COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7109--Field Experience in Applied Behavior Analysis – Semester 3
COURSE CREDIT: 2 credit hours
SECTION #:
TERM/YEAR:
COURSE LOCATION:
DAY/TIME: TBA
+ 20 hours per week scheduled work at University Pediatricians Autism Center
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. Will work directly with multiple clients and staff using a variety of Applied Behavior Analysis techniques. Highest level of independent behavioral intervention work including managing all necessary assessment, treatment, case management, and intervention training and supervision of parents and technicians.

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 behavioral assessment, case conceptualization, treatment planning and treatment oversight. Students will be responsible for the oversight of a treatment team of behavior technicians, other students and parents. They will receive mentorship and supervision from a Board Certified Behavior Analyst. During this time students will be responsible for 1-5 cases depending on case availability, difficulty and student progress through the training objectives and performance measures.

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) Assess clients to develop a treatment plan
b) Complete a Functional Analysis for severe behavior problems
c) Complete effective parent and staff supervision meeting
d) Keep appropriate documentation organized and updated in the client file
e) Present cases to a team of behavior analysts for feedback and review
f) Present educational information to staff, students and parents in a clear and explicit way
g) Understand the supervision standards for training and overseeing RBTs, BCaBAs and practicum students
h) Understand the training content requirements for the RBT curriculum

**Pre-requisite:** EDP 7108

**Co-requisite:** EDP 7105

**Required 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.

**Required Texts**
RBT UPAC in house training curriculum – provided on Blackboard

**Additional Readings**
- BCBA Course Sequence Student Handbook
- University Pediatricians Autism Center Staff Training Handbook
- Task List 4
- BACB Compliance Code
Additional reading may be added based on student need
Additional Course Information
Supervision may be conducted in small groups of 10 or fewer participants for no more than half of the total supervised hours in each supervisory period. The remainder of the total supervision hours in each supervisory period must consist of direct one-to-one contact. Supervision hours may be counted toward the total number of experience hours required.

DOCUMENTATION FROM SUPERVISEE: The supervisee is responsible for retaining and providing to the BACB, if requested, a copy of the contractual agreement. The supervisee is also responsible for collecting documentation for each two-week period on a form provided by the BACB. The form will require documentation of number of hours of experience, number of supervised hours, and the supervisor for each two-week period and will require signatures of the supervisee and supervisor. The BACB reserves the right to request this documentation at any time following an individual’s application to take the certification exam. This documentation should NOT be submitted with an exam application unless specifically requested by the BACB. Visit the BACB website for more information 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 Pediatrician Autism Center electronic records data base.

Information on supervision requirement and documentation was taken directly from the experience verification form and standards paper. http://www.bacb.com/index.php?page=69

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 hour of on-on-one supervision weekly with their onsite direct BCBA supervisor to review fieldwork and discuss concerns and progress with case. Students are expected to attend at their scheduled time for the 1 hour duration.
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 to 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.
7. Students are expected to upload all supervision documents to their individual folder on the Idrive.

**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>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95% +</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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**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. Functional Assessment Interview
2. Initial Observation – Behavior Asmt
3. Treatment plan
4. Behavior Intervention Plan
5. Supervision Note
6. Parent/staff Supervision Meeting
7. Functional Analysis Proposal
8. Functional analysis Implementation
10. Client file Audit
11. Behavior Review Team
12. Educational Presentation to Group
13. Supervisor Evaluation of practicum Student
14. Use of Technology Effectively
15. Student practicum Experience Evaluation Survey
16. Upload supervision documentations
**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 across the three semesters?
2. Did your experience meet your expectations?
3. Describe the feedback your on-site supervisor provided to you this semester. What goals did they have for you to work on as you prepare for your exam and enter the workforce?
4. What goals do you have for yourself?
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>Jan 14</td>
<td>Introduction to practicum 3</td>
<td>BCBA Course Sequence Student Handbook</td>
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<tr>
<td></td>
<td>Roles and responsibilities and supervision requirements for RBT, BCaBA and BCBA students</td>
<td>Experience Standards RBT, BCaBA, BCBA</td>
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<td>Task List 4</td>
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<td>BACB Compliance Code</td>
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<td>BACB Professional Disciplinary and Ethical Standards</td>
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<td><a href="http://www.bacb.com/index.php?page=5">BACB Guidelines for Responsible Conduct for Behavior Analysts</a></td>
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</tr>
<tr>
<td>Jan 21</td>
<td>Group management and good teaching strategies</td>
<td>RBT curriculum – Week 1 PPT</td>
<td>BCBA TEST Prep- complete DBS practice test</td>
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<td></td>
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<td>Rubric: Functional Assessment Interview</td>
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<tr>
<td>Jan 28</td>
<td>Task list review</td>
<td>Discuss topics from the BDS practice test that were difficult</td>
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<td>Rubrics: Initial Observation – Behavior Asmt</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Week</td>
<td>Rubrics</td>
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<tr>
<td>Feb 4</td>
<td>Teaching and assessing measurement skills in staff and parents</td>
<td>RBT Curriculum week 2</td>
<td>Rubrics: Treatment plan</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Teaching and assessing Reinforcement techniques</td>
<td>RBT Curriculum week 3</td>
<td>Rubrics: Behavior Intervention Plan</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Teaching and assessing DTT</td>
<td>RBT Curriculum week 4</td>
<td>Rubrics: Parent/staff Supervision Meeting Supervision Note</td>
</tr>
<tr>
<td>Feb 25</td>
<td>BCBA test prep</td>
<td>Compete 10 modules in Measurement</td>
<td>BCBA test prep – bring topics for review on measurement and print out of 10 module scores Rubrics: Functional Analysis Proposal</td>
</tr>
<tr>
<td>Mar 3</td>
<td>Teaching skills asmt, task analysis, shaping, and chaining</td>
<td>RBT Curriculum week 5</td>
<td>Rubrics: Functional analysis Implementation</td>
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<td>Ma 10</td>
<td>Teaching Motivating operations and Mand training</td>
<td>RBT Curriculum week 6</td>
<td>Rubrics: Functional Analysis Report</td>
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<tr>
<td>Mar 24</td>
<td>Teaching Incidental Teaching and Natural Environment Training</td>
<td>RBT Curriculum week 7</td>
<td>Rubrics: Client file Audit</td>
</tr>
<tr>
<td>Mar 31</td>
<td>BCBA test prep</td>
<td>Compete10 modules in Fundamental Elements of Behavior Change</td>
<td>BCBA test prep – bring topics for review on measurement and print out of 10 module scores Rubrics: Behavior Review Team</td>
</tr>
<tr>
<td>April 7</td>
<td>Teaching and assessing prompting, fading and discrimination training procedures</td>
<td>RBT Curriculum week 8</td>
<td>Rubrics: Educational Presentation to Group</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Curriculum</td>
<td>Rubrics/Notes</td>
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<td>April 14</td>
<td>Assessing treatment implementation of a BIP</td>
<td>RBT</td>
<td>Rubrics: Supervisor Evaluation of practicum Student &amp; Use of Technology Effectively</td>
</tr>
<tr>
<td>April 21</td>
<td>Teaching generalization and maintenance, graphing and keeping appropriate boundaries when working with stakeholders</td>
<td>RBT</td>
<td>Reflection Statement &amp; Student practicum Experience Evaluation Survey</td>
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<tr>
<td>April 28</td>
<td>Optional</td>
<td>Student</td>
<td>N/A</td>
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</tbody>
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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.
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/gbk-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.