



SAINT LOUIS UNIVERSITY

SCHOOL OF SOCIAL WORK

**Applied Behavior Analysis Programs
Student Handbook
2022-2023**

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INTRODUCTION

Director of the School of Social Work

Welcome to Saint Louis University's School of Social Work, in the College for Public Health and Social Justice! The School shares the University's mission to educate the whole person and provide leadership in the discovery, dissemination and integration of values, knowledge and skills needed to instill a passion for lifelong learning and transform our society in the Jesuit tradition. Our School pursues this goal by providing learning-teaching environments that nurture, strengthen, and sustain creative intellectual, emotional, social, spiritual and technical abilities and interests. We encourage and support innovative scholarship and research. We actively engage in community service, linking the School and its resources to local, national and international communities to eliminate ignorance, poverty, injustice and hunger, to improve community life and to solve difficult social problems. We invite you to join us as we work together to achieve the University's mission and to improve the lives of people to which the School's disciplines – social work, applied behavior analysis, criminology and criminal justice, and urban planning and development – and the professions associated with these disciplines are dedicated.

Noelle E Fearn, PhD

Noelle E. Fearn, Ph.D.
Professor and Director of the School of Social Work

Director of the Applied Behavior Analysis Programs

Welcome to the School of Social Work's Applied Behavior Analysis (ABA) programs. The programs include: Master of Science in ABA, Master of Social Work with a concentration in ABA, and Post-Master's Certificate in ABA. Our hope is that you will find your classes and practicum experience in the ABA programs to be intellectually enriching and professionally productive. The School of Social Work values striving for social justice in professional endeavors, and we aim to teach you the skills that are necessary to provide ABA services in an array of settings with a variety of populations, particularly those that are disadvantaged. We look forward to our students becoming leaders within the professional community as they provide ABA services to clients and conduct and disseminate behavior analytic research.

Natalie Parks, Ph.D., BCBA-D, CPBC
Assistant Clinical Professor and Director of the ABA Program

MISSIONS AND GOALS

Mission of Saint Louis University

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research and community service. It is dedicated to leadership in the continuing quest for understanding of God's creation, and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, the pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

The Five Dimensions of the Saint Louis University Experience

Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person:

- Scholarship and knowledge
- Intellectual inquiry and communication
- Community building
- Leadership and service
- Spirituality and values

Mission of the College of Public Health and Social Justice

Based on our commitment of service to others, we improve health and well-being locally, nationally and internationally through unique interdisciplinary approaches that inspire students, generate knowledge and engage individuals and communities.

College for Public Health and Social Justice Diversity Statement

The College for Public Health and Social Justice recognizes the importance of diversity in accomplishing its mission. We take a proactive stance in building a diverse and inclusive community by welcoming students, faculty, and staff of all backgrounds. We strive to assure everyone is valued, ideally creating a space for open and respectful dialogue. In the event of bias and discrimination, the [University's Office of Institutional Equity and Diversity](#) offers support and action for incidents. We encourage students to report all bias incidents. The College ultimately hopes to foster a positive and open environment to facilitate learning and spread the message of social justice to the surrounding community.

Mission of the School of Social Work

Saint Louis University School of Social Work prepares students for professional practice with a commitment to social justice and the empowerment of vulnerable and oppressed populations. The School strives for a dynamic community of learning with excellence in teaching, research, and service.

Goals of the School of Social Work

1. To use knowledge, values, and skills in generalist social work practice.
2. To use knowledge, values, and skills in advanced social work and applied behavior analysis practice.
3. To contribute to the advancement of knowledge of the professionals.
4. To use skills, talents, and time in pursuit of social justice in the community.

Goals of the Applied Behavior Analysis Programs

The goals of the ABA programs are to prepare students to use empirical evidence, ethical values, and behavior analytic skills in interdisciplinary professional practice with a variety of populations and settings. The ABA program also seeks to assist students with pursuing doctoral-level education in behavior analysis.

Objectives of Applied Behavior Analysis Programs

1. Demonstrate competent applied behavior analysis practice to clients.
2. Design and evaluate applied behavior analysis services provided to clients.
3. Functionally analyze the behavior of clients within their social context.
4. Construct applied behavior analysis services within the context of responsible professionalism and within the behavior analytic responsible conduct code of ethics.
5. Provide leadership in addressing social constraints that inhibit the expression of human fulfillment and human rights, especially regarding diverse and vulnerable populations.

DISCLAIMER

This Applied Behavior Analysis Student Handbook is effective for the academic year 2020-21. As policies are changed in this academic year, electronic announcements will be delivered to SLU emails and/or posted on the School's [Google site](#) to notify students. This document should not be construed as creating a contract between the University and any person. The University specifically reserves the right to make any changes deemed necessary at any time without advance notice in the University's policies, practices, academic programs, courses, schedules or calendars. This includes, but is not limited to, the modification, cancellation, rescheduling, or elimination of programs, departments, courses, and institutes. Matriculation at Saint Louis University is a privilege and not a right. The University reserves the right in its discretion to separate any student who does not meet academic requirements or maintain acceptable standards of conduct or character consistent with the University's Jesuit Catholic values, including specific standards established by schools or departments of the University.

Overall SLU university policies can be found either in the [SLU Catalog online](#) or the [Provost's Policy site](#).

COURSE AND PRACTICUM APPROVAL

All ABA courses are approved by the [Behavior Analyst Certification Board \(BACB\)](#). The BACB does not accredit ABA programs *per se*, but rather the BACB approves courses and field content. The BACB currently approves course sequences as providing content that meet their coursework requirements, and they approve supervised experiences in university programs as meeting their experience requirements. The Saint Louis University School of Social Work is offering courses and practicum that are approved by the BACB. You may consult BACB.com for further information.

Statements from the Behavior Analyst Certification Board, Inc. regarding course and practicum approvals:

"The Behavior Analyst Certification Board, Inc.® has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®."

"The Behavior Analyst Certification Board, Inc.® has approved the practicum courses toward the experience requirements for eligibility to take the Board Certified Behavior Analyst® Examination."

THE ABA CURRICULUM

The purpose of the Applied Behavior Analysis Programs is to prepare graduate students for professional practice in applied behavior analysis. The curriculum is designed and approved by the standard requirements of the Behavior Analyst Certification Board (BACB), and is structured in a way to prepare students to develop competence and leadership as professionals in work with a variety of vulnerable populations and in diverse practice settings.

There are three options through which students may pursue ABA curriculum content and become eligible to take the Behavior Analyst Certification exam. Road maps for full and part-time plans for all options are available [here](#).

Post-Master's Certificate in Applied Behavior Analysis

This option is available for students who already possess a master's degree conferred in behavior analysis, education, or psychology, or (b) conferred in a degree program in which the candidate completed a BACB approved course sequence from an accredited college or university, with a minimum cumulative GPA of 3.0. The Applied Behavior Analysis Post-Master's Certificate curriculum includes seven 3-credit courses (21 credit hours), and an optional nine credit hours of supervised practicum. The courses will be offered in a cohort model, such that students must start in the fall semester, take the courses in the order offered, and take two courses per semester. **Note: Students must receive a B or better in all ABA courses to pass.**

- ABA 5746 Principles and Concepts in Behavior Analysis
- ABA 5774 Measurement and Experimental Design
- ABA 5747 Behavioral Assessment
- ABA 5748 Behavior Change and Processes
- ABA 5749 Behavior Change and Ethics
- ABA 5001 Supervision and Organizational Behavior Management
- ABA 5002 Philosophy of Behavioral Science

Optional field practicum

Persons seeking BACB certification must complete an applied behavior analysis field practicum under the supervision of a BACB (Behavior Analyst Certification Board) Board Certified Behavior Analyst (BCBA). ABA Post-Master's Certificate students have the option to take 1,500 hours through 14 credit hours of supervised field practicum as part of the University certificate program or locate and do their field practicum independent of a college or university. If they choose the former option, they can begin their practicum simultaneously with the ABA-course load or after they complete all on-campus courses. Students in practicum will also register for the Integrative Seminar (ABA 5820, ABA 5830, ABA 5840) and Advanced Clinical Practice Seminar (ABA 5115, ABA 5117) for each of the practica. Integrative Seminars are offered every semester and must be taken sequentially.

Master of Science in Applied Behavior Analysis

The courses will be offered in a cohort model, such that students must start in the fall semester, take the courses in the order offered, and take two courses per semester. The program is 39 credit hours.

Note: Students must receive a B or better in all ABA courses to pass.

- ABA 5746 Principles and Concepts in Behavior Analysis
- ABA 5774 Measurement and Experimental Design

- ABA 5747 Behavioral Assessment
- ABA 5748 Behavior Change and Processes
- ABA 5749 Behavior Change and Ethics
- ABA 5001 Supervision and Organizational Behavior Management
- ABA 5002 Philosophy of Behavioral Science

*There is some flexibility in terms of which semester students may complete the following courses:

- ABA 5826 Practicum I (2)
- ABA 5820 Integrative Seminar (1)
- ABA 5827 Practicum II (2)
- ABA 5830 Integrative Seminar (1)
- ABA 5828 Practicum III
- ABA 5840 Integrative Seminar (1)
- ABA 5116 Practicum IV (2)
- ABA 5115 Advanced Clinical Research and Practice Seminar (1)
- ABA 5118 Practicum V (1)
- ABA 5117 Advanced Clinical Research Competency Seminar (1)
- ABA 5990 Thesis (4)

*Students seeking BACB certification must complete 1,500 hours of applied behavior analysis field practicum under the supervision of a Behavior Analyst Certification Board (BACB), Board Certified Behavior Analyst (BCBA). Within those hours, students will devote 5 hours per week to research under the direction of a full-time ABA faculty member. Students in practicum will also register for the Integrative Seminar (ABA 5820, ABA 5830, ABA 5840, ABA 5115, ABA 5117) for each of the practica. Integrative Seminars are offered every semester and must be completed sequentially. Electives will be directed by the interests of the student.

**Students wishing to earn a certificate in gerontology must take an additional course, SWRK 5745: Health and Mental Health Interventions with Older Adults, therefore increasing the total credit hours to 42.

Applied Behavior Analysis Thesis Project or Research Project

Students in the Master of Science in Applied Behavior Analysis will complete a thesis in one of the following pathways:

1. **Thesis Project A:** Research project wherein the student will create an original applied clinical research project. Research projects are defined as interventions or experimental analyses that address specific unanswered questions about clinical practice.
2. **Thesis Project B:** Research project wherein the student will create an original research project using secondary data sets, or culminations of clinical case studies. Research projects are defined as methods to seek answers to clinically relevant questions without using applied clinical research to do so.

Regardless of pathway, all students are responsible for adhering to specific and firm deadlines listed on the [SLU Graduate Education](#) website (under Dates and Deadlines Section). Students are responsible for completing candidacy procedures by listed deadlines.

All thesis projects will progress in the same way, as follows.

- I. In the semester before registering for thesis credits, reach out to the ABA Program Director (who is the default thesis chair) to begin to consider which approach (A or B, see above) you will take. Consider discussing thesis projects and potential research questions early on in coursework, to help solidify a content area of focus and potential for committee members.

In collaboration with the thesis chair, students and chair will identify two other committee members. Members should have Graduate Faculty Status at SLU and expertise relevant to the project. At least one committee member must be a full-time faculty in the ABA Program.

- a. Temporary committee members that do not fit the above descriptions (but do hold at least a master's degree) can be approved if they send a resume and a paragraph noting their qualifications specific to the thesis project(s) to the director, Natalie.Parks@slu.edu. *Students can form thesis committee while preparing the proposal.*

II. Register for Thesis Credits (spring semester)

- a. *Students will register for 4 credits of ABA 5990 (Thesis) for spring of their second year. The following must be completed to pass each credit:*
 - i. *First two credits:* (a) achieve chair's approval on thesis topic and proposal documents, (b) successful proposal of thesis project, and (c) obtain necessary secondary approvals for research study (i.e., SLU IRB, agency or school research approval, etc.).
 - ii. *Second two credits:* (a) complete all data collection, (b) write a final manuscript and submit to committee two weeks before oral defense, and (c) successfully defend thesis project
- b. *Students, in communication with their chair, can discuss fewer credit hours per semester based on planned activity and task completion around the thesis. Variations from the 4 credits noted above will result in a graduation date outside of the road map.*

III. Draft Your Proposal (Fall prior to final spring semester)

- a. Students should begin drafting a proposal after thesis chair has agreed on a project of mutual interest.
- b. Proposals Include these sections:
 - i. Comprehensive Literature Review literature in chosen area,
 - ii. Gaps in previous research,
 - iii. Purpose of your thesis,
 - iv. Methods section: (a) the subjects (i.e., who you plan on working with) or plan for systematic review of literature; setting (i.e., where you plan on working), apparatus/materials needed to complete the study; the dependent variables including target responses (including operational definitions), measurement system used and data collection (i.e., how will data be collected? How often will inter-observer agreement data be collected? Will procedural integrity data be collected?); procedures will be outlined with enough detail for replication including all initial or pre-assessments, all study procedures, and analyses to be conducted following data collection.
 - v. Anticipated results and preliminary discussion, and
 - vi. Reference section.

- c. The proposal should must follow [APA style](#) and [Graduate Education's required format guide](#). Work with [University Writing Services](#) to address style and grammar components of the manuscript before sending drafts to your chair.
 - d. Students must make revisions under the supervision of their thesis chair. The chair has two weeks to provide feedback on each thesis draft received. When the thesis chair decides that the proposal is acceptable (this will take several revisions), students will arrange a date to meet with the entire committee and propose their thesis project.
- IV. **Oral Thesis Proposal** (EARLY *spring Semester, Year Two*)
- a. Schedule a formal proposal meeting with the entire committee, and provide committee with written proposal at least two weeks prior to the proposal, along with the thesis proposal rubric. The meeting should be at least 1.5 hours.
 - b. Students will prepare a PowerPoint presentation that (a) provides a summary of background research, (b) provides rationale for the proposed project, (c) states the purpose of the project, and (d) clearly describes the methods. The PowerPoint presentation should last 20 minutes.
 - c. Students will be prepared to answer questions raised by your committee members, and consider their feedback about the project.
 - d. **Students must use the [Graduate Education's Thesis/Prospectus Form](#)** and get signatures after proposal is presented. Provide a copy to Chair and/or ABA Program Coordinator.
- V. **After Additional Approvals (i.e., IRB) - Recruit Subjects** (*Spring semester, Year Two*)
- a. Solicit staff help in identifying potential research subjects, and obtain consent from potential subjects or parents/guardians of potential subjects.
- VI. **After Additional Approvals (i.e., IRB) - Collect Data** (*Spring Semesters, Year Two*)
- a. It is a good idea to collaborate with your colleagues. Oftentimes, it is near impossible to simultaneously serve as the experimenter and the data collector. Try to exchange data collection responsibilities with colleagues.
 - b. Throughout the data collection process, you should arrange to meet with your thesis chair at least *once per week* to discuss progress, evaluate data, troubleshoot any problems, and plan a course of action.
- VII. **Write Up the Results** (*Spring Semester, Year Two*)
- a. This can happen simultaneous with data collection.
 - b. Convert the original proposal document to past tense and write up the results and discussion.
 - c. The final document needs to be written in accordance with [Graduate Education's required format guide](#).
 - d. The final document needs to be submitted to all members of your thesis committee at least 2 weeks prior to the scheduled defense, along with the thesis defense rubric.
- VIII. **Oral Thesis Defense (Oral Exam)** (*Spring Semester, Year Two*)
[Also See Graduate Education Master's Thesis Procedures](#)
- a. Students who plan to defend their thesis during the summer months must have written permission of the thesis chair and committee members.
 - b. [Apply to graduate](#) within the first two weeks of the final semester per Graduate Education deadlines.

- c. Students will be sent a degree audit form from Graduate Education. Provide the filled out form to the ABA Program Coordinator (Deb.Jaegers@slu.edu, Tegeler Room 210), who will get required signatures, and when signed, will submit to LaToya Cash in Graduate Education and send students a copy within [Graduate Education deadlines](#) for each semester.
- d. Submit your [signed Thesis/Prospectus Form](#) to Graduate Education before required [Graduate Education deadlines](#) for each semester.
- e. Direct questions about Master's candidacy to LaToya Cash, M.A., latoya.cash@slu.edu, (314) 977 2245, DuBourg Hall, Rm. 420 and your program coordinator, deb.jaegers@slu.edu

IX. Finalize Manuscript (*Spring Semester, Year Two*)

- a. Make any changes requested by committee during the defense.
- b. Ensure that the document meets the [Graduate Education's required format](#).
- c. Schedule a format review appointment with the Master's Candidacy Specialist, and send a paper copy to the Graduate School for a format review.
 - i. Master's candidacy specialist is LaToya Cash, M.A., latoya.cash@slu.edu, (314) 977-2245, DuBourg Hall, Rm. 420
- d. After final approval, electronically upload the thesis through ProQuest.

X. Fulfill Degree Requirements and Prepare the Thesis for Publication

- a. Students should adhere to all candidacy procedures.
 - i. Students unable to complete all credit requirements within the semester timeline will meet with their chair and determine if their performance on their thesis work is unsatisfactory, and the credits must be taken again, or if the student's work is in progress, and the student will complete their requirements by the following semester.
- b. A key part of being a researcher is the dissemination of empirical findings and publication of results in a peer-reviewed journals.
- c. Following the defense, students interested in publishing their projects should schedule a meeting with the thesis chair to decide who will be responsible for preparing the manuscript for publication, the timeline in which the manuscript will be submitted for publication, and the order of authorship on the publication. Authorship on the manuscript submitted for publication will be granted when an individual makes a significant contribution to (a) the theoretical and/or methodological components of the project, and (b) the writing of the project. Data collection alone is not grounds for authorship. If students do not schedule a meeting with your thesis chair within 3 months of the defense and/or make reasonable steps towards submitting the thesis for publication, the student will be given credit as an author, but will forfeit their rights to be first author.

Questions? Please contact:

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Master of Social Work with a Concentration in Applied Behavior Analysis

Concentration courses will be offered in a cohort model, such that students must start in the fall semester of their first year, taking the concentration courses in the order offered. The program is 57 credit hours. Students should refer to the MSW ABA roadmap when determining order and semester for the MSW foundation courses to ensure prerequisite courses are selected first (or concurrently, where permissible), assuring timely degree completion. **Note: Students must receive a B or better in all ABA courses to pass.**

MSW Foundation Courses

SWRK 5702 Social Policy (3)
SWRK 5707 Policy Practice for Social Justice (3)
SWRK 5725 Human Behavior and the Social Environment (3)
SWRK 5750 Social Work Practice with Individuals, Families and Groups (3)
SWRK 5751 Social Work Practice with Communities and Organizations (3)
SWRK 5762 Diagnosis and Assessment in Clinical Practice* (3)
SWRK 5787 Research Methods I (3)

ABA Concentration Courses

SWRK 5746 Principles and Concepts in Behavior Analysis (3)
SWRK 5774 Measurement and Experimental Design (3)
SWRK 5747 Behavioral Assessment (3)
SWRK 5748 Behavior Change and Process (3)
SWRK 5749 Behavior Change and Ethics (3)
SWRK 5001 Supervision and Organizational Behavior Management (3)
SWRK 5002 Philosophy of Behavioral Science (3)

Practica**

SWRK 5821 Foundation Practicum (2)
SWRK 5819 Foundation Integrative Seminar (1)
SWRK 5822 Practicum I (2)
SWRK 5820 ABA Concentration Integrative Seminar I (1)
SWRK 5823 Practicum II (2)
SWRK 5830 ABA Concentration Integrative Seminar II (1)
SWRK 5824 Practicum III (2)
SWRK 5840 ABA Concentration Integrative Seminar III (1)
ABA 5116 Practicum IV (2)
ABA 5115 Advanced Clinical Research and Practice Seminar (1)

*This course is necessary to become a Licensed Clinical Social Worker (LCSW)

** Persons seeking BACB certification must complete 200 additional field hours following graduation under the supervision of a Board Certified Behavior Analyst (BCBA). Students may also choose to complete an additional semester after earning their degree for a 1-credit hour practicum and 1-credit hour seminar for the final 200 hours.

Transfer Credits

Up to six (6) hours of transfer credit from an accredited graduate program will be accepted under the following conditions. Transfer courses will be applied to the six core ABA courses if it mirrors content of specific courses, if the courses were BACB-approved courses, if the courses were taken within the last five years, *and* if the student received a B or better in the course. Transfer of hours toward field practicum will be reviewed on a case-by-case basis to ensure that it meets with BACB standards.

ABA Course Descriptions

[See SLU Catalog for formal requirements and other course descriptions.](#)

The seven courses are designed to provide an educational experience in which students will focus on the 'tasks' as identified in the BACB Fifth Edition Task List (**Appendix A**).

The list below represents the courses offered in the Applied Behavior Analysis programs, most of which are cross listed with Social Work. At times a course may not be offered due to faculty resources, low enrollment, scheduling, or other factors.

ABA 5746 Principles and Concepts in Applied Behavior Analysis

This course will familiarize students with behavior analysis fundamental philosophical assumptions, and the basic concepts and principles of operant and respondent conditioning. The course will review some of the basic laboratory research that has illuminated the principles of behavior. The material covered in this course will contribute to preparing students working in the field of behavior analysis and related fields for board certification in Applied Behavior Analysis.

ABA 5774 Measurement and Experimental Design

This course that will develop students' basic knowledge about single subject research design, including behavioral measurement and evaluation of the effectiveness of behavioral interventions. This course will review some of the basic assumptions and characteristics that define the field. The material covered in this course will prepare students for board certification in Applied Behavior Analysis and/or to conduct their own research projects. Course content supports the social work value of social justice to provide professional services to persons with disabilities and other individuals requiring behavioral interventions.

ABA 5747 Behavioral Assessment

This course develops students' basic knowledge with respect to behavioral assessment methodologies, and the selection and design of interventions in the field of applied behavior analysis. This course reviews some of the basic assumptions and characteristics that define the field. The material covered prepares students to work in the field of behavior analysis/related field and for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

ABA 5748 Behavior Change and Processes in Applied Behavior Analysis

This course will expand basic knowledge of students with respect to behavior analysis fundamental concepts, principles and philosophical assumptions including basic behavioral principles of operant and respondent conditioning, stimulus control, and develop a working understanding of these principles in behavior change strategies and interventions in the field of applied behavior analysis. This course will review some of the fundamental applied literature that has demonstrated the efficacy of behavioral strategies and continues to define the field. The material covered in this course will contribute to preparing students working in the field of behavior analysis and related fields for board certification in Applied Behavior Analysis.

ABA 5749 Behavior Change and Ethics in Applied Behavior Analysis

This course will familiarize students with the ethical issues confronting those working in behavior analytic or related capacity. Students will learn the ethical responsibilities inherent to working in their chosen field. Ethical codes and cases will be analyzed. Topics will include gaining informed consent, protection of confidentiality, selection of the least intrusive behavior change methods and procedures, and protection of individual rights. The ethical standards addressed in this course will prepare students working in the field of behavior analysis or related fields for board certification in Applied Behavior Analysis.

ABA 5001 Supervision and Organizational Behavior Management

This course builds upon the basic principles of learning and applied behavior analysis presented during previous courses in the Applied Behavior Analysis program curriculum. This course develops students understanding of evidenced-based strategies for supervision, organizational behavior management, group contingencies and meta-contingencies, and influencing behavioral change of employees and staff working with clients/consumers of behavior analytic services. Course content supports the social work value of social justice, as it relates to provisions of professional services to persons with disabilities.

ABA 5002: Social Systems and Behavioral Philosophy

This course builds upon the basic principles of learning and applied behavior analysis presented during previous courses in the Applied Behavior Analysis curriculum. This course will highlight the philosophical underpinnings of behavioral science, including Radical Behaviorism, and how the application of such theoretical principles can impact individuals, groups, and macro-level social systems (e.g., government, religious institutions, etc.). Concomitantly, the course will focus on verbal behavior and derived relational responding across phylogenetic, ontogenetic, and cultural levels of analyses. The goal of the course is to refine students' conceptual knowledge of the science of human behavior generally, and as it relates to aspects of social systems (including verbal behavior). At the end of the course, students will be able to demonstrate understanding of Radical Behaviorism, behavioral approaches to verbal behavior, and how behavioral science can address societal problems.

ABA 5826 Practicum I / SWRK 5822 Concentration Practicum I (2)**ABA 5827 Practicum II / SWRK 5823 Concentration Practicum II (2)****ABA 5828 Practicum III / SWRK 5824 Concentration Practicum III (2)**

Students will learn to integrate knowledge, values, and skills to develop a professional level of practice with specific emphasis in applied behavior analysis.

ABA-SWRK 5820 ABA Concentration Integrative Seminar I (1)**ABA-SWRK 5830 ABA Concentration Integrative Seminar II (1)****ABA-SWRK 5840 ABA Concentration Integrative Seminar III (1)**

This is a three-part graduate level course (three seminars) that will ensure that students successfully complete all three ABA practica. Students will understand and apply professional and ethical behavior analysis service in clinical contexts by conducting behavioral interventions, designing, implementing and monitoring behavior change programs and, reviewing empirical literature pertinent to those change efforts.

ABA 5116 Practicum IV (2)**ABA 5118 Practicum V (1)**

This is a two-part graduate-level practicum experience (two semesters) that will function similarly to previous practicums; however, it will be tied to advanced levels of clinical practice, competency, and

levels of expectations.

ABA 5115 Advanced Clinical Research and Practice Seminar IV (1)

ABA 5117 Advanced Clinical Research Competency Seminar V (1)

This is a two-part graduate level course (two semesters) that will ensure students are able to apply content learned in previous Integrative Seminars, to enhance clinical practice skills and supervision competency.

ABA 5990 Thesis (4)

Students will conduct original research and write a thesis that reflects independent thought and thorough knowledge of applied behavior analysis.

FIELD EDUCATION OR PRACTICUM

The School of Social Work Department of Field Education posts a detailed ABA Field Education Policy and Procedures Manual on the School google site at [School of Social Work google site](#)

Students may not enroll in practicum unless they are currently enrolled in ABA courses or have completed the required ABA course sequence. Students are also advised to engage in their first and second practicum at one site, and then obtain another site for their third practicum. Before beginning the first practicum, students will complete a practicum readiness form (found on the Google site) that will guide recommendations for beginning practicum immediately upon starting the ABA course sequence or waiting until at least the second semester.

Practicum placement: Students are carefully connected with both a supervisor and a site through a faculty liaison each semester who continues to work with university supervisors and students to foster a successful practicum experience. Approved sites for the University for practicum students complete a thorough vetting process to increase the likelihood that a quality educational experience is provided to students.

**ALL students must adhere to the BACB rules and statements related to appropriate supervision, types of supervision, etc. Information is provided via the BACB Gateway at www.BACB.com.

POLICIES AND PROCEDURES

SLU Academic Policies inform the School of Social Work and ABA Programs and are found at: <https://catalog.slu.edu/academic-policies/> Students should review these policies and bookmark this page.

Specific policies noted below may *have more rigorous standards* at the program or school level than SLU's policy.

Academic Expectations

Academic expectations include successful completion of all assignments in the courses as well as meeting all requirements for the degree plan. Successful completion is defined as maintaining the necessary grades and GPA for the degree as well as not having any violations of academic integrity. On every syllabus in the School of Social Work, the academic integrity and honesty policy appears.

Academic Integrity Statement and SLU Policy

Academic integrity is honest, truthful and responsible conduct in all academic endeavors.

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for existence. They also demean and compromise the activities of teaching, research, health care and community service that are its primary mission.

Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. Such dishonesty also undermines the academic assessment process, which in turn impairs the ability of the University to certify to the outside world the skills and attainments of its graduates. Such dishonesty allows those who engage in it to take unfair advantage of their peers and undermines moral character and self-respect.

The [Academic Integrity Policy detailed](#) here sets out principles that are implicit in the ethos of the University but that call for explicit formulation to guide the practice of the entire institution. In establishing necessary definitions and minimal procedures to be followed in adjudicating violations, it also allows academic units to set forth the details of their own honesty policies in ways appropriate to their disciplines.

Academic Integrity violations include: Falsification, plagiarism, cheating, sabotage, collusion, and/or concealment. [More detail and examples.](#)

Students are responsible for adhering to University standards of academic integrity, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators, as appropriate.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accordance with standards and procedures of the school or college through which the course is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. [See SLU full policy for more details about violations and possible sanctions.](#)

In the event of an academic dishonesty situation, individual professors can decide either to handle the disciplinary situation themselves or to refer the situation for an academic review to the Chair of the Student Affairs Committee (SAC). Any faculty on the SAC who is involved in the situation put forward should recuse themselves from the situation. Following the referral, the Chair of the SAC would convene the faculty of the committee and meet with the student. The meeting will focus as both a learning experience as well as gaining information to assess the situation. It is desired that a plan can be developed to assist the student in future academic success. The student can invite one person as an "advocate" to the academic review meeting. Possible outcomes of the meeting could include an "F" on the assignment, additional work requirements targeting learning around the work and academic dishonesty related to the course/assignment, an "F" in the course, academic probation, or dismissal from the program. The SAC Chair will forward a report with recommendations to the Director of the student's academic program as well as the Director of the program where the course is housed. The Program Director who oversees the student's academic program will make the final decision and meet with the student and provide a letter or contract. Documentation will be placed in the student's academic record;

it is shredded upon graduation. The student may appeal the decision within 10 days through a written letter to the Director of the School of Social Work.

Academic Standing, Grading, Probation, and Dismissal

The School of Social Work's and ABA Programs' [grading systems conform to SLU policy](#) with some differences or additional rigor noted below:

1. **Passing Grade of B or Greater:** The ABA Program requires any ABA course not passed with a B (3.0) or greater must be retaken. A student must maintain a cumulative GPA of 3.00 in all graduate courses and in each required ABA course and do minimally acceptable work (B or better) in all courses to be **in good academic standing** in the ABA Programs of the School of Social Work. A student must have at least a 3.00 cumulative GPA in order to graduate.
 - a. A student receiving a grade of NP or a grade below a B in a required course or practicum must retake the failed course or practicum. If a student receives a grade of NP or a grade below a B in SWRK-ABA 5746, 5774, 5747, 5748, 5749, or 5931, ABA 5826, 5827, or 5828, or SWRK 5822, 5823, or 5824, or SWRK-ABA 5820, 5830, 5840 they will not be able to advance through the ABA course series until this course is repeated with a passing grade.
 - b. Any student who starts the ABA course sequence and does not complete the first course (due to withdrawal, leave of absence, or receipt of an incomplete or failing grade in 5746) may not take any other courses from the ABA program until that course requirement is met. Students who wish to retake the course must meet with the Program Director before registering for future courses.
 - c. The student may, however, retake the course for the purpose of improving his or her GPA and increasing the probability of passing the Behavior Analysis Certification Board exam to become a Board Certified Behavior Analyst.
 - d. Grade appeal process – within 90 days course grade was posted; or within 30 days if graduating. See [detailed SLU policy](#).
2. **Incomplete: This grade is given only in unusual circumstances and at the discretion of the instructor.** See [SLU's process and Petition for Course Extension form](#). A student with three or more outstanding incompletes may not register for additional academic or practicum courses.
3. **Practicum and Integrative Seminar Grading:** The grading system for practicum courses and two integrative seminars consist of the grades of P (Pass) and NP (No Pass). The grades of P and NP carry no grade point equivalents and are not calculated in a student's overall grade point average (GPA).
 - a. Withdrawal from a practicum course any time after the beginning of the semester requires the prior approval of the Director of Field Education who shall consult with the student's Field Instructor before deciding whether or not to approve the request. Such approval will be given only in cases where there are serious extenuating circumstances. Students must also file the SLU registrar's [Petition to Drop or Withdraw from Course form](#) and tuition fees will be determined per the [Registrar's tuition refund deadlines](#).
 - b. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, a grade of NP will be assigned for that practicum course subject to the review and approval of the Director of Field Education.
4. **Academic Probation**
 - a. A student whose cumulative GPA falls below 3.00 or who receives a grade below a B in a required ABA course or F in any academic course or a grade of NP in a practicum course will

automatically be placed on academic probation. Any student on academic probation is not allowed to be enrolled in practicum.

- b. A student on academic probation must remove the probation by raising their GPA to a minimum of 3.00 within the next 6 hours of course enrollments or the student will automatically be dismissed from the Program.
5. **Program Dismissal:** A student who at any point has received any combination of two grades less than a B or NP shall be dismissed from the ABA Program. A student dismissed for any of the reasons enumerated in this section may file a written appeal with the Director of the School of Social Work. The appeal should specify the extenuating circumstances that would account for the student's previous performance and provide evidence that the student currently has the ability to successfully complete the program. The appeal must be filed within 15 days of the issuance of the letter of dismissal. The decision of the Director will be final.

Admit on Condition

Students may be **admitted on condition** if they do not meet or exceed admission criteria as outlined on the ABA Application. Those requirements are:

- ❖ Minimal cumulative GPA of 3.0
- ❖ Three strong academic and/or professional references
- ❖ A thoughtful and well written professional statement
- ❖ Employment/volunteer/practicum experiences in human and/or health services
- ❖ Leadership potential as an applied behavior analyst
- ❖ Personal and professional maturity

When an applicant does not meet admissions criteria, the Director of Graduate Recruitment and Admissions will make a referral to the Student Affairs Committee (SAC) for further review. Upon review of the file, the committee may admit the applicant on Conditional Admissions (i.e., probation) for the duration of one semester. Students are informed of the admission decision through a letter from the Director of Graduate Recruitment and Admissions. Included in the letter is a contract outlining the requirements that the student must successfully complete. Conditionally admitted students may not register for more than six credit hours during their first semester and must maintain a 3.0 cumulative GPA. Failure to meet a 3.0 GPA, and any other requirement of conditional admissions may result in dismissal from the program. If relevant to the pursued degree, conditional students are not eligible to plan for practicum until successful completion of their conditional status. The determination is made by the SAC after review of the student's academic performance and consultation with their advisor or instructors at the end of each semester. The student will receive a letter of removal from conditional admission, or other action, from the Director of Graduate Recruitment and Admissions. The student can appeal the decision within 10 days by submitting a written appeal to the Director of the School of Social Work.

Advising

Following acceptance to an ABA Program, every new student meets with the Director or Assistant Director of the ABA Program for an initial advising and registration appointment as well as specific conversations regarding practicum. Shortly after the beginning of the student's first semester, he/she will be assigned to a faculty advisor. Advisors seek to understand the educational and career goals of students and provide assistance and mentoring in course planning, registration, and other academic and career concerns. The School embraces an adult-learner model of advising, with advising meetings often scheduled as requested by the student. However, the student must meet with her/his advisor minimally

once annually, but preferably twice, in the academic year.

Criminal Records

The School of Social Work does not require or conduct criminal background checks on students. Conviction of a criminal offense does not necessitate barring an individual from becoming a behavior analyst or from making a major contribution to society. Applicants for admission to the School of Social Work will be evaluated on the basis of their overall qualifications. **Students should be advised, however, that a criminal conviction could prevent them from practicing as a behavior analyst in some settings.** Questions should be directed to the Behavior Analysis Certification Board's legal consultant Ms. Bloom at misty@bacb.com or 850-765-0905, extension 105

Four-Year Completion of Program Requirement

All ABA Program students have four years from their date of entry into the program to complete the program of study. Any student who cannot comply with this requirement and has a legitimate reason for being unable to do so may request an extension. The written request for extension should be approved by the advisor and sent to the Director of the ABA Programs for consideration. The request should explain reasons for an exception to this policy as well as include a detailed timetable for completion of the requirements. The student will be notified in writing by the Director of the ABA Programs of the acceptance or rejection of this request. SLU's time to degree policy is less strict with 5 years to complete a Master's degree.

Grievance

[Also see SLU's Academic Appeals policy](#) and [Office of Institutional Equity and Diversity for Harassment or Discrimination claims](#). Any student enrolled in a School of Social Work course and/or degree program may submit a written appeal to the Director of the School of Social Work. The Director will forward the grievance for review to the Director of the ABA Programs or the Student Affairs Committee (SAC). A "grievance" is defined as a formal inquiry or complaint requesting a review related to a school policy or procedure, or a situation where the student feels that a faculty or staff member treated them unfairly or unprofessionally. **Students are first encouraged to resolve any conflicts with the specific faculty or staff member and any overall program policies with the Director of the ABA Programs.**

The Director of the ABA Programs or the SAC Chairperson will meet with students to discuss possible ways to address the situation and/or to encourage the student to write a formal grievance. Once the ABA Programs Director or SAC Chairperson receives and reviews the written grievance then an individual director or full committee meeting will be convened within five working days with the student. Advocates will not be allowed for graduate grievance meetings. Following consideration and review, the SAC shall forward a written recommendation on action to the Director of the ABA Programs or the Director of the School of Social Work for action. Within an additional five working days, the student shall have a response to their grievance.

If the student and the ABA Programs Director cannot reach a satisfactory solution, the student should appeal to the Director of the School of Social Work. If the student remains dissatisfied upon receipt of the response by the Director of the School of Social Work, the student may convey the complaint to the CPHSJ Associate Dean for Academic Affairs, either in writing or by personal visit. The Associate Dean for Academic Affairs will research the matter, making whatever inquiries are appropriate, and then inform the student of her findings. If a satisfactory solution is not reached, then the student may convey the complaint to the Office of the Provost in writing or in person. The matter will be reviewed for adherence

to process(es), and the student of will be informed of the findings.

Graduation

Students planning to graduate must [apply to Graduate via Banner Self-Service within the first two weeks of semester in which they plan to graduate](#) (after that time students are charged late fees). Those who wish to graduate during the summer and be listed in the May commencement book must apply by March 1. Degrees are **not** conferred nor are diplomas awarded during any of the ceremonies but through the Registrar's office based upon successful completion of all degree requirements and final payment of tuition and fees. [Degree Conferral Dates](#).

Nondiscrimination Policy and Human Diversity

Saint Louis University and the School of Social Work have a strong and active commitment to promote human diversity and to ensure that all aspects of educational programs are carried forth without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, and/or sexual orientation. A specific University goal is to foster "respect for diversity, other cultures, and belief systems." The [University's Affirmative Action, Harassment, Hate Crimes, and Sexual Assault policies, training modules and process for complaints and grievances are found through the Office of Institutional Equity and Diversity](#).

Parental Leave Policy

The SLU Student Parental Leave policy is found at:

https://www.slu.edu/academics/graduate/gc_parental_leave_policy.pdf

Professional Competence and Probation

Professional competence refers to expected behaviors that are required of Saint Louis University School of Social Work students who are also developing as professionals. Students are expected to maintain positive and constructive interpersonal communications and relationships with faculty, students, staff, and persons in practicum agencies. Students are expected to positively contribute to the academic learning environment within the classroom, school, and in practicum placements. This includes respecting diversity and not participating in any form of discriminatory actions. As a student in a professional school, emotional stability is necessary for practice.

Students enrolled in the Applied Behavior Analyst Program and courses are asked to abide by the Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts (**Appendix B**).

In addition, a policy on Professional Expectations is included on every School of Social Work course syllabus. The policy is as follows:

Students are expected to demonstrate professionalism in classes. Expectations include:

1. Arriving promptly to class and leaving at the scheduled ending time.
2. Preparing thoroughly for each session.
3. Participating fully in all classroom activities and discussions.
4. Displaying respect for others' ideas and different styles while offering own points of view.
5. Turning off all electronic devices (e.g., cell phones and others) during class.
6. Displaying respect for professors, as evidenced by following professional review process.

7. Displaying professional behaviors via electronic communication with peers and professors outside of classes must also be maintained.

Professional Review

In the event that a student is not demonstrating behaviors reflecting professional competence, then a faculty member, student, staff person, or practicum instructor can request a professional review with the Chair of the Student Affairs Committee (SAC). The Chair of the SAC will then convene the faculty members of the SAC, which may include other faculty depending on the circumstance and faculty availability. The SAC will review the referral, obtain additional information if needed, and meet with the student. The student is able to bring one person as an “advocate” to the meeting if they desire. The outcome of the meeting would include any of the following: 1) A warning: a discussion with documentation for the student’s file only. No further action will be taken, but future violations of standards or policies may result in probation or dismissal; 2) Suspended Imposition of Probation: The student must complete clearly defined tasks by set deadlines to remain in good standing. If the student does not complete tasks by deadlines, student will be placed on probation; 3) Non-Academic Probation: The student must complete clearly defined tasks by set deadlines to remain in and graduate from the program and have no further violations while in the program. Students pursuing degrees requiring practicum who are placed on probation for professional competence violations may not plan or complete a practicum until they are no longer on probation; or 4) Dismissal: The student is dismissed from the program and must appeal to remain in the program. The overall focus for the first three outcomes will be strengths and educationally based in order to assist the student in continuing with and achieving success in the program. The SAC will then submit a report with recommendations to the Director of the program in which the student is enrolled. The Program Director will then make a final determination and will meet with the student to discuss the final decision and provide a written letter or contract. If the student desires to appeal the decision, the student must present a written appeal to the Director of the School within 10 business days of the notice of the outcome of the review meeting.

Registration, Continuous Enrollment and Dropping Courses or Withdrawals

Students are required to register on-line in the SLU banner self-service system after meeting with their advisor and [reviewing program requirements and roadmaps as listed in SLU’s catalog](#). Students must maintain [continuous enrollment](#) for Fall and Spring semesters.

Registration for the spring semester generally takes place in November. Registration for both summer and fall semesters takes place in April. New student registration takes place in July for fall semester. Students are urged to register early to secure the classes they need. Late Registration begins on the first day of classes and late fees will be incurred.

Students are responsible for [adding, dropping or withdrawing from courses in accordance with SLU’s Registrar policies and deadlines](#). This includes stated [tuition refund deadlines](#) the program and school cannot override. See Registrar’s website for form <https://www.slu.edu/registrar/register/forms.php>

Switching Degrees within the School of Social Work

Any student who wants to switch degrees (from MSABA to MSWABA or vice versa) must apply as a new student to the new degree program and complete the following steps:

1. A [Petition to Amend the Graduate Program](#), and adhere to all requirements and deadlines for applications and admittance into the new degree program as appropriate, including (but not limited to) interviews, submission of letters of recommendations, transcripts from other institutions, etc.
2. Write a letter to the ABA and MSW program committees explaining why a switch is being requested. The letter should be submitted to the Program Directors of each program at the same time as the new application is submitted. This letter can be used as the writing sample required for application.
3. Transfer credits, if any, from either program to the new program is at the discretion and assessment of the Program Director.
4. MSABA students wishing to switch degrees must do so before completion of ABA 5748 (Behavior Change and Processes) and/or before completion of the second ABA practicum.

ABA STUDENT RESOURCES

Student Association

The ABA Student Association has an official student organization within the school and university. This group has various activities throughout the year. The group is open to all students. If interested in joining, please contact Dr. Natalie Parks natalie.parks@slu.edu who serves as the advisor.

All official student organizations at SLU can be on the [Student Involvement Center website](#).

Specific service sites of interest to SSW students are found at: <https://www.slu.edu/life-at-slu/center-for-service/opportunities-to-serve.php>

Professional Resources

Behavior Analyst Certification Board	www.bacb.com
Missouri Association for Applied Behavior Analysis	www.moaba.org
Association for Behavior Analysis International	www.abainternational.org

APPENDICES

Appendix A

Behavior Analyst Certification Board®

BCBA® & BCABA® Behavior Analyst Task List - Fifth Edition©

See <https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-task-list-5th-ed-.pdf>

Appendix B

BACB ETHICAL COMPLIANCE CODE FOR BEHAVIOR ANALYSTS

<https://bacb.com/wp-content/uploads/170706-compliance-code-english.pdf>

