

# Department of Applied Behavioral Science

## Why study applied behavioral science?

The Department of Applied Behavioral Science offers a curriculum through which students learn how to examine and address problems of social importance across the lifespan. Students receive training in the application of behavioral science to improve the human condition through prevention and intervention.

## Affiliated Research and Training Programs

For information about the Schiefelbusch Institute for Life Span Studies, Juniper Gardens Children's Project, the Research and Training Center for Independent Living, the Center for Community Health and Development, Cofrin Logan Center for Addiction Research and Treatment, and the Kansas Intellectual and Developmental Disabilities Research Center, visit the KU Life Span Institute (<http://www.lsi.ku.edu/>). For information about Clinical Child Psychology, visit the program's website (<https://cdc.ku.edu/>).

For information about the Center for Applied Behavioral Economics, Edna A. Hill Child Development Center, and the Performance Management Laboratory, visit the ABS department website (<http://absc.ku.edu/>).

## Undergraduate Programs

The department teaches undergraduates to understand behavior and solve societal problems through evidence-based practice and critical thinking in applied behavioral science. Areas of application include early childhood education and intervention, developmental disabilities, substance use, behavioral economics, health promotion and community development, organizational behavior management, basic research, and conceptual foundations.

Introductory and core courses provide a sequence of instruction in

1. The basic principles of behavior;
2. Applications of these principles for solving problems of individual and societal importance;
3. Rules of evidence for data-based decision-making in solving these problems; and
4. The conceptual, comparative, and historical foundations of modern behavioral science.

Specialty area courses instruct students further about the contexts of application at the individual, family, and community levels. Recommended courses in other departments and schools (e.g., biology, psychology, sociology, political science, social welfare, special education) provide students with an even broader appreciation for the diversity of society's problems and an interdisciplinary perspective on their solutions. A capstone practicum integrates course work with supervised, hands-on training and opportunities for research experience.

All 100-level ABSC courses are open to nonmajors. Each fulfills a College principal course distribution requirement in the social sciences for either individual behavior or public affairs; ABSC 310/ABSC 311 also fulfills the public affairs requirement. Courses numbered from 200 to 674 are open to nonmajors who have the prerequisites. Practicum courses numbered

ABSC 675 and higher are restricted to majors unless students have the instructor's permission.

## Graduate Programs

The department's graduate programs train scientist-practitioners and researchers in the discovery and production, translation and application, and communication of knowledge in the behavioral sciences for understanding and solving problems of individual and social importance, locally and globally. For this, the department offers a Master of Arts degree in applied behavioral science and a Doctor of Philosophy degree in behavioral psychology. In both degree programs, the department requires a sequence of courses that integrates the basic principles of behavior, experimental methods and research design, and conceptual foundations with training in basic, applied and intervention, and prevention research. Among the areas of application are adolescence, autism, community health and development, developmental disabilities, early childhood, family enhancement, organizational behavior management, and independent living. Other areas are described in the graduate application materials available from the department and on the website (<http://www.absc.ku.edu/>).

Founded in 1964, the department has played a leading role in developing and advancing applications of behavioral science. In 1968, it founded the Journal of Applied Behavior Analysis. In 2000, it received the award for Enduring Programmatic Contributions to Behavior Analysis from the Society for the Advancement of Behavior Analysis. Our graduate programs are accredited by the Association for Behavior Analysis International, and our graduate curriculum is approved by the Behavior Analysis Certification Board (<http://www.bacb.com/>).

## Courses

### **ABSC 100. Introduction to Applied Behavioral Science. 3 Credits. GE3S SBS**

An introduction to the principles of behavioral science and their application to problems facing contemporary societies (e.g., autism, public health, education, juvenile delinquency, substance abuse). Students will learn how behavioral scientists analyze human behavior and how these analyses are used to inform interventions. Students will also learn about careers in the behavioral sciences and how to pursue them. Course may be offered in lecture or online format.

### **ABSC 101. Introduction to Applied Behavioral Science, Honors. 3 Credits. GE3S SBS**

This course introduces students to the principles of scientific inquiry in applied behavioral science: objectivity, definitions, observation, reliability, validity, correlation and its limitations, causation, experimental design and analysis, and the interpretation of data. These principles are presented in the context of solving individual and societal problems across the lifespan, for example, in early childhood education, public health, developmental disabilities (e.g., autism), delinquency, independent living for people with disabilities, educational systems, and gerontology. Open only to students in the University Honors Program.

### **ABSC 110. Applied Behavior Analysis for Practitioners. 3 Credits.**

Behavior analysis is the study of human and non-human behavior from a natural science perspective. More specifically, behavior analysis takes an observation-based approach to understanding behavior. This approach has yielded several technologies of behavior that offer hope for a variety of populations including individuals with disabilities, families, organizations, and communities. The services of qualified, nationally board-certified behavior analysts are in great demand. This course is

based on the Registered Behavior Technician Task List, but is offered independent of the Behavior Analyst Certification Board (BACB). This course is designed to meet the 40-hour training requirement for the RBT credential and also includes additional material.

**ABSC 150. Community Leadership. 3 Credits. AE51 SBS**

An introduction to analysis, intervention, evaluation, and leadership in contemporary problems facing local communities. Readings, lectures, and service-learning activities enable students to understand community problems and how citizens and professionals can address them.

**ABSC 151. Community Leadership, Honors. 3 Credits. AE51 SBS**

An introduction to analysis, intervention, evaluation, and leadership in contemporary problems facing local communities. Readings, lectures, and service-learning activities enable students to understand community problems and how citizens and professionals can address them. Open only to students in the University Honors Program.

**ABSC 160. Introduction to Child Behavior and Development. 3 Credits. GE3S SBS**

An introduction to child behavior and development with an emphasis on the normal developmental range of growth, intelligence, cognition, emotion, language, and social skills from birth to adolescence.

**ABSC 250. Human Development. 3 Credits. SWT SBS**

This course examines the psychological, social, and physical development of humans across the lifespan from conception through infancy, childhood, adolescence, adulthood and death. The course will explore the broad array of factors that contribute to development including cognitive, emotional, social, neurological, physical, genetic, and environmental influences. (Same as PSYC 250.) Prerequisite: PSYC 104 or PSYC 105.

**ABSC 279. Study Abroad Topics in: \_\_\_\_\_. 1-5 Credits.**

A course designed to enhance international experience in topic areas related to applied behavioral science at the freshman/sophomore level. Coursework must be arranged through the Office of KU Study Abroad. May be repeated for credit if the content differs. Prerequisite: Department permission.

**ABSC 304. Principles and Procedures of Behavioral Interventions. 3 Credits. GE3S SBS**

An examination of the application of the principles and procedures of behavior analysis in interventions used to address problems in adolescent and family life, adult behavioral issues including addictions, childhood autism, community health, early childhood education, intellectual and developmental disabilities, language development, organizational behavior management, and physical disabilities. The course focuses on fundamental elements of behavior change and specific behavior-change procedures to increase and maintain appropriate behaviors and reduce inappropriate behaviors. Issues in design, implementation, measurement, and evaluation of the effects of behavioral interventions and the ethical implications of the use of these interventions are examined. Prerequisite: ABSC 100 or ABSC 101 with a grade of C or better.

**ABSC 308. Research Methods and Application. 4 Credits. GE11**

Examines research methods used to identify, describe, understand, and intervene on socially important problems occurring across the life span (e.g., early childhood, adolescence, elders) and in varied settings (homes, classrooms, group-care facilities, and communities). Discusses research methods and concepts (e.g., prediction, experimental control, reliability, validity) within scientific, psychological, and behavior-analytic frameworks. Presents strategies and tactics regarding descriptive and experimental methods, direct and indirect measurement, graphical and statistical analysis, and single-subject and group experimental

designs. Examines ethics and social responsibility in research. Provides opportunities to read primary and secondary sources, develop research questions, write and present research proposals, and assist in the conduct of research projects. Prerequisite: ABSC 100 or ABSC 101 and ABSC 304 with a grade of C or better in each course.

**ABSC 309. Child Life: Introduction to Theory and Practice. 3 Credits.**

Overview of theory and practice issues related to the Child Life Specialty, including history of the profession and its development, foundations of family centered care, scope of practice of a child life specialist, regulatory issues within the profession (e.g., ethical code, competencies, standards of practice), and historic and current perspectives on preparation of children for healthcare encounters and life-changing events.

**ABSC 310. Building Healthy Communities. 3 Credits. AE51 SBS**

This course teaches knowledge and skills for addressing issues in community health and development (e.g., substance abuse, adolescent pregnancy, child and youth development, prevention of violence). Students learn core competencies such as analyzing community problems and goals, strategic planning, intervention, and evaluation. In a service-learning component, students apply these skills to issues that matter to them and to the communities they serve.

**ABSC 311. Building Healthy Communities, Honors. 3 Credits. AE51 SBS**

This course teaches knowledge and skills for addressing issues in community health and development (e.g., substance abuse, adolescent pregnancy, child and youth development, prevention of violence). Students learn core competencies such as analyzing community problems and goals, strategic planning, intervention, and evaluation. In a service-learning component, students apply these skills to issues that matter to them and to the communities they serve. Prerequisite: Open only to students in the University Honors Program.

**ABSC 349. Therapeutic Benefits of Play. 3 Credits.**

Overview of therapeutic play activities for children and adolescents with a range of health issues and needs, with particular attention to classical and contemporary theories on play, play as an essential element for children's growth, development, and learning, and the influence of the environment on children's play. Special emphasis will be placed on the design and implementation of therapeutic play activities in the healthcare setting. Prerequisite: ABSC 160 or PSYC 333.

**ABSC 350. The Behavioral Treatment of Children with Autism. 3 Credits.**

Students learn about methods of teaching children with autism and about evaluating those methods. Topics include: basic methods of teaching as applied to imitation, productive and receptive language, self-help skills, and engagement in community activities, as well as observation and measurement of behavior in community settings and evaluating consumer satisfaction. The course consists of classroom lectures, discussions, demonstrations, examinations, and completion of laboratory and observation assignments. Enrollment priority is given to majors who intend to do practicum work with children with autism. Prerequisite: ABSC 304 or instructor permission.

**ABSC 359. Family Systems. 3 Credits.**

This class is designed to provide students with an overview of the theoretical, behavioral, and psychological perspectives of family systems and family dynamics. Specific topics include the historical and contemporary theories related to family structure and functions, family relationships and the dynamics of family life, adaptations in family structure and interaction patterns during times of transition, adult-child interactions and family roles, broader societal perspectives of diversity

and cultural variance, and exploration of current research and theory as it applies to family systems. Prerequisite: ABSC 160 or PSYC 333.

**ABSC 360. Drugs, Addiction, and Behavior. 3 Credits.**

This course offers an overview of the basic and applied research in behavioral pharmacology and addictions, as well as interventions. Among the topics it covers are a history of drugs, addiction, and behavior; basic principles of drug action (e.g., pharmacodynamics); behavioral pharmacology testing paradigms (e.g., self-administration); drug action and effects (e.g., alcohol, nicotine, designer drugs, anti-depressants); behavioral deficits associated with addictions (e.g., memory); addiction treatment and recovery (e.g., maturing out, contingency management); and drugs and society. Prerequisite: ABSC 100. PSYC 104 is also recommended.

**ABSC 377. Practicum Preparation for Behavioral Treatment for Children with Autism. 1 Credits.**

In this course, students will learn about teaching methods for teaching new skills to children with autism, data collection skills, and methods for decreasing maladaptive behavior. The primary goal of this course is to prepare students to serve as behavior technicians (i.e., front-line therapists). Behavior technicians are responsible for teaching language, social skills, self-help skills, and academic skills to people with intellectual and developmental disabilities. This course is required for Applied Behavioral Science (ABS) students in the Early Childhood Autism Intervention concentration, and it is a prerequisite for the practicum course ABSC 680 (Advanced Laboratory in the Development of Behavioral Treatments for Children with Autism). Prerequisite: ABSC 304 or instructor permission.

**ABSC 380. Applied Behavior Analysis in Early Childhood Education & Intervention. 3 Credits.**

Advanced undergraduate-level course in applied behavior analysis (ABA) that will survey evidence-based, behavior analytic intervention and teaching strategies that are appropriate for young children (birth to age 8), both with and without intellectual and developmental disabilities. The course will include readings on applied behavior analysis (ABA), concepts related to the developmentally appropriate education of young children (e.g., curriculum content and techniques of early childhood classrooms, the observation of children, and the planning and presentation of activities that will enhance the physical, social, and intellectual development of children), and evidence-based methods for evaluation and intervention with children with intellectual and developmental disabilities. Prerequisite: ABSC 304 or instructor permission.

**ABSC 410. Behavioral Approaches in Working with Adolescents. 3 Credits.**

Addresses some of the basic behavioral techniques used with juveniles who have problems in school, at home, or in the community: readings and role-playing sessions covering assessment of problems, relationship development, observing and defining behavior, teaching and contracting techniques, and counseling. Prerequisite: ABSC 304 highly recommended.

**ABSC 425. Teaching Apprenticeship in Applied Behavioral Science. 3 Credits.**

Students read new materials, become more fluent with ABSC 100 content, and acquire tutoring skills. Course may not be repeated. Prerequisite: ABSC 100 and consent of the instructor and department chair.

**ABSC 441. Ethical, Legal and Professional Issues in Applied Behavioral Science. 3 Credits.**

The course covers ethical and legal issues in the responsible conduct of basic, applied, intervention and prevention research (e.g., informed consent and assent with typical and atypical populations); inclusion of

underrepresented groups, participatory action research; bias, fraud, and plagiarism, conflict of interest; reporting misconduct; authorship conflict). It also covers professional issues in behavioral consultation and training, review of the Behavior Analysis Certification Board task list on basic behavior-analytic skills, client-centered responsibilities, and foundational knowledge. This course satisfies the Behavior Analysis Certification Board requirement for 15 classroom contact hours of coursework related to Ethical Considerations in Behavior Analysis needed to take the BACB examination. This course is taught at the 400 and 800 levels, with additional assignments at the 800-level. Prerequisite ABSC 308.

**ABSC 444. Curriculum Development for Young Children. 3 Credits.**

A survey of educational materials and activities appropriate for young children. Students explore several components of effective curriculum development (e.g., objectives, methods of activity presentation, teaching strategies) and learn to integrate them to construct curricula for a range of content and skill areas. By focusing on functional components of a curriculum, students learn to construct, critically evaluate, and modify curricula for typically and atypically developing children. Prerequisite: ABSC 304 or instructor permission.

**ABSC 469. Special Topics in: \_\_\_\_\_. 1-3 Credits.**

A course designed for the study of special topics in applied behavioral science. Course content addresses major topics and specialized issues in the field. May be repeated for credit if the content differs. Prerequisite: Instructor permission.

**ABSC 470. Organizational Behavior Management. 3 Credits.**

This course offers detailed discussion of the organizational behavior management (OBM) literature including performance management, behavioral systems analysis, and behavior-based safety. This course also addresses empirically supported staff training procedures and research in implementation science. Prerequisite: ABSC 100.

**ABSC 477. Verbal Behavior. 3 Credits.**

The purpose of this course is to introduce a behavioral framework for the analysis of verbal behavior. In this course, students will learn about Skinner's (1957) analysis of verbal behavior and the controlling variables associated with each verbal operant. In addition, we will discuss extensions of verbal operants and analyze multiply-controlled verbal behavior. Students will read current research in the area of verbal behavior and examine the extent to which verbal behavior impacts instruction for children with autism. Prerequisite: ABSC 304 or instructor permission.

**ABSC 489. Directed Readings in: \_\_\_\_\_. 1-3 Credits.**

A course designed for directed readings in applied behavioral science. Readings address major topics and specialized issues in the field. May be repeated for credit if the content differs. Prerequisite: Instructor permission.

**ABSC 499. Directed Research in: \_\_\_\_\_. 1-3 Credits. AE61 CAP**

Basic and applied research experience. The course provides training in research methods, measures, and designs, and the conduct of research, in the behavioral sciences. May be repeated for credit if the content differs. Prerequisite: Instructor permission.

**ABSC 509. Contemporary Behavioral Science: Historical, Conceptual, and Comparative Foundations. 3 Credits. AE61 CAP**

This course provides a survey of modern behavioral science and its applications. It reviews the field's history; integrates its sub-disciplines; situates it within the natural sciences, social sciences, and humanities; and compares and contrasts it with other perspectives. It covers recent advances in research, their implications for understanding human behavior, and their application to solving societal problems. And,



it addresses the ethical implications of applied behavioral science. Prerequisite: ABSC 100 or ABSC 101 and ABSC 304 with a grade of C or better in each course.

**ABSC 519. Psychological Aspects of Death and Dying. 3 Credits.**

Students will be exposed to the historical and current cultural, psychological, spiritual/religious, and practical/legal perspectives of death and dying, with particular attention to how mental health professionals interface with systems of care to address loss across multiple developmental levels. Additional topics include ambiguous loss, suicide, transitions, palliative care, self-awareness, and professional self-care. Prerequisite: Junior or Senior standing.

**ABSC 529. Pediatric Health and Health Promotion. 3 Credits.**

An undergraduate seminar on the application of psychological theory and practice to pediatric illness and health promotion. Students will be exposed to key issues related to the health and health care of children and adolescents (and their families), with particular attention to how applied psychology interfaces with medicine and allied health to promote children's health and health care. Prerequisite: Junior or Senior standing.

**ABSC 535. Developmental Psychopathology. 3 Credits.**

A review of contemporary psychological and developmental disorders of children and youth. Course presents current models of psychopathology, classification systems, assessment methods, and treatment approaches designed for the individual, the family, and the community. Specific attention is given to age, gender, and cultural differences and similarities. Topics include: anxiety disorders, oppositional behavior disorders, physical/sexual abuse, learning disabilities, depression, chronic physical illness, and autism. (Same as PSYC 535.) Prerequisite: ABSC 160 or PSYC 333, or instructor permission.

**ABSC 560. The Juvenile Justice System: A Behavioral and Legal Perspective. 3 Credits.**

An overview of the juvenile justice system, including the history, development, and current controversy over children's rights in the legal system examined in light of relevant principles of behavioral science and behavioral systems of rehabilitation. Topics include delinquency, miscreancy, status offenses, dependent-neglected children, child abuse, and juvenile court procedures and personnel (e.g., probation officers), and rehabilitative programs. Prerequisite: ABSC 100.

**ABSC 599. Honors and Thesis in Applied Behavioral Science. 1-5 Credits. AE61 CAP**

A two-semester course combining small group discussions of selected, advanced topics in applied behavioral science with honors thesis supervision on a project of the student's own design. Students normally enroll for one or two hours in fall semester and three to five hours in spring semester. Prerequisite: ABSC 304, ABSC 308, and instructor permission.

**ABSC 606. Special Projects in the Community. 1-10 Credits.**

Structured opportunities to develop and apply knowledge and skills (e.g., analyzing problems, strategic planning, intervention, evaluation) in a project that addresses a community problem or goal. Prerequisite: Instructor permission.

**ABSC 626. Adolescent Behavior and Development. 3 Credits.**

Impact of factors of social environment and physical growth upon psychological development from puberty to young adulthood. (Same as PSYC 626.) Prerequisite: PSYC 104, PSYC 333, or ABSC 160.

**ABSC 632. Advanced Child Behavior and Development. 3 Credits.**

An advanced course in child development that includes a survey of the field's principles and theoretical approaches, and current issues in research and practice. Topics will include: prenatal development,

cognition and language, social-emotional development, socialization influences in childhood, developmental psychopathology, and social policies. (Same as PSYC 632.) Prerequisite: ABSC 160, PSYC 333, or instructor permission, and senior or graduate status.

**ABSC 675. Practicum in Infant-Toddler Care and Early Intervention I. 3-5 Credits. AE61 CAP**

Experience in a classroom-based early intervention and child-care program serving children younger than 3 years. Students gain practical experience with care-giving and teaching practices appropriate for typically and atypically developing children. Students learn to develop and implement individualized curricula based on assessments of children's skills. Prerequisite: ABSC 380 (or concurrent enrollment) and instructor permission.

**ABSC 676. Practicum in Infant-Toddler Care and Early Intervention II. 3-5 Credits. AE61 CAP**

An advanced practicum providing experience in classroom-based early-intervention and child-care program serving children younger than 3 years. Students gain practical experience with care-giving and teaching practices appropriate for typically and atypically developing children. Students learn to develop and implement individualized curricula based on assessments of children's skills. Prerequisite: ABSC 675 and instructor permission.

**ABSC 677. Practicum in Preschool Education and Intervention I. 3-5 Credits. AE61 CAP**

A one-semester practicum providing opportunities for students to assume responsibility for the education and guidance of young children in an early childhood program. Regularly scheduled individual and staff conferences enable students to evaluate personal growth and progress as teachers of young children. Prerequisite: ABSC 380 (or concurrent enrollment) and instructor permission. Must also meet special state requirements for child care employees and volunteers.

**ABSC 678. Practicum in Preschool Education and Intervention II. 3-5 Credits. AE61 CAP**

A one-semester advanced practicum providing opportunities for students to assume responsibility for the education and guidance of young children in an early childhood program. Regularly scheduled individual and staff conferences enable students to evaluate personal growth and progress as teachers of young children. Prerequisite: ABSC 380, ABSC 677, and instructor permission. Must also meet special state requirements for child care employees and volunteers.

**ABSC 679. Practicum in Behavior Analysis Research in Early Childhood Education. 1-6 Credits. AE61 CAP**

A two-semester practicum providing opportunities for supervised training in one of several ongoing research projects in the field of behavior analysis, either basic or applied. Students assist in conducting research and participate in individual and group meetings to discuss and evaluate research and related methodological issues. Prerequisite: ABSC 308 and instructor permission.

**ABSC 680. Practicum in Advanced Laboratory in the Development of Behavioral Treatments for Children with Autism. 3-5 Credits. AE61 CAP**

Students participate in an intensive behavioral treatment program teaching language, social skills, self-help skills, and academic skills to young children with autism. Students learn: to develop and implement treatment programs; design and use of a system of data collection and analysis; and to apply the principles and philosophy of community and school mainstreaming. Prerequisite: ABSC 377 and instructor permission.

**ABSC 681. Practicum II in Advanced Laboratory in Development of Behavioral Treatment for Children with Autism. 3-5 Credits.**

Students participate in an intensive behavioral treatment program teaching language, social skills, self-help skills, and academic skills to young children with autism. Students learn: to develop and implement treatment programs; design and use of a system of data collection and analysis; and to apply the principles and philosophy of community and school mainstreaming. Prerequisite: ABSC 680 and instructor permission.

**ABSC 683. Practicum in Child Life Specialty. 3 Credits.**

This practicum is designed to provide training and support in the practice of Child Life Specialty (CLS) in a hospital/health care environment. Students will receive supervised experience under the supervision of certified Child Life Specialists, didactic instruction in professional issues related to CLS, and individual advising. Students will create a clinical portfolio to document their development of specific clinical/professional competencies over the course of the semester. Individual advising focuses on development of the students' resume/cover letter and individualized study plans for preparing for the CLS certification exam. This course may be repeated once for credit. Prerequisite: ABSC 309 and instructor permission. Must also meet special state and/or hospital requirements for child care employees and volunteers (e.g., criminal background check).

**ABSC 685. Practicum in Community-Based Services for Adults with Intellectual and Developmental Disabilities. 3-6 Credits. AE61 CAP**

A one- or two-semester practicum providing supervised opportunities in supporting adults with intellectual and developmental disabilities in community-based environments. Students will be trained and supervised to implement assessment and intervention procedures for socially significant behavior change in adults with intellectual and developmental disabilities, collect data and make data-based decisions, and conduct training to support staff working with adults with intellectual and developmental disabilities. Students are also required to read relevant literature and participate in weekly meetings to discuss the literature and progress on assessment and intervention procedures. Meets capstone course requirement for degree. Prerequisite: ABSC 350 and instructor permission.

**ABSC 690. Practicum in Community Health and Development. 1-6 Credits. AE61 CAP**

A two-semester practicum in which students engage in structured opportunities to practice core competencies related to the work of promoting community health and development (e.g., strategic planning, intervention, evaluation). In weekly group meetings, students prepare for their individual working field settings (e.g., health and human service agencies, research and advocacy organizations, community organizations). Prerequisite: ABSC 150, ABSC 310, and instructor permission.

**ABSC 691. Practicum in Community Health and Development, Honors. 1-6 Credits. AE61 CAP**

A two-semester practicum in which students engage in structured opportunities to practice core competencies related to the work of promoting community health and development (e.g., strategic planning, intervention, evaluation). In weekly group meetings, students prepare for their individual working field settings (e.g., health and human service agencies, research and advocacy organizations, community organizations). Prerequisite: Open only to students in the University Honors Program; ABSC 151, ABSC 311 and instructor permission.

**ABSC 692. Practicum in Basic Research and Conceptual Foundations. 3 Credits. AE61 CAP**

Practical supervised training in the laboratory study of human and/or animal behavior. Students assist in conducting basic research, read and discuss research articles, attend lab meetings, and acquire data analysis

and presentation skills. Prerequisite: ABSC 308 (or concurrent enrollment) and permission of the instructor.

**ABSC 695. Special Practicum in: \_\_\_\_\_. 3-6 Credits.**

A one or two-semester practicum providing opportunities for supervised, hands-on training outside the existing specialty areas or their options. This practicum must be arranged with the prior approval of a faculty advisor and the department's Undergraduate Curriculum Committee. Students should see an advisor about this practicum early in their junior year. Prerequisite: Instructor permission.

**ABSC 696. Special Practicum in, Honors: \_\_\_\_\_. 3-6 Credits.**

A one or two-semester practicum providing opportunities for supervised, hands-on training outside the existing specialty areas or their options. This practicum must be arranged with the prior approval of a faculty advisor and the department's Undergraduate Curriculum Committee. Students should see an advisor about this practicum early in their junior year. Prerequisite: Open only to students in the University Honors Program and instructor permission.

**ABSC 698. Special Research Practicum in: \_\_\_\_\_. 3-6 Credits.**

A one or two-semester research practicum providing opportunities for supervised, hands-on research training outside the existing specialty areas or their options. This practicum must be arranged with the prior approval of a faculty advisor and the department's Undergraduate Curriculum Committee. Students should see an advisor about this practicum early in their junior year. Prerequisite: Instructor permission.

**ABSC 699. Special Research Practicum in, Honors: \_\_\_\_\_. 3-6 Credits.**

A one or two-semester research practicum providing opportunities for supervised, hands-on research training outside of the existing specialty areas or their options. This practicum must be arranged with the prior approval of a faculty advisor and the department's Undergraduate Curriculum Committee. Students should see an advisor early in their junior year about the practicum and its prerequisites and requirements. Prerequisite: Open only to students in the University Honors Program and instructor permission.

**ABSC 702. Curriculum Development for Young Children. 3 Credits.**

A survey of educational materials and activities that are appropriate for young children (birth to age 8). Students explore several components of effective curriculum (e.g., objectives, effective methods of activity presentation, teaching strategies) and learn to combine them to construct curriculums for a range of content and skill areas. By focusing on the functional components of curriculums, students learn to construct, critically evaluate, and modify them for both typically developing children and children with special needs.

**ABSC 704. Research Practicum in Clinical Child Psychology. 3 Credits.**

This course provides students in the Clinical Child Psychology Program with the opportunity to enhance and consolidate their research activities by fulfilling one of the elective cluster course requirements. This practicum involves a contract with a research advisor and the program director. The contract includes definable products and dates for completion to prepare research for submission for publication, develop a grant proposal, or conduct additional research project independent of other requirements in the program. The course is not to be taken as an overload, but is to be part of a full-time course schedule. May be repeated. (Same as PSYC 704.) Prerequisite: Graduate standing in clinical child psychology and instructor permission.

**ABSC 706. Special Topics in Clinical Child Psychology: \_\_\_\_\_. 3 Credits.**

A course offering detailed discussion of the literature and research methods of a special topic within clinical child and pediatric psychology. Topic and instructor may change by semester and will be announced in the Schedule of Classes. May be repeated. (Same as PSYC 706.) Prerequisite: Graduate standing in clinical child psychology and instructor permission.

**ABSC 710. Community Health and Development. 3 Credits.**

This course extends knowledge and skills for addressing issues in community health and development (e.g., substance abuse, adolescent pregnancy, child and youth development, prevention of violence). Students learn core competencies such as analyzing community problems and goals, strategic planning, intervention, and evaluation, and then apply these skills to issues that matter to them and to the communities they serve. (Same as ISP 871.)

**ABSC 716. Experimental Problems in Community Settings. 1-5 Credits.**

Research in the experimental design and analysis of community settings. No more than 10 hours total. Prerequisite: Instructor permission.

**ABSC 719. Experimental Field Work in Community Settings. 1-5 Credits.**

Instruction in the methods and techniques of the experimental design and analysis of community settings through supervised participation in established research programs. Emphasizes the techniques of gathering original experimental data. No more than 10 hours total. Prerequisite: Instructor permission.

**ABSC 725. Research Methods and Application. 3 Credits.**

Surveys research methods used to identify, describe, understand, and intervene on socially important problems occurring across the life span (e.g., early childhood, adolescence, elders) and in varied settings (homes, classrooms, group-care facilities, and communities). Discusses research methods and concepts (e.g., prediction, control, reliability, validity) within scientific, psychological, and behavior-analytic frameworks. Presents strategies and tactics regarding descriptive and experimental methods, direct and indirect measurement, graphic and statistical analysis, and single-subject and group experimental designs. Examines ethics and social responsibility in research. Provides opportunities to read secondary and primary sources, develop research questions, write and present research proposals. Prerequisite: Instructor permission.

**ABSC 735. Within Subjects Research Methodology and Direct Observation. 3 Credits.**

A graduate level introduction to the logic of experimentation, direct observation strategies, and research conducted using individual (e.g., single subject) and time series experimental designs. Prerequisite: Graduate standing in applied behavioral science or instructor permission.

**ABSC 746. Introduction to Behavioral Science. 3 Credits.**

This introductory course promotes knowledge and skill in analyzing behavioral problems across a range of societal issues. Special consideration is given to designing interventions, implementing, managing, and supervising applied projects. Topics include the identification and selection of problems and target populations, analysis of problems and goals, designing measurement systems, developing interventions, and disseminating products from applied behavioral research.

**ABSC 765. Evaluating and Disseminating Scientific Material I. 1-3 Credits.**

Intensive training in the evaluation and production of scientific critiques and reviews of current issues in the analysis of behavior, as disseminated through the media. May be repeated. Prerequisite: Instructor permission.

**ABSC 770. Within Subjects Research Methodology and Direct Observation. 3 Credits.**

A graduate level introduction to the logic of experimentation, direct observation strategies, and research conducted using individual (e.g., single subject) and time series experimental designs. Prerequisite: This course is reserved for students in our online program.

**ABSC 771. Introduction to Applied Behavioral Science. 3 Credits.**

This introductory course promotes knowledge and skill in analyzing behavioral problems across a range of societal issues. Special consideration is given to designing interventions, implementing, managing, and supervising applied projects. Topics include the identification and selection of problems and target populations, analysis of problems and goals, designing measurement systems, developing interventions, and disseminating products from applied behavioral research. Prerequisite: This course is reserved for students in our online program.

**ABSC 772. Conceptual Foundations of Behavior Analysis. 3 Credits.**

An advanced Master's seminar on the theoretical, philosophical, and conceptual foundations of behavior analysis. It covers the field's history and purview (e.g., natural science, historical science, applied science); its philosophy of science (e.g., empiricism, pragmatism); the nature of its science (e.g., inductive, experimental, field-theoretic); the products of its science (e.g., principles, concepts, theories); its ethical systems (e.g., humanism, naturalized ethics, personal responsibility); its relations with other fields (e.g., biology, psychology, anthropology); its contrasts with folk philosophy and folk psychology (e.g., mentalism, free will); and its comparisons with like-minded philosophies, psychologies, and cultural practices (e.g., embodied cognition, secular humanism, communitarianism.) Prerequisite: ABSC 854 or instructor permission.

**ABSC 773. Applied Behavior Analysis in Complex Organizations. 3 Credits.**

An examination of the theory, principles, and methods of behavior analysis and their applications to problems of human behavior in complex organizations such as businesses, industries, human service organizations, and governments. Prerequisite: Graduate standing or instructor permission.

**ABSC 787. Multidisciplinary Perspectives on Gerontology and Aging. 3 Credits.**

A seminar coordinated by the Gerontology Program. The seminar explores essential areas of gerontology for researchers and practitioners, providing a multidisciplinary (biology, health services, behavioral and social sciences, human services) perspective on aging. The seminar surveys contemporary basic and applied research, service programs, and policy and management issues in gerontology. (Same as AMS 767, PSYC 787, and SOC 767.)

**ABSC 788. Designing Early Education Environments. 3 Credits.**

This course reviews empirically-supported strategies for designing effective and socially valid care and education environments for young children with and without disabilities. Topics will include: early educational theory, individualized curricula and goal selection strategies, various instructional typologies (e.g., direct instruction, embedded teaching), specific teaching tactics (e.g., prompting, time delay, differential reinforcement), preventive and assessment-based behavioral management strategies, current best practice recommendations for design of the social and physical environment, and methods for assessing children's, caregivers', and teachers' programmatic preferences. Prerequisite: ABSC 796.

**ABSC 797. Proseminar in Child Language. 2 Credits.**



A review and discussion of current issues in children's language acquisition. May be repeated for credit. Graded on a satisfactory/unsatisfactory basis. (Same as CLDP 799, LING 799, PSYC 799 and SPLH 799.)

**ABSC 799. Experimental Analysis of Behavior. 3 Credits.**

This course provides an in-depth description of the basic principles of operant and respondent conditioning in the context of basic non-human and human subjects research. Students will learn various theoretical approaches to understanding effects of reinforcement and punishment. Special attention will be provided to the role of verbal processes in the learning of verbally competent individuals. Students will gain substantive experience with identifying laboratory derived principles present in the literature that are relevant to application through assigned projects.

**ABSC 800. Conceptual Foundations of Applied Behavioral Science. 3 Credits.**

A master's-level graduate seminar on the field's conceptual foundations, with special emphasis on behavior analysis and its application - applied behavior analysis. The course addresses the field's history, philosophy of science, and disciplinary purview; its advanced behavioral principles and processes; its analyses of various content domains in the behavioral, social, and cognitive sciences (e.g., emotion, language, cognition, culture); and its relation to other disciplines (e.g., biology, psychology, anthropology). It also considers professional issues in, for example, the ethical conduct of research and practice. Prerequisite: ABSC 799.

**ABSC 801. Design and Analysis of Community Development Methods. 1-6 Credits.**

An examination of principles and practices of community development and evaluation of methods used to promote community improvement. May be repeated if the content differs. Prerequisite: Instructor permission.

**ABSC 802. Behavior Analysis in Developmental Disabilities. 3 Credits.**

A graduate seminar that includes an overview of the behavioral characteristics of various developmental disabilities and examination of empirically-supported behavioral approaches to the study and treatment of developmental disabilities. Topics will include classification and etiology, motivation, methods for developing appropriate skills, assessment and treatment of behavior disorders, staff training, and legal and ethical issues related to treatment. Prerequisite: Instructor permission.

**ABSC 803. Fundamentals of Psychological Assessment and Intervention with Children. 3 Credits.**

Lecture and supervised experience covering the theoretical and empirical literature on assessment and intervention methods for children, adolescents, and families. Students will learn and demonstrate evidence-based clinical interviewing skills, behavioral observation techniques, risk assessment techniques, therapeutic communication approaches, strategies for providing assessment feedback to families, and ethical principles related to the provision of assessment and psychotherapy (including client file and resource management.) The course requires interaction with clinical populations and communication with referral sources. (Same as PSYC 803.) Prerequisite: Graduate student in clinical child psychology program.

**ABSC 804. Research in Community Health Promotion. 1-6 Credits.**

Supervised, original investigations of problems relevant to community health, such as the prevention of substance abuse or promotion of child outcomes. As appropriate, the course is focused on any combination of: literature research, research planning, and preparation conducting

research, analyzing data, writing research reports, or preparing oral reports of completed research. Prerequisite: Instructor permission.

**ABSC 805. Functional Behavioral Assessment. 3 Credits.**

The strategies, tactics, and ethics of functional assessment are presented in the larger context of behavioral assessment (e.g., nomothetic and idiographic approaches). Research articles relevant to indirect, descriptive, and experimental functional assessment approaches and assessment-based interventions are carefully reviewed to determine the appropriate conditions for each type of assessment and intervention. Prerequisite: Instructor permission.

**ABSC 807. Design and Evaluation of Community Health Promotion Methods. 1-6 Credits.**

An examination of the methods used to develop and evaluate community health promotion programs. The course addresses topics of interest to participants, such as substance abuse, adolescent pregnancy, or child outcomes. May be repeated for credit if the content differs. Prerequisite: Instructor permission.

**ABSC 809. Professional Issues: Clinical Child Psychology. 1 Credits.**

Consideration of special problems confronting the child and family oriented scientist-practitioner, and in the development of a professional identity. Topics include critical issues, including ethical, legal, cultural, empirical, and clinical aspects of research and practice. May be repeated. (Same as PSYC 809.) Prerequisite: Graduate standing in clinical child psychology.

**ABSC 810. Introduction to Developmental Assessment. 3 Credits.**

A course covering the general principles of developmental assessment from birth through adulthood, with special emphasis on the history and nature of assessment instruments and the criteria for acceptance, reliability, and stability of results. Selected assessment techniques for infants, preschool children, elementary school children, adolescents, and adults are reviewed and evaluated for their utility, limitations, and applications. A critical analysis of assessment in general and particular assessment tools is made.

**ABSC 811. Achievement and Intellectual Assessment in Clinical Child Psychology. 3 Credits.**

Course covers the basic theory, research, administration, and reporting of psychological assessment of development, intelligence, and achievement for children, adolescents, and adults within cultural and developmental contexts. The range of psychological instruments examined includes, for example, WIAT, K-ABC, W-J, S-B, WISC, WAIS, and WPPSI. (Same as PSYC 811.) Prerequisite: Graduate student in clinical child psychology.

**ABSC 812. Behavioral and Personality Assessment of Children. 3 Credits.**

Lecture, laboratory, field work, and supervision. Theory and applications in the psychological evaluation of children with standardized assessment techniques. The administration, scoring, interpretation, and reporting of behavioral and personality functioning in children. (Same as PSYC 812.) Prerequisite: Graduate standing in clinical child psychology.

**ABSC 813. Behavioral Science Research Proseminar. 1-3 Credits.**

A master's level professional seminar in which faculty and students present research proposals; offer formal presentations of completed empirical research, reviews of the literature, and other areas of scholarship; and engage discussion about contemporary empirical, conceptual, and professional issues in applied behavioral science. May be repeated for a total of six credits. Graded on a satisfactory/unsatisfactory

basis. Prerequisite: Graduate standing in applied behavioral science or instructor permission.

**ABSC 825. Social Development. 3 Credits.**

A lecture and discussion course in social development. It includes such topics as theoretical approaches to the study of social development, as well as the literature on family processes, peer relations, aggression and prosocial behavior, child abuse and neglect, family violence, child care, and the media. (Same as PSYC 825.) Prerequisite: A course in child psychology or development.

**ABSC 834. Directed Readings in Community Health Promotion. 1-5 Credits.**

Supervised readings in topical areas of community health promotion, such as the prevention of substance abuse and promotion of child outcomes. A program of study, conferences, and reports is developed by the instructor and student.

**ABSC 840. Theoretical Concepts of Human Development and Child Care Practice. 3 Credits.**

Basic introduction to treatment concepts and procedures related to child development and child-care programs. The major goal is to provide a theoretical framework that is effective in dealing with various types of child deviancy. Prerequisite: Graduate standing or instructor permission.

**ABSC 841. Ethical, Legal, and Professional Issues in Applied Behavioral Science. 3 Credits.**

The course covers ethical and legal issues in (a) the responsible conduct of basic, applied, and intervention research (e.g., informed consent and assent with typical and atypical populations; inclusion of underrepresented groups; bias, fraud, and plagiarism in data collection and reporting; conflict of interest; reporting misconduct; authorship) and (b) professional issues in teaching, research, and service (e.g., written and presented scientific communication; grant preparation; the journal review process; cultural competence; teaching; vita preparation). The course will also include instruction in the preparation of editorial reviews for manuscripts submitted for publication to in peer-reviewed journals, in partial fulfillment of the department's doctoral requirement for preparing editorial reviews. Prerequisite: Graduate standing in applied behavioral science.

**ABSC 846. Practicum in Clinical Child Psychology I. 1-3 Credits.**

Introductory practicum experience for the Clinical Child Psychology Program. Orientation to psychological evaluation and treatment of children, adolescents, and their families and initial development of professional self-assessment skills. Students acquire specific clinical competencies through shadowing cases, assisting with interpretation of test of intelligence and academic achievement, conducting behavioral observations in field settings, and performing co-therapy of cases presenting to the KU Child and Family Services Clinic. May be taken in more than one semester. (Same as PSYC 846.) Prerequisite: Graduate standing in clinical child psychology and instructor permission.

**ABSC 847. Practicum in Clinical Child Psychology II. 1-3 Credits.**

Intermediate practicum experience for the Clinical Child Psychology Program. Development of specific competencies in assessment and intervention with children, adolescents, and their families through didactics, field experience, and supervision. Students acquire specific clinical competencies through supervised provision of assessment and interventions for cases presenting to the KU Child and Family Services Clinic. Students develop ability to identify specific treatment goals and select therapeutic interventions that are conceptually congruent with clients' presenting problems and are based on sound empirical evidence. Students also develop the ability to integrate and synthesize test results, interview material, and behavioral observations into coherent case conceptualizations. May be taken in more than one semester. (Same as

PSYC 847.) Prerequisite: Graduate standing in clinical child psychology and instructor permission.

**ABSC 850. Principles of Behavior Analysis. 3 Credits.**

An advanced graduate course on the basic principles of behavior, and related procedures for producing behavioral change, with both human and nonhuman subjects. The principles and procedures are presented as fundamental elements of behavior change. Prerequisite: This course is reserved for students in our online program.

**ABSC 851. Ethical, Legal, and Professional Issues in Applied Behavioral Science. 3 Credits.**

The course covers ethical and legal issues in (a) the responsible conduct of basic, applied, and intervention research (e.g., informed consent and assent with typical and atypical populations; inclusion of underrepresented groups; bias, fraud, and plagiarism in data collection and reporting; conflict of interest; reporting misconduct; authorship) and (b) professional issues in teaching, research, and service (e.g., written and presented scientific communication; grant preparation; the journal review process; cultural competence; teaching; vita preparation). The course will also include instruction in the preparation of editorial reviews for manuscripts submitted for publication to in peer-reviewed journals, in partial fulfillment of the department's doctoral requirement for preparing editorial reviews. Prerequisite: This course is reserved for students in our online program.

**ABSC 852. Behavior Analysis in Developmental Disabilities. 3 Credits.**

A graduate seminar that includes an overview of the behavioral characteristics of various developmental disabilities and examination of empirically-supported behavioral approaches to the study and treatment of developmental disabilities. Topics will include classification and etiology, motivation, methods for developing appropriate skills, assessment and treatment of behavior disorders, staff training, and legal and ethical issues related to treatment. Prerequisite: This course is reserved for students in our online program.

**ABSC 853. Behavioral Assessment. 3 Credits.**

The strategies, tactics, and ethics of functional assessment are presented in the larger context of behavioral assessment (e.g., nomothetic and idiographic approaches). Research articles relevant to indirect, descriptive, and experimental functional assessment approaches and assessment-based interventions are carefully reviewed to determine the appropriate conditions for each type of assessment and intervention. Prerequisite: This course is reserved for students in our online program.

**ABSC 854. Experimental Analysis of Behavior. 3 Credits.**

This course provides an in-depth description of the basic principles of operant and respondent conditioning in the context of basic non-human and human subjects research. Students will learn various theoretical approaches to understanding effects of reinforcement and punishment. Special attention will be provided to the role of verbal processes in the learning of verbally competent individuals. Students will gain substantive experience with identifying laboratory derived principles present in the literature that are relevant to application through assigned projects.

**ABSC 857. Biological Bases of Behavior. 3 Credits.**

This course will examine research and theory on the biological bases of normal and abnormal behavior, including central and peripheral nervous system mechanisms of behavioral and psychological functions, and the roles of genetic and epigenetic processes in regulating behavior. The course covers biological systems that support sensory processing, motor behavior, emotion, cognition and social behavior through analysis of animal model, healthy development and patient studies. The diverse methods used to assess these biological systems also will be surveyed, including behavioral testing of animal models, neuropsychological assessment, biosample analyses, and in vivo imaging approaches.



Research on altered behavioral and psychological processes will be integrated with the aim of better understanding the potential of linking knowledge of the biological mechanisms of psychiatric disorders to current clinical practice, as well as critical limitations of current methods and knowledge. Prerequisite: Instructor permission.

**ABSC 861. Principles of Behavior Analysis. 3 Credits.**

An advanced graduate course on the basic principles of behavior, and related procedures for producing behavioral change, with both human and nonhuman subjects. The principles and procedures are presented as fundamental elements of behavior change.

**ABSC 862. Behavioral Community Approaches to Addressing Social Issues. 3 Credits.**

A seminar that provides an overview of the history and origin of behavioral community approaches to address social issues through the integration of applied behavior analysis with other disciplines including community psychology, prevention science, and public health. A multidisciplinary perspective is presented that provides a review of empirically-based behavioral interventions applied in community settings. Prerequisite: Graduate standing or instructor permission.

**ABSC 865. Applied Behavior Analysis in Complex Organizations. 3 Credits.**

An examination of the theory, principles, and methods of behavior analysis and their applications to problems of human behavior in complex organizations such as businesses, industries, human service organizations, and governments. Prerequisite: Graduate standing or instructor permission.

**ABSC 870. Practicum I in Behavioral Psychology. 1-6 Credits.**

Instruction and supervised laboratory or field work for master's students. Practica are offered by different instructors on different topics; may be repeated for credit if the content differs. Topics and instructors are announced in the Schedule of Classes. Prerequisite: Graduate standing in applied behavioral science or instructor permission.

**ABSC 871. Practicum I in Behavior Analysis: \_\_\_\_\_. 1-6 Credits.**

Instruction and supervised laboratory or field work for master's students. Practica are offered by different faculty members on different topics; may be repeated for credit if the content differs. Topics and instructors are announced in the Schedule of Classes. Prerequisite: Graduate standing in applied behavioral science or instructor permission.

**ABSC 872. Practicum I in: \_\_\_\_\_. 1-6 Credits.**

Instruction and supervised laboratory or field work for master's students. Practica are offered by different faculty members on different topics; may be repeated for credit if the content is different. Topics and instructors are announced in the Schedule of Classes. Prerequisite: Graduate standing in applied behavioral science or instructor permission.

**ABSC 875. Practicum in Community Health Promotion. 1-6 Credits.**

A practicum course designed to provide students with knowledge, background, and practical experience in the implementation of community health promotion projects and their evaluation. May be repeated for credit if the content differs. Prerequisite: Instructor permission.

**ABSC 876. Practicum in Community Development. 1-6 Credits.**

A practicum course designed to provide students with knowledge, background, and practical experience in the implementation of community improvement projects and their evaluation. May be repeated for credit if the content differs. Prerequisite: Instructor permission.

**ABSC 880. Early Childhood Practicum for Allied Professionals. 1-6 Credits.**

Professionals in fields such as journalism, social welfare, and psychology may have career interests that include work with or on behalf of young children. This practicum provides students with individualized opportunities to work with young children in a group setting in order to extend their professional skills. Prerequisite: Instructor permission.

**ABSC 881. Early Childhood Care and Intervention Practicum I. 1-6 Credits.**

A course covering the specification of learning goals and the implementation and evaluation of curriculum design management of groups of young children. May be repeated for no more than a total of six credit hours. Prerequisite: Instructor permission.

**ABSC 882. Early Childhood Care and Intervention Practicum II. 1-6 Credits.**

A course to assess and teach skills in diagnosis and evaluation of particular problems in the developmental process of young children (1-5 years of age), and to design and implement interventions. May be repeated for no more than a total of six credit hours. Prerequisite: ABSC 791 and instructor permission.

**ABSC 883. Early Childhood Administration Practicum. 1-6 Credits.**

Experiences in understanding and developing parent satisfaction with care arrangements for their child(ren), providing services to personnel responsible for care and development of young children, and/or maximizing use of available services for young children on their behalf. May be repeated for no more than a total of six credit hours. Prerequisite: ABSC 791 and instructor permission.

**ABSC 884. Early Childhood Early Intervention Practicum. 1-6 Credits.**

Laboratory teaching in an early childhood classroom that includes children who are developmentally delayed, demonstrate behavioral or learning difficulties, or have other developmental disabilities. Experience includes individualized programming for children with special needs, as well as group management and group curriculum planning. May be repeated for no more than a total of six credit hours. Prerequisite: ABSC 791 and instructor permission.

**ABSC 885. Early Childhood Teacher Training Practicum. 1-6 Credits.**

Experience in supervising staff who work in programs for young children. Supervision includes orienting, monitoring, and evaluating staff performance; opportunities for interaction with other professionals; experience in facilitating staff communication; and consulting on research projects. Prerequisite: ABSC 791 and instructor permission.

**ABSC 886. Developmental Assessment Practicum: \_\_\_\_\_. 1-6 Credits.**

This course provides direct experience in the developmental assessment of a selected age group, such as infants, preschool and elementary children, adolescents, or adults. It may be repeated providing the age group specification is not repeated. Prerequisite: ABSC 810 or an equivalent course.

**ABSC 887. Clinical Practicum in Pediatric Psychology. 1-6 Credits.**

Supervised experience with pediatric patients referred for behavior problems, including, for example, temper tantrums, enuresis, encopresis, and hyperactivity. Also includes evaluation and treatment of children with commonly encountered behavior problems. In addition, students observe pediatric staff performing appropriate physical exams and observe the interaction between the medical staff and the pediatric psychologist. Prerequisite: ABSC 705 and instructor permission.

**ABSC 888. Diversity Issues in Clinical Psychology. 3 Credits.**

Review of individual differences pertaining to culture, ethnicity, race, gender, sexual orientation, age, etc., as these have an impact upon theory, research, assessment, and treatment issues in clinical psychology. (Same as PSYC 888.) Prerequisite: Graduate status in clinical psychology, or consent of instructor.

**ABSC 890. Seminar in: \_\_\_\_\_. 1-3 Credits.**

A seminar for master's level students. It examines basic and applied research literatures in specialized fields of applied behavioral science. May be repeated for credit if the content differs. Prerequisite: Graduate standing in applied behavioral science or instructor permission.

**ABSC 891. Research in: \_\_\_\_\_. 1-6 Credits.**

Supervised research investigations in basic or applied behavioral science for master's students. The course introduces observational measurement, research methods and designs, and the conduct of research in the behavioral sciences. May be repeated for credit if the content is different. Prerequisite: Graduate standing or instructor permission.

**ABSC 892. Readings in: \_\_\_\_\_. 1-3 Credits.**

An individual, supervised study of recent research and scholarship for master's students. The course emphasizes current scholarship in selected areas of basic and applied behavioral science and its conceptual foundations. Designed for students whose needs cannot be met in other courses. May be repeated for credit if the content differs. Prerequisite: Graduate standing or instructor permission.

**ABSC 893. Special Topics in: \_\_\_\_\_. 1-3 Credits.**

A research and readings course for master's students. It allows them to concentrate their studies on selected basic and applied problems in behavioral science and carry out independent research. May be repeated for credit if the content differs. Prerequisite: Graduate standing or instructor permission.

**ABSC 894. Study Abroad Topics in: \_\_\_\_\_. 1-3 Credits.**

A course designed to enhance international experience in topic areas related to behavioral science for master's students. May be repeated for credit if the content differs. Prerequisite: Graduate standing or instructor permission.

**ABSC 897. Master's Thesis in Clinical Child Psychology. 1-10 Credits.**

Supervised research experience completing thesis leading to master's degree. (Same as PSYC 897.)

**ABSC 899. Master's Thesis in Applied Behavioral Science. 1-9 Credits.**

Supervised research experience for the thesis leading to a master's degree in applied behavioral science. May be repeated. Graded on a satisfactory progress/limited progress/no progress basis. Prerequisite: Graduate standing in applied behavioral science or instructor permission.

**ABSC 901. Analysis of Everyday Human Behavior. 3 Credits.**

An advanced graduate seminar on the analysis of everyday human behavior, grounded in behavior-analytic principles, concepts, and theory. It covers the process and products of, for example, biological and behavioral development; sensation and perception; motivation and emotion; personality and social behavior; language, cognition, and creativity; attitudes and beliefs, consciousness and unconsciousness, and purpose, will, and values. Prerequisite: ABSC 800 or instructor permission.

**ABSC 905. Psychopathology in Children. 3 Credits.**

Diagnosis and treatment of psychological problems in childhood and adolescence. Preference given to graduate students in child clinical psychology, school psychology, and counseling psychology. (Same as

PSYC 905.) Prerequisite: Fifteen hours of graduate credit in psychology or consent of instructor.

**ABSC 931. The Analysis of Verbal Behavior. 3 Credits.**

An advanced graduate seminar on verbal behavior, grounded in behavior-analytic principles, concepts, and theory. Although focused on the verbal behavior of the proficient speaker, it also covers verbal behavior's evolutionary and biological bases, the development and structure of verbal behavior, the training and remediation of verbal behavior, and critiques and rebuttals to the analysis (e.g., Chomsky's.) Prerequisite: ABSC 800, advanced coursework in psycholinguistics or linguistics, or instructor permission.

**ABSC 934. Directed Readings in Clinical Child Psychology. 3-5 Credits.**

Designed to meet the needs of advanced students whose study in clinical child psychology cannot be met with present courses or for whom advanced work is desired in a specialized area of study. Prerequisite: Graduate standing in clinical child psychology and instructor permission.

**ABSC 936. Quantitative Analysis of Behavior. 3 Credits.**

Advanced experimental course (doctoral-level) that demonstrates the operations of principles of behavior, and the quantitative models that describe them, in the context of basic research. Specific review of the methods to obtain the data necessary to permit a quantitative analysis of behavior, along with the quantitative analyses themselves, will be discussed. Students will learn the advantages and disadvantages of quantitative analyses in the behavioral sciences, along with a behavioral perspective on quantitative models of behavior. Students will obtain hands-on experience selecting data for a quantitative analysis, reviewing whether the data and proposed model meet the requisite assumptions of EAB research on quantitative models, and analyzing behavioral data using quantitative models. Prerequisite: ABSC 799.

**ABSC 941. Teaching and Conference. 3-6 Credits.**

This course is used by graduate students fulfilling the doctoral program teaching requirement. Students assist in class preparation and organization, teaching, grading, and office hours or serve as discussion section leaders or laboratory course supervisors. They meet regularly with the faculty members they are assisting. Students enroll for 3 hours for the equivalent of a 25% assistantship and 6 hours for a 50% equivalent. Prerequisite: Instructor permission.

**ABSC 943. Advanced Practicum in Clinical Child Psychology III. 1-3 Credits.**

Development of advanced competencies in assessment and intervention with children, adolescents, and their families through didactics, field experience, and supervision. Students acquire advanced clinical competencies through supervised provision of assessment and interventions for cases presenting to the KU Child and Family Services Clinic and/or approved external practicum sites, leadership of didactic components of practicum (i.e., formal case presentation), and modeling of clinical competencies for junior students. Students will demonstrate the ability to implement empirically derived therapeutic interventions in consideration of individual differences, cultural values, and individual preferences. Students in external practicum sites will demonstrate an understanding of evidence-based models of consultation and provision of consultation to care providers in professional contexts. May be taken in more than one semester. (Same as PSYC 943.) Prerequisite: Graduate standing in clinical child psychology and instructor permission.

**ABSC 944. Advanced Practicum in Clinical Child Psychology IV. 1-3 Credits.**

Demonstration of advanced competencies in assessment, intervention, and consultation with children, adolescents, and their families through didactics, field experience, and supervision in the semester(s) prior

to required clinical internship. Students demonstrate advanced clinical competencies through supervised provision of assessment and interventions for cases presenting to the KU Child and Family Services Clinic and/or approved external practicum sites, leadership of didactic components of practicum (i.e., integrated case presentation), and modeling of clinical competencies for junior students. Course requirements include the development of portfolios for demonstration of clinical competencies and application to clinical internships. May be taken in more than one semester. (Same as PSYC 944.) Prerequisite: Graduate standing in clinical child psychology and instructor permission.

**ABSC 947. Advanced Practicum in Clinical Child Psychology V. 1-5 Credits.**

Specialized practicum experience for the Clinical Child Psychology Program. Demonstration of advanced competencies related to supervision and consultation in clinical psychology. With faculty supervision, students will develop and demonstrate the ability to provide effective supervision to less advanced students in the program in selected cases appropriate to the service setting. Further development of advanced clinical competencies through supervised provision of assessment and interventions for cases presenting to the KU Child and Family Services Clinic and/or approved external practicum sites, leadership of didactic components of practicum, and modeling of clinical competencies for junior students. May be taken in more than one semester. (Same as PSYC 947.) Prerequisite: Graduate standing in clinical child psychology and instructor permission.

**ABSC 961. Advanced Seminar in Applied Behavior Analysis: \_\_\_\_\_. 3 Credits.**

An advanced seminar examining the literature and research methods in specialized areas of applied behavior analysis (e.g., developmental disabilities, community health, organizational development). May be repeated for credit if the content differs.

**ABSC 963. Clinical Child Psychology Internship. 1 Credits.**

Three consecutive enrollments, covering a minimum of eleven months of experience in an approved clinical psychology field setting; supervision by qualified clinical child psychology faculty and field staff clinicians. Required of all clinical child psychology program students. An intensive guided experience in application of clinical child psychology theory, methods, and practices. Integrates scientific and clinical aspects of field. (Same as PSYC 963.) Prerequisite: Completion of Ph.D. comprehensive examinations, graduate standing in clinical child psychology, and permission of clinical child psychology faculty.

**ABSC 964. Intervention Science and Implementation Research. 3 Credits.**

This discussion-based, advanced research methods course will challenge students to further develop their interprofessionalism, scholarship, and collaboration skills. Doctoral students will learn to develop, revise, and validate interventions through a systematic and focused research agenda that involves a range of research designs (e.g., SMART, hybrid, SCED, participatory) and analytical strategies needed for sustainable implementation. Objectives include building capacity of students to conduct innovative intervention and implementation research using a variety of contemporary single case, group, and hybrid designs; building capacity of students to guide organizations' process to identify, install, implement, and sustain innovations in practice; developing a research proposal; and promoting students' analytical and problem-solving skills, as well as academic writing and accepting feedback. This course is taught in a seminar format where students from multiple disciplines contribute to the learning process as well as learn from their peers and the instructor. Prerequisite: Instructor permission.

**ABSC 965. Evaluating and Disseminating Scientific Material II. 1-3 Credits.**

Intensive training in the evaluation and production of scientific critiques and reviews on current issues in the analysis of behavior, as disseminated through the media. May be repeated. Prerequisite: Instructor permission.

**ABSC 970. Practicum II in Behavioral Psychology. 1-6 Credits.**

Advanced instruction and supervised laboratory or field work for doctoral students beyond ABSC 870. May be repeated for credit if the content differs. Prerequisite: Graduate standing in behavioral psychology or instructor permission.

**ABSC 971. Practicum II in Behavior Analysis: \_\_\_\_\_. 1-6 Credits.**

Advanced instruction and supervised laboratory or field work for doctoral students beyond ABSC 871. May be repeated for credit if the content differs. Prerequisite: Graduate standing in behavioral psychology or instructor permission.

**ABSC 972. Practicum II in: \_\_\_\_\_. 1-6 Credits.**

Advanced instruction and supervised laboratory or field work for doctoral students beyond ABSC 872. May be repeated for credit if the content differs. Topic and instructor are announced in the Schedule of Classes. Prerequisite: Graduate standing in applied behavioral science or instructor permission.

**ABSC 976. Therapeutic Interventions with Children. 3 Credits.**

Clinical approaches to the therapeutic treatment of children with special emphasis on research findings and laboratory (practicum) experience. A survey of relationship therapies, operant strategies, system approaches, parent education and play therapy by the right therapist for a specific child with a particular problem. (Same as PSYC 976.) Prerequisite: Instructor permission.

**ABSC 981. History of Behavior Analysis. 3 Credits.**

An advanced graduate seminar on the history of behavior analysis from Greek naturalism to the 21st century. It covers the history and philosophy of science and psychology (e.g., evolution vs. revolutions, ontology, epistemology); the long past, short history, and recent origins of behavior analysis in cultural context (e.g., Social Progressivism); historical and conceptual relations between behavior analysis and other systems (e.g., behaviorism, psychoanalysis, phenomenism, cognitivism); and historiographic issues and methods (e.g., great person vs. Zeitgeist history, presentism vs. historicism.) Prerequisite: ABSC 800 or instructor permission.

**ABSC 989. Methods of Obtaining External Research Funding. 1-3 Credits.**

The objective of this course is to demystify this process and prepare participants to submit their first independent research grant application. Participants learn about the characteristics of different funding mechanisms and agencies, the characteristics of successful and unsuccessful application strategies, how to turn an initial research idea into a competitive application, ethical issues that influence each stage of the development and submission process, and the nuts and bolts of grant development and management. Specific activities include critiquing an actual NIH grant application, participating in a mock review panel, and developing an actual grant application.

**ABSC 990. Advanced Seminar in: \_\_\_\_\_. 3 Credits.**

An advanced seminar for doctoral students. It examines basic and applied research literatures in specialized fields of applied behavioral science. May be repeated for credit if the content differs. Prerequisite: Graduate standing in behavioral psychology or instructor permission.

**ABSC 991. Advanced Research in: \_\_\_\_\_. 1-9 Credits.**

Advanced, supervised research in basic or applied behavioral science for doctoral students. The course may focus on any combination of a



literature review, research planning and preparation, conducting research, analyzing data, writing research reports, and preparing oral reports of completed research. May be repeated for credit if the content differs. Prerequisite: Graduate standing in behavioral psychology or instructor permission.

**ABSC 992. Advanced Readings in: \_\_\_\_\_. 1-6 Credits.**

An advanced individual, supervised study of recent research and scholarship for doctoral students. The course emphasizes current scholarship in selected areas of basic and applied behavioral science and its conceptual foundations. Designed for students whose needs cannot be met in other courses. May be repeated for credit if the content differs. Prerequisite: Graduate standing in behavioral psychology or instructor permission.

**ABSC 993. Advanced Special Topics in: \_\_\_\_\_. 1-3 Credits.**

An advanced research and readings course for doctoral students. It allows them to concentrate their studies on selected basic and applied problems in behavioral science and carry out independent research. May be repeated for credit if the content differs. Prerequisite: Graduate standing in behavioral psychology or instructor permission.

**ABSC 994. Advanced Study Abroad Topics in: \_\_\_\_\_. 1-6 Credits.**

An advanced course designed to enhance international experience in topic areas related to behavioral science for doctoral level students. May be repeated for credit if the content differs. Prerequisite: Graduate standing in behavioral psychology or instructor permission.

**ABSC 998. Doctoral Dissertation in Clinical Child Psychology. 1-10 Credits.**

Research experience making original contribution to literature in clinical child psychology. (Same as PSYC 998.)

**ABSC 999. Doctoral Dissertation in Behavioral Psychology. 1-9 Credits.**

Advanced supervised research that makes an original, empirical contribution to the literature in applied behavioral science leading to a doctoral degree in behavioral psychology. May be repeated. Graded on a satisfactory progress/limited progress/no progress basis. Prerequisite: Graduate standing in behavioral psychology or instructor permission.