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: Winter 2017
COURSE LOCATION: 156 WSU OALKAND CAMPUS
DAY/TIME: Thursdays 12:30 pm - 2:10 pm
10-30 hours per week scheduled work at field experience location
INSTRUCTOR: Krista Clancy, MS, LLP, BCBA
OFFICE: By appointment
OFFICE HOURS: By appointment
OFFICE PHONE: 734-564-1849
EMAIL: kristakenney@ymail.com

The training offered in this course is based on the BACB Supervisor Training Curriculum Outline but is offered independent of the BACB.

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 semester, students will be responsible for 1-5 cases depending on case availability, difficulty and student progress through the training objectives and performance measures.

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
- Task List 4
- Additional reading may be added based on student need

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

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 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 10-30 hours of supervised fieldwork per week.
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 are expected to attend all class sessions. If a student has an emergency please contact the instructor directly before the class begins or as soon as possible to discuss whether attendance points will be waved for the day.
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.

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
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</table>
| Jan 12 | Competency & Behavior Skills Training  
• The purpose of supervision  
• Important features of supervision  
• Behavior Skills Training | BCBA Course Sequence Student Handbook  
Experience Standards  
Task List 4  
Professional and Ethical Compliance Code for Behavior Analysts  
Requirements for supervisors  
| Jan 19 | Mentorship and supervision  
• Behavior Skills Training  
• Delivering Performance Feedback  
• Evaluating the effects of supervision | RBT experience supervision form  
RBT Training Syllabus  
RBT task list  
RBT competency exam | |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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</table>
| **Jan 26** | Classroom Teaching                      | BCBA TEST Prep- complete DBS practice test  
Rubrics:  
1. Functional Assessment Interview |
|       | • Behavior Skills Training              |                                                                      |
|       | • Delivering Performance Feedback       |                                                                      |
|       | • Evaluating the effects of supervision |                                                                      |
| **Feb 2** | Pretest review                          | Rubrics:  
2. Initial Observation – Behavior Assessment                         |
| **Feb 9** | Student lecture 1                       | Assignment – 10 modules passed to competency  
Rubrics:  
3. Treatment plan               |
|       | BST- present lecture material from curriculum provided and use skills learned in previous lectures for training and supervision. |                                                                      |
| **Feb 16** | Student lecture 2                       | Assignment – 10 modules passed to competency  
Rubrics:  
4. Behavior change program | BST- present lecture material from curriculum provided and use skills learned in previous lectures for training and supervision. |
| **Feb 23** | Student lecture 3                       | Assignment – 10 modules passed to competency  
Rubrics:  
5. Supervision Note               |
|       | BST- present lecture material from curriculum provided and use skills learned in previous lectures for training and supervision. |                                                                      |
| **Mar 2**  | Student lecture 4                       | Assignment – 10 modules passed to competency  
Rubrics:  
6. Functional Analysis Proposal  | BST- present lecture material from curriculum provided and use skills learned in previous lectures for training and supervision. |
| **Mar 9**  | Student lecture 5                       | Assignment – 10 modules passed to competency  
Rubrics:  
7. Functional Analysis Implementation  | BST- present lecture material from curriculum provided and use skills learned in previous lectures for training and supervision. |
| **Mar 23** | Student lecture 6                       | Assignment – 10 modules passed to competency  
Rubrics:  
8. Functional Analysis Report     | BST- present lecture material from curriculum provided and use skills learned in previous lectures for training and supervision. |
| **Mar 30** | Student lecture 7                       | Assignment – 10 modules passed to competency  
Rubrics: | BST- present lecture material from curriculum provided and use skills learned in previous lectures for training and supervision. |
| **April 6** | Ongoing Prof Development                | Rubrics:  
10. Behavior Review Team                                                   |
| **April 13** | Ongoing Prof Development                | Assignment – 10 modules passed to competency  
Rubrics: | |
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<tr>
<th>Date</th>
<th>Event/Assignment</th>
<th>Rubrics:</th>
</tr>
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<tbody>
<tr>
<td>April 20</td>
<td>Portfolios&lt;br&gt;• Individual performance review</td>
<td>12. Supervisor Evaluation of practicum Student &amp; 13. Use of Technology Effective</td>
</tr>
<tr>
<td>April 27</td>
<td>TBA</td>
<td>Reflection Statement &amp; In class assignment - Student Practicum Experience Evaluation Survey + 5 points</td>
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**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. 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>
</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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</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>1000</th>
<th>100%</th>
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<tbody>
<tr>
<td>BDS pretest</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>BDS modules</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Performance rubrics</td>
<td>195</td>
<td>19.5%</td>
</tr>
<tr>
<td>Reflection Statement</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Student practicum survey</td>
<td>5</td>
<td>0.5%</td>
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**Behavior Development Solutions:** A pretest will be completed to assess competency at the beginning of the course. This will be worth 100 points (10% of your grade). It must be completed before the date on the syllabus and provided to the instructor. You also must allow the instructor access to your modules during this semester. Completed modules will be due at the beginning of class where indicated on the syllabus. You will earn 5 points for each module turned in for a total of 400 points (40% of your grade). The modules must be completed to competency and must be based off of areas that were not to competency on the pretest. No late module assignments will be accepted without a documented excused absence.

**Portfolio:** A portfolio of your work throughout the course sequence will be provided to the instructor as indicated on the syllabus for review before your individual performance review. This will be worth 100 points. You will find details about the portfolio requirements in the student handbook (10% of your grade).

**Presentation:** Each student will present for 1-hour content from the RBT training curriculum posted on Blackboard. They will be expected to utilize the training and supervision activities reviewed in the lectures during class. You will be graded based on your ability to accurate teach the material and run behavioral skills training activities with the other students in class. Students will be assigned lecture content on the first day of class and must be prepared to teach the lesson on the schedule determined on that day. This assignment will be worth 100 points (10% of your grade).
**Performance Measures:** Each measure will be completed by the student’s on-site supervisor. Students will complete the 13 measures listed below for 15 points each totaling 195 (19.5% of your grade). The student practicum experience evaluation survey will be completed in class on the last day for a total of 5 points (0.5% of your grade).

1. Functional Assessment Interview
2. Initial Observation – Behavior Assessment
3. Treatment plan
4. Behavior Change Program
5. Supervision Note
6. Functional Analysis Proposal
7. Functional Analysis Implementation
8. Functional Analysis Report
9. Client file Audit
10. Behavior Review Team
11. Educational Presentation to Group
12. Supervisor Evaluation of practicum Student
13. Use of Technology Effectively
14. Student Practicum Experience Evaluation Survey

**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 worth 100 points (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 after you graduate?
5. What strategies do you plan to use to accomplish those goals?

**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.

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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/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.