**COURSE SYLLABUS**

**DIVISION:** Theoretical and Behavioral Foundations  
**PROGRAM AREA:** Educational Psychology  
**COURSE:** EDP 7108--Field Experience in Applied Behavior Analysis – Semester 2  
**COURSE CREDIT:** 2 credit hours  
**SECTION #:** 981  
**TERM/YEAR:** Fall 2017  
**COURSE LOCATION:** Oakland Campus  
**DAY/TIME:** 1:00-2:50 pm  
10-30 hours per week scheduled work at University Pediatricians Autism Center  
**INSTRUCTOR:** Krista Clancy, PhD, LLP, BCBA  
**OFFICE:** By appointment  
**OFFICE HOURS:** By appointment  
**OFFICE PHONE:** 734-564-1849  
**EMAIL:** bx4655@wayne.edu  

**Course Description**  
Students will spend supervised time in the field practicing skills learned in the BCBA (Board Certified Behavior Analyst) course sequence. Students will work directly with multiple clients using a variety of Applied Behavior Analysis techniques.

**Course Outcomes**  
Students will work in the field in both the center and community based intervention programs at various field sites. Students will spend time in the field practicing skills learned in the BCBA (Board Certified Behavior Analyst) approved course sequence. Skills will focus on development, implementation and documentation of treatment plans and working with a team including behavior technicians, other students, parents and a Board Certified Behavior Analyst. Students will learn skills to train others who work one:one with clients using treatment strategies based on ABA and beginning consultation skills by pairing up with trained consultants who will model and provide feedback during the practicum, students parent sessions, and staff supervision meetings. During this time students will follow a training protocol designed to instruct behavioral BCBA staff. Once the students have mastered the performance measures on this protocol they will begin to take new clients independently. In this semester students will learn to implement the direct training protocol for others learning to implement DTT, complete observations of other staff to provide treatment updates and continued training, review data and files for accuracy and to begin developing case management skills with support.

It is expected that your practicum experience includes the opportunity to work with real cases in order facilitate the best learning environment and to teach students to work within real world challenges. In order to accomplish this goal, it is necessary for students to dedicate 10-30 hours per week during each semester week. If a student is unable to meet this requirement during a week due to emergency or illness they should speak with their immediate site supervisor to discuss coverage for their practicum responsibilities and how the hours will be made up. If there
are holidays or breaks during the semester students are still expected to participate in practicum or to have an alternative arrangement approved by their immediate site supervisor.

After completing this course students will be able to:
   a) Provide feedback to others implementing treatment
   b) Complete observations of children and staff
   c) Review programs and data to assist in treatment updates
   d) Document changes to treatment appropriately
   e) Communicate effectively with staff and parents
   f) Use skills obtained regarding family systems to better advise and counsel families in therapy

**PREREQUISITES or COREQUISITES:** EDP 7101 Foundations of Applied Behavior Analysis, EDP 7102 Techniques in Assessment in Applied Behavior Analysis, EDP 7103 Treatment Planning in ABA, and EDP 7107 Field Experiences in Applied Behavior Analysis Semester 1.

**Required Texts**
- The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change by Stephen R. Covey 2004
  - [https://www.amazon.com/Habits-Highly-Effective-People-Powerful/dp/0684858398](https://www.amazon.com/Habits-Highly-Effective-People-Powerful/dp/0684858398)
- Let me hear your voice – Cathryn Maurice 1994

**Additional Readings**
- BCBA Course Sequence Student Handbook
- Task List 4

**Recommended Test Prep Materials**
Behavior Development Solutions – BCBA test prep software

Students must purchase a membership for this course and will be required to log in and give instructor permissions to instructor during the semester. See the following website for details. Providing DBS with this syllabus will allow for a student discount on the materials. Make sure to contact a BDS representative for more information regarding the student discount.


**Additional Course Information**
Discuss supervision requirements with our supervisor based on the supervision experience type (750 accelerated or 1500 independent field experience). Visit the BACB website for more information


Students will be responsible for tracking their hours on a log and documenting time spent engaged in assigned tasks. Supervisors will give tasks based on the time expected for students to complete the task. If the task takes longer to complete than the typical time then the student is responsible for completing the tasks on their own time.
Students will also be responsible for having performance measures completed by their site supervisor and turned in by the assigned deadline to receive a grade for the class. Performance measures will be available on blackboard for the students to access. Make sure to discuss these measures with your site supervisor well in advance to appropriately schedule for these tasks. Any questions that your supervisor has regarding these requirements can be directed to the course instructor.

**DOCUMENTATION FROM SUPERVISOR:** Supervisors are responsible for collecting documentation for each two-week period on a form provided by the BACB. The BACB reserves the right to request this documentation at any time following an individual’s application to take the certification exam. Students must keep a copy of all field experience/practicum documents for their personal record in case of audit from the BACB.


**Evaluation**
1. Students will complete weekly assignments (journal entries and assigned readings)
2. Students are expected to complete 10-30 hours of supervised fieldwork per week and the performance rubrics associated with the learning objectives in this semester.
3. Students are expected to obtain the appropriate ratio of supervision weekly with their onsite direct BCBA supervisor to review fieldwork and discuss concerns and progress with cases.
4. Students are expected to integrate the information from coursework and participate in class discussions of the materials.
5. Students are expected to have performance measures listed in the syllabus completed and returned for a grade by the due date.

**Attendance and Participation**
1. Students must attend all class session and be on time. A portion of your grade will be based on attendance. See attendance policy below.
2. Students are expected to complete all readings and assignments prior to class.
3. Students are expected bring topics for discussion to class.
4. Students are expected to engage in respectful discourse.
5. Students are responsible for completing all their own documentation for logging field experience/practicum hours and supervision.

**Grading System**
Each student will perform the following tasks and will be graded on the scale below. Students are expected to perform no less than 80% to continue to the next practicum course.

- A 95% +
- A- 90-94%
- B+ 87-89%
- B 83-86%
- B- 80-82%

Journals 20%
Performance Measures 60%
Reflection Statement 10%
Attendance 10%

**Journal Entries:** Weekly journal topics found on the syllabus should be reflected on and posted before
the beginning of each class. Students should support their reflections with the readings assigned for the week, measures completed, previously learned behavior analytic content, and integrate experiences from your work in the field. Each journal entry will be graded based on these three areas and will be averaged and will be 20% of your grade.

**Performance Measures:** Each student will perform the following tasks, be scored by your site supervisor, and will be graded based on their observed performance and completion of the tasks. Students are expected to perform to 90% accurately on each measure to pass and will have up to three opportunities to pass each measure. Students are responsible for scheduling the assessment observations with their supervisor in a timely way to ensure they can practice the tasks adequately. Students who are unable to complete any of these tasks should have an individual meeting with the classroom instructor to determine a resolution. Scores will be calculated based on the percentage score of the measure or pass fail. The measures will be averaged and will be 60% of your grade. The rubrics are listed below and should be filled out in their entirety.

1. Staff Running a Training Session
2. Program Writing
3. Program Writing – Verbal Behavior
4. Supervision Note
5. Conducting Skills Assessment
6. Electronic Client File Audit
7. Conducting Supervision Meeting with Staff
8. Observation Report
9. Supervisor Evaluation Rating Form

**Reflection Statement:** Students should have their on-site supervisor fill out the Supervisor Evaluation Form and review this together at least one week prior to the due date of the reflection statement. Following this review write a 2-3 page summary of your experience in the second semester of practicum. This paper should be an integration of your experiences within the practicum and the coursework. Comment on the following items within your reflection. This paper will be 10% of your grade.

1. What did you learn in the second semester?
2. Did your experience meet your expectations?
3. Describe the feedback your on-site supervisor provided to you. What goals did they have for you to work on for next semester?
4. What goals do you have for yourself for semester 3? Make sure to be clear and objective with your goals and have a strategy for measuring the goal.
5. What strategies do you plan to use to accomplish those goals? The strategies should not be exposure to activities during your practicum experience. They should be thoughtful plans of how you will target these skills in yourself.

**Attendance:** Students are required to attend all classes. If a student has an emergency or an illness they should contact the instructor and communicate the issue and discuss any make up assignments for the in-class activities that have to be completed. It is expected that if the student is absent, the assignments due for the day they were absent are still completed on time. If assignments are not complete, they will be counted as a zero. If they are late the instructor will determine whether to accept the assignment for less points or at all based on the student-instructor discussion. Each student will be graded based on the percentage of time that they are in class. Each student will be allowed one absence without taking points off. Students are required to attend 14 classes during this semester and they will be given full points for 13/13. Any absences, regardless of the issue will reduce the student’s grade. For example, one absence would be calculated as 12/13 = a 92% for the attendance portion of your grade. Students that are late will have half of their points reduced for the day.
For example, a student who was late one day would have 12.5/13 = 96% for the attendance portion of their grade. Remember, “half of life is just showing up”.

**COURSE ASSIGNMENTS**

All readings are due on the date listed. Readings are tentative and additional readings will be provided by the instructor as necessary.

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<tr>
<th>Session</th>
<th>Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 31 Course Overview Parent Involvement in ABA</td>
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<tr>
<td>2</td>
<td>Sept 7 Course Overview 7 Habits Part One</td>
<td>Journal 1: What considerations must be made to understand perspectives of everyone involved with treatment to improve relationships? How do you become proactive in incorporating these concepts into treatment and training?</td>
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<td>3</td>
<td>Sept 14 Parent Seminar 1 PPT slides Chapters 1-5 Let Me Hear Your Voice</td>
<td>Journal 2: Discuss how you felt when reading the first 5 chapters and how this related to your work as a behavior analyst.</td>
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<td>4</td>
<td>Sept 21 7 Habits - &amp; Habits 1 &amp; 2</td>
<td>Journal 3: Create a mission statement</td>
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<td>5</td>
<td>Sept 28 Parent Seminar 2 PPT slides Chapters 6-10 Let Me Hear Your Voice</td>
<td>Journal 4: Why are some parents hesitant to start ABA with their children? What can we do to improve the way people view ABA treatment in the community?</td>
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<td>6</td>
<td>Oct 5 7 Habits – Habit 3 Bring your daily planner to class</td>
<td>Journal 5: Discuss difficulties that you have managing all the tasks and activities in your life. List the different roles that you have in your life and discuss the responsibilities you have within each.</td>
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<td>7</td>
<td>Oct 12 Parent Seminar 3 PPT slides Chapters 11-15 Let Me Hear Your Voice</td>
<td>Journal 6: How do other treatments affect the outcomes of ABA and the perceptions people have about it? How can you incorporate those considerations into your treatment to improve outcomes?</td>
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<td>8</td>
<td>Oct 19 7 Habits – Habit 4 &amp; 5</td>
<td>Journal 7: Describe the concepts of independence and interdependence and how they impact your effectiveness as a clinician. Then discuss the emotional bank account and how you plan to incorporate it</td>
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Journal 8: Why does the BACB state that testimonials should not be used in advertising ABA services? How could the news report that Cathryn participated in affect how people view the treatment?

Journal 9: Discuss a situation where you had a conflict and how you might improve with increased listening skills and understanding of the other person’s perspective, then discuss goals that you have for improvement in this area.

Journal 10: Why is evaluation important? What is the benefit of an independent evaluation? How can the report be used to guide treatment decisions?

Journal 11: What considerations do you have for siblings of the children you treat? What is your responsibility to the family in helping with identification of ASD? How does having a second child in the family with a disability change the treatment?

Journal 12: Discuss transition planning for clients who are discharging for services and what considerations should be made during this process.

Journal 13: Reflection statement Performance Evaluation Packet Due

Students Use of Computers/Laptops in Class
Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

Students Use of Phone in Class
Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class to respond to it.
Enrollment/Withdrawal Policy
Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.
   - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
   - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
   - WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details:
http://reg.wayne.edu/students/information.php

Attention Students with Disabilities:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Academic Dishonesty/Plagiarism
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-
of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gradcatalog/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

Referencing
When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. Cite authors in the order in which their names were published. You never reorganize the authorship order. That order is determined by level of contribution to the article. See additional handout posted on Blackboard on how to create references using APA style.