proposal “potential results” is due.  
3. Lab presentation (Fernand)  
4. Data presentations  
5. Breakout sessions                                                             |
| 11.7   | Stimulus Preference                           | 1. Reading quiz  
2. Lab presentation (Conine)                                                        |
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| 11.14  | Parent training                          | 1. Reading quiz  
2. Proposal discussion is due  
3. Lab presentation (Kronfl)  
4. Data presentations  
5. Breakout sessions |
| 11.21  | Professional development & Ethical issues in behavior analysis | 1. Reading quiz  
2. Lab presentation (Vollmer)  
3. Data presentations  
4. Breakout sessions |
| 11.28  | Rigidity in ASD                          | 1. Reading Quiz  
2. Lab presentation (Vollmer)  
3. Data presentations  
4. Breakout sessions |
| 12.5   | Wrap up                                  | 1. Semester summary  
2. Final portfolios are due  
3. Data presentations  
4. Breakout sessions |
| 12.12  | Finals week                              | Optional attendance                                                               |