COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7101--Field Experience in Applied Behavior Analysis – Semester 1
COURSE CREDIT: 2 credit hours
SECTION #: 902
TERM/YEAR: Spring/Summer 2015
COURSE LOCATION: 608 Oakland Campus
DAY/TIME: 2:00 - 4:05
+ 20 hours per week scheduled work for field experience
INSTRUCTOR: Krista Kennedy, MS, LLP, BCBA
OFFICE: By appointment
OFFICE HOURS: By appointment
OFFICE PHONE: 734-564-1849
EMAIL: kristakennedy@ymail.com

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. Specific focus on supervised one on one behavioral intervention work with children.

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 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 work one on one with clients using treatment strategies based on ABA. During this time students will follow a training protocol designed to instruct behavioral technician staff. Once the students have mastered the performance measures on this protocol they will they learn to train a new staff person to implement the strategies they just learned on that same protocol.

In this semester students will learn a variety of behavioral intervention strategies including but not limited to Discrete Trial Teaching, Incidental Teaching, Picture Exchange Communication Systems, vocal mandating and a variety of other strategies targeted at either increasing or decreasing behaviors. Students will be trained in self evaluation techniques to assess their own performance. They will learn data collection and how data leads to decision making in treatment strategies that are developed for each child. They will also learn to take feedback from others effectively and provide feedback to others in a clear, concise and professional way. Finally students will learn to work collaboratively as a team with other staff at the center including effective use of documentation and verbal communication.
Supervisees must complete, with a passing grade, at least 250 hours of intensive practicum/field experience per semester in behavior analysis within a university practicum program approved by the BACB (Behavior Analyst Credentialing Board) and taken for graduate academic credit. The BACB distribution requirement for intensive practicum hours is not less than 10 hours but not more than 25 hours per week for a minimum of 3 weeks per month. Supervisees must be supervised multiple days per week for at least 10% of the total hours spent in intensive practicum (15% is recommended). For BCBA eligibility, the total supervision for completion of the intensive practicum is 750 hours and should include at least 75 hours, distributed appropriately within each week (112.5 hours is recommended). A total of 6 credits of practicum will be required for the completion of the intensive practicum.

University Pediatricians Autism Center intensive practicum gives students 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 20 hours per week of non-paid time 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 holiday 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) Implement of a variety of ABA teaching strategies
   b) Implement of a variety of procedures aimed at behavior reduction
   c) Accurately collect data
   d) Document progress on a daily progress note
   e) Work collaboratively as a team

**Co-requisite:** EDP 7103

**Required Texts**
- Behavioral Intervention for Young Children With Autism: A Manual for Parents and Professionals Edited by Maurice, Co-edited by Green & Luce
- A Work in Progress: Behavioral Management Strategies and a Curriculum for Intensive Behavioral Treatment of Autism Edited by Leaf & McEachin

**Additional Readings**
- BCBA Course Sequence Student Handbook
- University Pediatricians Autism Center Staff Training Handbook
- Task List 4
- BACB Compliance Code
**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 [http://www.bacb.com/index.php?page=69](http://www.bacb.com/index.php?page=69)

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 in order 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 in order to appropriately schedule for these tasks.

**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 will be instructed on how to upload and save supervision documents onto the University Pediatricians Autism Center electronic records database.


**Evaluation**

1. Students will complete weekly assignments (journal entries and assigned readings).
2. Students are expected to complete 20 hours of supervised fieldwork per week.
3. Students are expected to complete at least 1-2 hours of supervision weekly with their onsite direct BCBA supervisor to review fieldwork and discuss concerns and progress with case.
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 are expected to attend class sessions.
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 clinical hours and supervision.
6. Students are expected to bring supervision forms with the top portion completely and accurately filled out.
**Grading System**
Each student will perform the following tasks and will be graded on the scale below. Students are expected to perform to 90% accurately on each measure in order to pass and will have up to three opportunities to pass each measure. Students who are unable to complete these tasks will have an individual meeting with the classroom instructor, site supervisor and the practicum advisor to determine a resolution. Students are to obtain at least a 80% for the course in order to continue to the next practicum course. Late assignments will not be accepted without documentation of an emergency or illness.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95% +</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
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**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 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 measure will be completed by the students on-site supervisor. Scores will be calculated based on the percentage score of the measure. The measures will be averaged and will be 70% of your grade.

1. Implementation of DTT
2. Implementation of vocal manding
3. Implementation of PECS
4. Preference assessments
5. Data collection
6. Inter-observer agreement
7. Video tape self analysis DTT/manding
8. Write daily progress notes
9. Book Check
10. Supervisor Evaluation Rating Form
11. Use of technology effectively
12. Supervisor Verification Forms BACB website
Reflection Statement: Students should have their on-site supervisor fill out the Professionalism Rating Form and review it with them at least on week prior to the last day of class. Review this completed document and write a 2-3 page summary of your experience in the first semester of practicum. Comment on the following items within your reflection. This paper will be 10% of your grade.

1. What did you learn in the first 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 2?
5. What strategies do you plan to use to accomplish those goals?

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>2-May</td>
<td>Introduction to practicum/ Roles and Responsibilities</td>
<td>Maurice Ch 1 &amp; 2 Leaf Ch 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>3-May</td>
<td>ABA Supporting Research</td>
<td>Maurice Ch 3 &amp; 4 Leaf Ch 3</td>
<td>Rubrics: Book Check Rubric completed on a session that you worked with a child and IOA Data rubric scored by your supervisor while you worked with a child Journal Entry: Summarize some the variables that impact treatment outcome and how you might use this information in treatment.</td>
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<tr>
<td>Date</td>
<td>Program/Development</td>
<td>Section/Book</td>
<td>Notes</td>
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<tr>
<td>4-June 2</td>
<td>Program Development</td>
<td>Maurice Ch 5, 13 &amp; review program section</td>
<td>Rubrics: <em>Preference Assessment Rubric</em> completed by your supervisor and <em>Graphing Checklist</em>. Journal Entry: problem solve a program that is not going well and determine what you might need to do to fix it.</td>
</tr>
<tr>
<td>5-June 9</td>
<td>Program Development</td>
<td>Leaf P 151- end of book</td>
<td>Completed Training Protocol Journal Entry: How do you pick appropriate targets for each client. What considerations do you need to make in order to choose the order of teaching targets?</td>
</tr>
<tr>
<td>6-June 16</td>
<td>Teaching Skills</td>
<td>Maurice Ch 6, 7 &amp; 14</td>
<td>Rubrics: <em>Coding of DTT</em> session you conducted filled out by supervisor Journal Entry: How do you use DTT, Manding and incidental teaching together to teach in a way that will help the child learn skills that will generalize and Maintain?</td>
</tr>
<tr>
<td>7-June 23</td>
<td>Finding &amp; Training Staff</td>
<td>Maurice Ch 8 &amp; 9</td>
<td>Rubrics: <em>Self Coding of DTT</em> - you code a session that you conducted Journal Entry: How does the quality and the intensity of the intervention impact the outcome of the child's program. How can we make sure that we are implementing the most effective program possible?</td>
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<tr>
<td>8-June 30</td>
<td>Background Studies</td>
<td>Maurice Ch 10 &amp; 11</td>
<td>Rubrics: <em>Code a session of DTT of a Behavior Technician</em> on your team Journal Entry: Write a summary of feedback that you should provide to the staff you coded and other changes you should report to your supervisor.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment</td>
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<td>-----------------------------------------------------------------------------</td>
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<td>9-July 7</td>
<td>No class</td>
<td>No class</td>
<td>No class</td>
</tr>
<tr>
<td>10-July 14</td>
<td>Dealing with Behavior Problems</td>
<td>Leaf Ch 4, 5 &amp; 6</td>
<td>Rubrics: Coding of Manding and/or PECS session you conducted filled out by supervisor. Journal Entry: How can you organize your time, session and environment to optimize your client's learning?</td>
</tr>
<tr>
<td>11-July 21</td>
<td>Self-Stimulatory Bx, Sleep, Toileting, Eating</td>
<td>Leaf Ch 7, 8, 9, 10</td>
<td>Evaluations: Field Experience Supervisor Evaluation Form and Evaluation of Student Technology Skills completed by on-site supervisor. Journal Entry: How do the issues you read about this week impact treatment? When should you work on this problems?</td>
</tr>
<tr>
<td>12-July 28</td>
<td>Play</td>
<td>Leaf Ch 11 &amp; 12</td>
<td>Reflection Statement</td>
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<td>13-Aug 4</td>
<td>TBA</td>
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**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 in order 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/mbk-output/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.