

Abstract

Certificate Program in Applied Behavior Analysis

The post-baccalaureate *Certificate Program in Applied Behavior Analysis (ABA)* aims to address the strong and constantly growing demand for qualified and credentialed behavioral clinicians in the treatment of individuals with autism spectrum disorders and other behavioral/developmental disorders. This graduate certificate program is designed to benefit students who have earned a bachelor's degree in psychology or a related field and are seeking further training and professional certification in applied behavioral analysis (ABA), a subspecialty of psychology. Students who complete the certificate program will meet the coursework and experiential requirements necessary to become a Board Certified assistant Behavior Analyst (BCaBA), a bachelor level certification offered by the Behavior Analyst Certification Board (BACB; www.bacb.com). The BACB is the sole agency offering professional credentialing in applied behavior analytic (ABA) therapy. The Certificate Program in Applied Behavior Analysis is a year-long (Fall/Spring semester) program that will begin fall 2016. Cohorts will be limited to 10 students per year, with an anticipated enrollment of 6 students in the first cohort, 8 in the second cohort and 10 in the third and subsequent cohort. Students will be required to complete a specified course sequence that includes 2 instructional courses (12 credits total) and 2 practicum courses (12 credits total), per semester. Upon successful completion of the program, students will have met the requirements to apply for certification as a BCaBA (pending obtaining a passing score on the board exam).

Mission Statement and Program Outcomes/Objectives

The post-baccalaureate Certificate Program in Applied Behavior Analysis (ABA) aims to provide high-quality specialized training in ABA consistent with the coursework and experiential requirements necessary to become a Board Certified assistant Behavior Analyst (BCaBA; www.bacb.com). Program activities are designed to ensure students acquire foundational knowledge of behavior analytic concepts and clinical competency in the delivery of ABA services. Additionally, students will acquire knowledge and skills necessary to maintain ethical and responsible conduct, as described by the BACB. Students completing the program will be prepared to obtain meaningful employment in the field of applied behavior analysis and/or gain admittance to advanced degree programs in ABA or related fields.

Program Prospectus
Certificate in Applied Behavior Analysis

Prepared by: Dr. Melissa Hale, Clinical Assistant Professor and Associate Director,
Psychological and Educational Services at the Center for Autism and
Related Disabilities (CARD)
Dr. Michael Alessandri, Assistant Chairman of the Department of
Psychology and Executive Director of the Center for Autism and Related
Disabilities (CARD).

Name of the program for the diploma:
Certificate in Applied Behavior Analysis

Name of the program on student transcripts:
Certificate in Applied Behavior Analysis

Responsible administrative unit for the program:
Department of Psychology, College of Arts and Sciences

Proposed date for implementation:
Fall, 2016

1. Rationale

- a. The certificate program is titled *Certificate in Applied Behavior Analysis*.
- b. This graduate certificate program is designed to benefit students who have earned a bachelor's degree in psychology or a related field and are seeking further training and professional certification in applied behavioral analysis (ABA), a subspecialty of psychology. Students who complete the certificate program will meet the coursework and experiential requirements necessary to become a Board Certified assistant Behavior Analyst (BCaBA), a bachelor level certification offered by the Behavior Analyst Certification Board (BACB; www.bacb.com). The BACB is the sole agency offering professional credentialing in ABA and the BCaBA is a widely recognized credential for bachelor level practitioners of applied behavior analysis.
- c. Applied behavior analysis (ABA) is an extensively-researched and highly efficacious therapeutic approach used to treat a range of psychological and behavioral disturbances, although the primary application is treatment for individuals with developmental disabilities and autism spectrum disorders. Such endorsements are highlighted by (1) federal education law which *requires the use of ABA techniques (i.e., functional behavioral assessments)* in designing educational plans for students with disabilities who exhibit challenging behavior in school as well as (2) *enactment of state mandates that legally require insurance companies to cover ABA therapy for individuals with autism*. Currently there are 35 states in the US (including Florida) that have enacted such mandates. Overall, significant demand for ABA services exists and the job market outlook for clinicians credentialed as behavior analysts is excellent.

- d. The proposed certificate program fits particularly well within the Department of Psychology at the University of Miami. The department has a strong and longstanding history of academic research and clinical service provisions for individuals with autism spectrum disorders. Furthermore, existing clinical programs within the UM Department of Psychology are equipped to offer experiential (practicum) opportunities for students enrolled in proposed certificate program. Most notable is the presence of the University of Miami Center for Autism and Related Disabilities (CARD), a state-funded clinical program that has been housed at the University of Miami for over 20 years and currently serves over 8000 constituents. The Autism Spectrum Assessment Clinic (ASAC) and the Intensive Behavioral Intervention Services (IBIS) clinic are other well-established student training clinics available to support the clinical training of students in the ABA certificate program.

2. Market Analysis

- a. Since the inception of the BACB's certification of ABA therapists (1999), there has been a continual increase in the number of individuals seeking and obtaining such certification. According to the BACB website (www.bacb.com), there are currently over 12,000 individuals certified as BCaBAs.
- b. Currently, job prospects for BCaBAs are solid and the demand for BCaBAs is growing. The Association for Professional Behavior Analysts (APBA) conducted a professional employment survey (2009) and found that only 2.5% of responding BCaBAs were not professionally employed. Since the 2009 survey by APBA, there have been several significant events heightening the demand for ABA service providers. For one, the number of states enacting legislation requiring insurance companies to cover ABA services for children with autism has risen from 10 (2009) to 35 (2014). Furthermore, the CDC (2014) reported that prevalence rates for autism continue to rise, with most recent counts finding 1 in every 68 children having autism.
- c. The BACB pre-approves university coursework as meeting the instructional requirements for certification. Currently, in South Florida, there are three BACB-approved university programs (FIU, USF, FAU) that offer in-person, classroom-based coursework required for certification, and one BACB-approved university program (NSU) that offers coursework online. Of those, only the USF and NSU offer in-house experiential training (practicum) required for certification. Consequently, educational options are limited for students seeking a comprehensive training program that offers both the instructional courses and the necessary experiential training. Given the growing demand for BCaBAs, there is a need for the creation of additional university-based training programs.

3. Resources

- a. We do not anticipate an expansion in library resources as the UM libraries already support the needs of the Psychology department with journal subscriptions relevant to behavior analysis, autism and developmental disabilities.
- b. Clinical practicum experiences would be provided within existing clinical services at CARD, ASAC and IBIS. CARD and ASAC provide clinical services on the 2nd floor of the psychology building (Flipse) and IBIS provides clinical services in the Plumer Building, Suite 49.
- c. Faculty efforts are needed in order to teach courses, as well as to provide clinical supervision for practicum experiences. Two faculty, including Dr. Melissa Hale (BCBA-D), Clinical Assistant Professor (Non-tenure track) at UM and Dr. Anibal Gutierrez (BCBA-D), incoming Research Associate Professor (Non-tenure track) and Associate Director, Research and Behavioral Services at UM (start date of August 2015) will allocate 0.45 FTE towards the ABA certificate program. Both faculty instructors will have offices within the CARD center, on the 2nd floor of the Flipse building.

4. Curriculum

- a. The BACB-established requirements for obtaining a BCaBA certificate include a bachelor's degree, 180 hours of classroom-based instruction in ABA and 670 hours of supervised clinical experience within the context of a university-based practicum. To meet these requirements, students who enroll in the certificate program will be required to complete 4 classroom-based courses (total 12 credits) in ABA content and 4 courses (total 12 credits) of ABA practicum. The course sequence will be offered each academic year, during consecutive fall and spring semesters. Students will complete the program in one academic year (2 semesters; 24 credit hours).
- b. BACB required classroom-based instruction (totaling 180 hours) will be obtained by completing the four required courses offered as part of this program. Each course if offered for 3-credits (45 instructional hours). The required classroom instructional courses include:

PSY 666: Concepts and Principles of Behavior Analysis—Introduction to the science of behavior analysis, behavioral concepts and principles and mechanisms of behavior change.

PSY 667: Assessment and Treatment of Language and Learning—Use of applied behavior analysis toward improvements in and acquisition of new behavior.

PSY 668: Functional Assessment and Treatment of Aberrant Behavior—Use of applied behavior analysis towards the reduction of

problematic behavior.

PSY 669: Professional Issues in Designing and Monitoring Interventions—Professional guidelines and methodological approaches towards assessing the efficacy of behavior interventions.

- c. BACB required practicum experience (totaling 670 hours) will be obtained by completing four required practicum courses offered as part of this program. Each course if offered for 3-credits and requires 12 hours per week, for 14 weeks (totaling 168 hours per course) of supervised clinical experience. The required practicum courses include:

PSY 676: Application of ABA Principles and Concepts—Application of basic applied behavior analysis principles and concepts within a clinical setting.

PSY 677: Applications of the Assessment and Treatment of Language and Learning—Application of applied behavior analysis toward the improvement and acquisition of new behavior within a clinical setting.

PSY 678: Applications of ABA in the Treatment of Aberrant Behavior—Application of applied behavior analysis toward the reduction of problematic behavior within a clinical setting.

PSY 679: Advanced Application of Applied Behavior Analysis — Application of applied behavior analytic methods for monitoring treatment implementation and assessing treatment efficacy within a clinical setting.

- d. The BACB requires that applicants seeking a BCaBA certification complete university-based coursework that covers specific content areas and for the number of hours specified. The instructional courses offered as part of this post-baccalaureate program are designed to meet these requirements. Table 1 shows the content areas required by the BACB as well as how those requirements will be met through the proposed coursework.
- e. Students enrolled in the ABA post-baccalaureate program will begin in the fall semester and complete the program in two consecutive semesters. Students will be required to follow a specific course sequence that includes 2 classroom-based courses and 2 practicum courses, per semester. Table 2 delineates the course sequence.

5. Faculty/Instructors

- a. As mentioned above, Dr. Melissa Hale and Dr. Anibal Gutierrez will serve as faculty instructors for the ABA certificate program. Both are as Doctoral level Board Certified Behavior Analysts (BCBA-D), which meets the BACB

requirement for faculty instructors offering BACB approved university coursework. Furthermore, both Dr. Hale and Dr. Gutierrez have prior experience teaching university coursework in behavior analysis and in providing clinical supervision in the delivery of ABA services.

- b. Both Dr. Hale and Dr. Gutierrez will maintain a teaching load of 1 classroom-based instructional course and 1 practicum course, per fall and spring semester. Both faculty members will be provided office space within the CARD offices on the 2nd floor of the Flipse building.
- c. A departmental committee comprised of the Assistant Chair, Department Chair, and program faculty will meet periodically to review matters related to the program curriculum and administration, clinical services, and operations.

6. Students

- a. Initially, the program will be offered to graduating psychology majors at UM and cohorts will be limited to 5-10 students per year. We anticipate enrolling 6 students in the first cohort, 8 in the second cohort and 10 in subsequent cohorts.
- b. Given the popularity and growth of the BCaBA certification, we see a potential for program growth, in future years. For example, we anticipate attracting students from outside of psychology (e.g., education, counseling) as well as graduates from other universities.
- c. Student admission process will be handled by the Department of Psychology. Admission requirements include:
 - 1. Completion of an application
 - 2. Baccalaureate degree from a regionally accredited institution in psychology, education, behavioral science, counseling, speech/language therapy or a related field.
 - 3. A grade point average of 3.2 or higher in the last 60 hours of undergraduate coursework
 - 4. An interview may be required for admission

7. Student Support

- a. Students in our program will have access to a range of excellent academic, career development, and social support services throughout the post-baccalaureate program.
- b. Individualized academic and career development support resources for students enrolled in the post-baccalaureate program are provided by Dr. Melissa Hale and Dr. Anibal Gutierrez, who share Directorship of the program and will serve as the faculty instructors and mentors. Drs. Hale and Gutierrez will work with incoming students to provide explicit information about the program requirements, as well as the requirements for earning the Board Certified Assistant Certification (BCaBA)

in applied behavior analysis (ABA), post-program completion. Furthermore, in conjunction with the required practicum course sequence, students will meet weekly with their faculty instructor (both individually and in small-groups) for the purpose of gaining constructive feedback on the quality of their clinical performance and monitoring of their progress in meeting the program goals.

- c. Students in the program are additionally supported through their access to practicum course experiences provided on-site, at existing university-based clinics (CARD, ASAC, IBIS). The program faculty serve in leadership roles in these clinics, offering students a well-mentored experiential learning opportunity within the context of a high-quality, clinical best practice setting. At present, the clinics operate with a stated purpose to provide student training and academic scholarship (e.g., clinical research), in addition to the provision of clinical services. We believe that this on-site training experience provides a valuable opportunity for the post-baccalaureate students to encounter a high level of interaction and supervision with their faculty instructor, throughout the duration of the program. Furthermore, students showing interest, will be provided scholarly opportunities beyond what may be available at off-site clinical settings (e.g., clinical research, conference attendance/presentation).
- d. Program-level support academic and material support resources for our students includes the space, tools, and materials necessary to be successful in their academic and future professional careers. Within our department, students have access to computers, printers, copier, scanner, etc., as well as shared office space available for their use. They have access to all materials housed at the clinics (CARD, ASAC, IBIS), including dedicated space to provide clinical services and the clinical materials (e.g., intervention tools, assessment measures) necessary to carry out the clinical work. Clinical services for CARD and ASAC are located on the 2nd floor of the Flipse (Psychology) building and for IBIS in the Plumer Building (Suite 49), in Coral Gables.

8. List of Attached Tables/ Exhibits

Table 1: Allocation of Required Content Areas by Course

Table 2: Required Course Sequence

Table 3: Faculty Roster with Curriculum Vitae

Table 4: Budget

Exhibit 1: Student Learning Outcomes and Assessments

Exhibit 2: Course Addition Forms with Corresponding Syllabi

Exhibit 3: Letter of Support from the Department of Psychology

Exhibit 4: Memorandum from the Office of Planning, Institutional Research, and Assessment

Exhibit 5: Email from the College Curriculum Committee

Table 1: Allocation of Required Content Areas by Course

| BACB CONTENT AREAS AND REQUIRED NUMBER OF CLASSROOM HOURS FOR BCaBA | PSY 666 Concepts and Principles of Applied Behavior Analysis | PSY 667 Assessment and Treatment of Language and Learning | PSY 668 Functional Assessment and Treatment of Aberrant Behavior | PSY 669 Professional Issues in Designing and Monitoring Interventions | Total Hours for Content Area for BCaBA |
|--|--|---|--|---|---|
| Ethical & Professional Conduct (15 hours) | | | | 15 | 15 |
| Concepts and Principals of Behavior Analysis (45 hours) | 45 | | | | 45 |
| Measurement (10 hours) | | | | 10 | 10 |
| Experimental Design (5 hours) | | | | 10 | 5 (+5)** |
| Identification of the Problem & Assessment (30 hours) | | 10 | 25 | | 30 (+5)** |
| Fundamental Elements of Behavior Change & Specific Behavior Change Procedures (45 hours) | | 30 | 15 | | 45 |
| Intervention & Behavior Change Considerations (5 hours) | | | 5 | | 5 |
| Behavior change systems (5 hours) | | 5 | | | 5 |
| Implementation, Management & Supervision (5 hours) | | | | 10 | 5 (+5)** |
| Total Hours Required: 180 | 45 | 45 | 45 | 45 | 180 |
| ** Represents BACB allowable discretionary content totaling 15 hours | | | | | |

Table 2: Required Course Sequence

| Unit | Course | Title | Prerequisites | Faculty Instructor |
|---|---------|---|----------------------------------|--------------------|
| Fall Semester Required courses | | | | |
| Psychology | PSY 666 | Concepts and Principles of Applied Behavior Analysis | BA/ BS Degree & Dept. Approval | Dr. Gutierrez |
| Psychology | PSY 667 | Assessment and Treatment of Language and Learning | BA/ BS Degree & Dept. Approval | Dr. Hale |
| Psychology | PSY 676 | Applications of ABA: Principles and Concepts | BA/ BS Degree and Dept. Approval | Dr. Gutierrez |
| Psychology | PSY 677 | Applications of ABA in the Treatment of Language and Learning | BA/ BS Degree and Dept. Approval | Dr. Hale |
| Spring Semester Required courses | | | | |
| Psychology | PSY 668 | Functional Assessment and Treatment of Aberrant Behavior | PSY 666 & PSY 667 | Dr. Hale |
| Psychology | PSY 669 | Professional Issues in Designing and Monitoring Interventions | PSY 666 & PSY 667 | Dr. Gutierrez |
| Psychology | PSY 678 | Applications of ABA in the Treatment of Aberrant Behavior | PSY 676 & PSY 677 | Dr. Hale |
| Psychology | PSY 679 | Advanced Applications of ABA | PSY 676 & PSY 677 | Dr. Gutierrez |

**Table 3
Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: University of Miami

Name of Primary Department, Academic Program, or Discipline: Psychology, Arts & Sciences

Academic Term(s) Included: 2013-2015

Date Form Completed: 3/2/2015

| 1 NAME (F, P) | 2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) | 3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed | 4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught |
|---|--|--|---|
| Melissa Hale, Ph.D., BCBA-D (F) | <p>Spring 2014 (Nova Southeastern) ABA 720 Applications of Applied Behavior Analysis (G)</p> <p>Fall 2013 (Nova Southeastern) ABA 740 Evaluation of Interventions in ABA (G)</p> | Ph.D., University of Florida School Psychology with Specialization in Applied Behavior Analysis | <p>Certifications: Board Certified Behavior Analyst-Doctoral (BCBA-D), FL licensed psychologist</p> <p>Clinical: Coordinator of Psychological Services at UM Center for Autism and Related Disabilities (CARD), Clinical supervisor for UM Autism Spectrum Assessment Clinic (ASAC)</p> |
| Anibal Gutierrez, Ph.D., BCBA-D (F) | <p>Spring 2015 (FIU) EAB 4794 Principles & Theories of Behavior Modification (UT) PSY 4941 Independent Field</p> | Ph.D. University of Florida Behavior Analysis | <p>Certifications: Board Certified Behavior Analyst-Doctoral (BCBA-D)</p> |

| | | | |
|--|---|--|---|
| | <p>Experience (UT)</p> <p>Fall 2014 (FIU) EAB 4794 Principles & Theories of Behavior Modification (UT) PSY 4941 Independent Field Experience (UT)</p> <p>Spring 2014 (FIU) EAB 4794 Principles & Theories of Behavior Modification (UT) PSY 4941 Independent Field Experience (UT)</p> <p>Fall 2013 (FIU) EAB 4794 Principles & Theories of Behavior Modification (UT) PSY 4941 Independent Field Experience (UT) EAB 6707 Learning and Development (G)</p> | | <p>Clinical: Director Summer Treatment Program (ASD) at FIU, Director Early Intensive Behavioral Intervention Program (CARD)</p> |
|--|---|--|---|

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

TABLE A BUDGET
4 YEAR FINANCIAL PROJECTION

| Certificate in Applied Behavior Analysis | | | | | | | | | | | | | | | | | |
|--|------|-----------|--------|------------|-------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------------------|------------|--------------|-------------|
| | | AY 16/17 | | | AY 17/18 | | | AY 18/19 | | | AY 19/20 | | | | | | |
| REVENUES | | Lead Time | | | Year 1 (1st enrolled student) | | | Year 2 | | | Year 3 | | | Year 4 (Steady State) | | | GRAND TOTAL |
| | FALL | SPRING | SUMMER | FALL | SPRING | SUMMER | FALL | SPRING | SUMMER | FALL | SPRING | SUMMER | FALL | SPRING | SUMMER | | |
| Projected Students | 0 | 0 | 0 | 6 | 6 | 6 | 8 | 8 | 8 | 10 | 10 | 10 | 10 | 10 | 10 | | |
| Projected Credits | 0 | 0 | 0 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | | |
| Projected Credits Waived | 0 | 0 | 0 | | | | | | | | | | | | | | |
| PROJECTED REVENUES | \$ - | \$ - | \$ - | \$ 137,520 | \$ 137,520 | \$ - | \$ 141,840 | \$ 141,840 | \$ - | \$ 146,160 | \$ 146,160 | \$ - | \$ 151,200 | \$ 151,200 | \$ - | \$ 1,153,440 | |
| Expenditures | | | | | | | | | | | | | | | | | |
| | | Lead Time | | | Year 1 (1st enrolled student) | | | Year 2 | | | Year 3 | | | Year 4 (Steady State) | | | |
| Personnel | | | | | | | | | | | | | | | | | |
| Administration | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Teaching Resources | \$ - | \$ - | \$ - | \$ 94,035 | \$ 94,035 | \$ 94,035 | \$ 96,856 | \$ 96,856 | \$ 96,856 | \$ 99,762 | \$ 99,762 | \$ 99,762 | \$ 99,762 | \$ 99,762 | \$ 99,762 | \$ 102,754 | |
| Support | \$ - | \$ - | \$ - | \$ 4,362 | \$ 4,362 | \$ 4,362 | \$ 4,493 | \$ 4,493 | \$ 4,493 | \$ 4,628 | \$ 4,628 | \$ 4,628 | \$ 4,628 | \$ 4,628 | \$ 4,628 | \$ 4,767 | |
| Non - Personnel | | | | | | | | | | | | | | | | | |
| Marketing | \$ - | \$ - | \$ - | \$ 750 | \$ 750 | \$ 750 | \$ 750 | \$ 750 | \$ 750 | \$ 750 | \$ 750 | \$ 750 | \$ 750 | \$ 750 | \$ 750 | \$ 750 | |
| Other | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| PROJECTED EXPENDITURES | \$ - | \$ - | \$ - | \$ 99,147 | \$ 99,147 | \$ 99,147 | \$ 102,099 | \$ 102,099 | \$ 102,099 | \$ 105,139 | \$ 105,139 | \$ 105,139 | \$ 108,271 | \$ 108,271 | \$ 108,271 | \$ 414,657 | |
| PROJECTED BALANCE | \$ - | \$ - | \$ - | \$ 175,893 | \$ 175,893 | \$ 175,893 | \$ 181,581 | \$ 181,581 | \$ 181,581 | \$ 187,181 | \$ 187,181 | \$ 187,181 | \$ 194,129 | \$ 194,129 | \$ 194,129 | \$ 738,783 | |

Exhibit 1

Student Learning Outcomes and Related Measures

Student Learning Outcome 1: *Acquire knowledge of foundational principles and concepts in applied behavior analysis (ABA).*

Assessment Measure 1: Instruction on the foundational principles and concepts of ABA is primarily covered in the four required instructional (didactic) courses. In order to show mastery of course content, students will complete cumulative final exams at the end of each the instructional courses. The percentage of students whose final exam score are $\geq 85\%$ will be used to measure this outcome.

Assessment Measure 2: In order to become credentialed as Board Certified assistant Behavior Analyst (BCaBA) by the Behavior Analysis Certification Board (BACB), students must pass a written board examination. The percent of students passing the board examination will be used to measure this outcome.

Student Learning Outcome 2: *Acquire clinical competency in the implementation of applied behavior analytic treatments and procedures.*

Assessment Measure 1: Clinical competency will be primarily demonstrated during students' practicum (experiential) courses. Students enrolled in practicum will receive monitoring and clinical oversight by faculty supervisors. Student performance during practicum is evaluated with a practicum rating grid (see Appendix A). Category 2 (Clinical Application) is closely aligned with this student learning outcome and the percentage of students who score at or above Level 4 (Very Good) on Category 2 will be used to assess this outcome.

Assessment Measure 2: Consumer satisfaction of clinical services provided by practicum-student will be obtained via a consumer satisfaction survey (Appendix B). Consumers will rate various satisfaction domains on a 4-point Likert scale, with 4 representing the highest level of satisfaction. Question 1 of the satisfaction survey is closely aligned with this student learning outcome and percentage of responders reporting at or above a score of 3 (Satisfied) on Question 1 will be used to assess this outcome.

Student Learning Objective 3: *Demonstrate ethical and responsible behavior analytic practices, in a manner that is consistent with the BACB Professional and Ethical Compliance Code for Behavior Analysts.*

Assessment Measure 1: Ethical and responsible conduct will be primarily demonstrated during students' practicum (experiential) courses. Students enrolled in practicum will receive monitoring and clinical oversight by faculty supervisors. Student performance during practicum is evaluated with a practicum rating grid (see Appendix B). Category 5 (Professional & Ethical Responsibility) is closely aligned with this student learning outcome and the percentage of students who score at or above Level 4 (Very Good) on Category 5 will be used to assess this outcome.

Assessment Measure 2: Consumer satisfaction of the clinical services provided by practicum-student will be obtained via a satisfaction survey (Appendix B). Consumers will rate various satisfaction domains on a 4-point Likert scale, with 4

representing the highest level of satisfaction. Question 4 of the satisfaction survey is closely aligned with this student learning outcome and the percentage of responders reporting at or above a score of 3 (Satisfied) on Question 4.

**Appendix A
Practicum Performance Ratings & Explanations**

| | |
|--------------------------|-------------------------|
| Student Name: | Date: |
| Practicum Course: | Supervisor Name: |

| Category | 1=Unacceptable | 2-Poor | 3=Average Acceptable | 4=Very Good | 5=Exceptional | Rating (1-5, from scale to left) |
|---|---|---|--|--|--|----------------------------------|
| 1. Planning (e.g., Developing a clinical plan for assessment or treatment; being prepared for clinical sessions) | Treatment plan is inappropriate for client/context; materials unprepared. | Treatment plan not well-conceptualized, material selection not optimal. | Treatment plan is appropriate for treatment goals; materials are prepared and appropriate. | Treatment plan shows thoughtful conceptualization of the presenting issue; materials are well-organized and appropriate. | Treatment plan is exceptionally well prepared with careful attention to detail. | |
| 2. Clinical Application (e.g., delivery of clinical procedures and techniques) | Therapeutic procedures applied inaccurately. | Several mistakes in application of procedures. | Applies treatment procedures in an acceptable manner. | Demonstrates fluid, confident and accurate implementation of procedures. | Displays effortless clinical competency in the delivery therapeutic procedures. | |
| 3. Critical Thinking & Problem Solving (e.g., recognizing and solving clinical/therapeutic challenges) | No meaningful attempt to problem-solve challenges. | Attempts to problem-solve are not well organized and ineffective. | Uses appropriate techniques to address therapeutic challenges. | Displays efficient and effective problem-solving to address therapeutic challenges. | Displays higher level critical thinking skills to effectively address therapeutic challenges. | |
| 4. Communication (e.g., sharing clinical information (verbally or in writing) with clients, caregivers and other professionals. | Unable to effectively communicate. | Communications are inconsistently effective. | Able to communicate effectively, so that the messages are understood. | Able to present information clearly & concisely in a manner that is convincing. | Dynamic communicator; effectively presents complex and complicated information in a clear and engaging manner. | |
| 5. Professional & Ethical Responsibility (e.g., maintaining ethical and responsible conduct per BACB) | Unable to demonstrate of professional behavior. | Relies on repeated prompts and instructions from supervisors to maintain professional behavior. | Independently complies with professional and ethical guidelines. | Demonstrates professional and ethical conduct that exceeds professional guidelines. | Professional conduct well-exceeds professional guidelines; meticulous care taken to ensure responsible practice. | |
| 6. Overall | | | | | | ___/25 |

Comments:

Appendix B

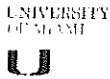
Consumer Satisfaction Survey

| Objective | 1 Not at all Satisfied | 2 Somewhat Satisfied | 3 Satisfied | 4 Highly Satisfied |
|---|------------------------------|----------------------------|--------------------------|--------------------------|
| 1. Quality and effectiveness of therapeutic services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Clinician(s) level of knowledge and expertise. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Cleanliness and organization of environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Courteousness and professionalism of clinician(s). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Overall satisfaction with services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Aspects of treatment/clinic that I liked best:

Aspects of treatment/clinic that I liked least and why:

Additional comments/suggestions:



Course Approval Request Form
University of Miami, Office of the Registrar

Exhibit 2

Action Requested

- New Course-(Syllabus & Course Descrio.must be attached)
- Modification of Existing Course
- Cancellation of Existing Course

- Experimental Course
- Renumbered Course

Date of Submission: 8/27/2015

Effective Term: Fall 2016 (spring, fall or summer)

Catalog Course Offering Data:

Term: 2161 (Ex.2148, 2151)

*Effective Date: 8/1/2016

Current Catalog Number: _____ (ex. 300)

New Catalog Number: PSY 666

Subject Area: PSY (ex. ENG)

Course Typically Offered: Fall (ex. Fall, Spring)

Academic School: AS - College of Arts and Sciences

Long/Full Course Title: Concepts and Principles of Applied Behavior Analysis
(100 characters space)

*Description/Abbreviated Title: Concepts of ABA
(30 characters space)

Course Description: **Please submit course description in the attached excel sheet provided to scheduling.rg@miami.edu along with this Course Approval Request form.*

Course Units/Course Grading:

CURRENT:

Minimum Units: _____

Maximum Units: _____

Course Units/Course Grading

NEW:

Minimum Units: 3

Maximum Units: 3

Grading Basis:

- 100PT (Medical Only)
- AUDIT
- CRD/NO CRD
- GRADED
- LFX
- LAW
- LAW 4.0
- LAW C

- LAW GRAD
- MDN
- MED GRAD
- MED GRADES
- MULTI-TERM
- NO GRADE
- NON-GRADED
- P/NP
- SAT/UNSAT
- STDNT OPT
- TRANSFER
- UQ

Component /

Final Exam Offered

- LECTURE
- LABORATORY
- SEMINAR

FINAL EXAM: YES
 NO

- CLINICAL - Delete Add
- DISCUSSION- Delete Add
- DISTANCE LEARNING- Delete Add
- ENSEMBLE- Delete Add
- EXPERIMENTAL LEARNING- Delete Add
- FIELD STUDIES - Delete Add
- FORUMS- Delete Add
- ICA UNDERGRADED CREDIT- Delete Add
- INDEPENDENT STUDY- Delete Add
- LESSONS- Delete Add

- MODULE- Delete Add
- PRACTICUM- Delete Add
- RESEARCH - Delete Add
- STUDIO- Delete Add
- THESIS RESEARCH- Delete Add
- THESIS/INDIVIDUAL STUDY- Delete Add
- WORKSHOP- Delete Add

Rule #2- CaneLink Component /No Final Exam Rule. If component needs a final exam, please go to Adjust Class Association page on CaneLink and Select YES on final exam.

Repeat for Credit Rules:

- Repeat for Credit
- Allow Multiple Enroll in Term

Total Units Allowed: _____

Total Completion Allowed: _____

Permission: Add Consent

- Department Consent
- Instructor Consent
- No Consent

Permission: Drop Consent

- Department Consent
- Instructor Consent
- No Consent

Subject Area: Psychology

Catalog Number: PSY 666

Course Attributes: (will show in CaneLink Search Engine)

- | | |
|--|---|
| <input type="checkbox"/> ARCC- Classical Cert.ARC | <input type="checkbox"/> HNWR- Honors and Writing |
| <input type="checkbox"/> AREL- Elective – ARC | <input type="checkbox"/> HGNR- Honors |
| <input type="checkbox"/> ARHC- Preservation Cert.- ARC | <input type="checkbox"/> PRSM- Prism |
| <input type="checkbox"/> ARHE- History Elective- ARC | <input type="checkbox"/> SKLW- Skills- LAW |
| <input type="checkbox"/> ARPE- Prof Elective- ARC | <input type="checkbox"/> WRIT- Writing |
| <input type="checkbox"/> CIVC- Civic | |

Requirement Designation: (will appear on transcript)

- HNWR- Honors & Writing Credit
- HONR- Honors Credit
- MED- Medical School Letter Grade
- SKLW- Skills- LAW
- WRIT- Writing Credit

Course Topics:

If you have more than 3 course topics please use the excel sheet provided to submit additional course topics, once done send it to scheduling.rq@miami.edu

| Course Topic ID | Description (30 characters space) | Short Description (10 characters space) |
|-----------------|-----------------------------------|---|
| 1. | Concepts of ABA | Concepts |
| 2. | | |
| 3. | | |

PLEASE SPECIFY WHETHER IT IS AND/ OR (circle) - WE WILL NOT PROCESS UNLESS SPECIFIED!

Use the spreadsheet provided to add more Co-Requisite or Pre-Requisite

| School | Course | Course Prerequisite OR AND Co-Requisite | Condition/Placement |
|-----------------|---------|---|--|
| <i>Example:</i> | | <i>Please list the subject area and course number</i> | |
| AS | MTH309 | Pre-requisite MTH 141 OR 151 OR 161 OR Co-Requisite MTH 171 | AND/OR ALEKS score >=60 OR SAT>=630 or ACT>=28 |
| NU | BPH490 | Prerequisite BPH206 AND 208 AND 209 AND 310 | AND BSPH PROGRAM |
| AS | PSY 666 | Co-Requisite PSY 667, PSY 676, PSY 677 | AND Bachelor's degree AND GPA>=3.2 AND Departmental permission |
| | | | |

Enrollment Requirement:

School Code: _____ and/or Level Code: _____

and/or Academic Plan: _____ and/or GPA: _____

Equivalent Course Group: (description)

Full Time Status Rationale: This is only required for courses flagged as being equivalent to full time status. Rationale must include why the courses is equivalent to full time credit (12+ credits for undergraduate; 9+ credits for graduate) (This excludes 800- level courses)

Department Chair Signature:  Academic Dean/Director Signature: _____

Dean of the Graduate School Signature: _____ Date: _____

Department Contact: _____ Extension: _____ Email: _____

***Signatures are required from all departments involved: All Graduate Courses must have the Dean of Graduate School Signature. All forms must be sent to scheduling.rq@miami.edu for processing.**

Revised: 3/23/15

PSY 666
CONCEPTS AND PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS
Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

This course provides an introduction to Applied Behavior Analysis (ABA), which is the clinical application of behavioral science and learning theory towards the treatment of problematic behavioral and behavioral deficits. In this course, students will become familiar with the scientific foundations of behavioral science and the basic concepts and principles of behavior analysis. The course will emphasize terminology and definitions of behavioral concepts, as well as introduce the application of those concepts across a range of clinical scenarios. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 45 instructional hours in the area of *Concepts and Principles of Behavior Analysis*.

STUDENT LEARNING OBJECTIVES:

By the end of this course, students will be able to:

1. Demonstrate knowledge and understanding of the philosophical assumptions of behavior analysis, including the lawfulness of behavior, empiricism, determinism, and parsimony.
2. Demonstrate knowledge of the distinction between mentalistic and environmental explanations of behavior.
3. Demonstrate knowledge of behavioral concepts including operant and respondent behavior, conditioned and unconditioned stimuli, measurable dimensions of behavior, functional relationships between behavior and environment stimuli
4. Demonstrate knowledge of behavioral principles including: reinforcement, punishment, stimulus control, motivating operations, rule-governed behavior, generalization, discrimination and extinction, mands, tacts, echoic and intraverbals.

Required Text

Cooper, J. O., Heron, T. E. & Heward, W. L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson.
ISBN-13: 9780131421134

Required Reading

Baer, D. M., Wolf, M. M. & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.

EVALUATION:

Students will be evaluated on (1) class participation and (2) performance on three in-class exams. The point breakdown is as follows:

| | |
|---------------|-------------------|
| Participation | 15 points |
| Exam 1 | 25 points |
| Exam 2 | 25 points |
| Final Exam 3 | 35 points |
| Total: | 100 points |

Participation

Students earn up to 1-point per week for attending class and maintaining active participation. Active participation includes arriving on-time, staying for the duration of the scheduled session(s), meaningfully contributing to class discussions and maintaining a respectful and collegial demeanor throughout.

Exams

Student will complete two non-cumulate mid-semester exams (Exam 1 & Exam 2), each worth 25 points and one cumulative final exam, worth 35 points. Exams will consist of multiple choice, short answer and/or essay questions.

GRADING

The final grade is based on the cumulative points earned in class participation and the three exams.

Grading Scale:

| | |
|--------------|-------------|
| A+ 97 – 100% | C+ 77 – 79% |
| A 93 – 96% | C 74 – 76% |
| A- 90 – 92% | C- 70 – 73% |
| B+ 87 – 89% | D+ 67 – 69% |
| B 84 – 86% | D 64 – 66% |
| B- 80 – 83% | D- 60-63% |
| | F 0 – 59% |

Final Grades

Final letter grades will be based on the above scale. No final grade will be lower than that indicated by the total number of points earned. To obtain a grade you must earn **no less** than the minimum average stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance and class participation are required. Most of the information will be presented in lectures. Each student is responsible for the material presented in class if they are not able to attend.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways in which missed tests, quizzes and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Exams/Assignments: Missed exams and assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an exam or assignment. Requests are subject to approval and may require medical or other relevant documentation.

HONOR CODE:

All forms of academic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Academic dishonesty includes, but is not limited to cheating, plagiarism, misrepresentation, collusion, falsification of data or records, fabrication, disruption of council procedures, unauthorized or inappropriate use of university computing facilities and/or assisting another student to commit any such violation. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this Graduate Student Honor Code, common sense, and information provided by the faculty member. All graduate students are responsible for reading, understanding and upholding this code.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services at (305) 284-2374 at the beginning of the semester.

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Schedule by Week:

| Date | Topic | Readings |
|---------|-------------------------------------|---|
| Week 1 | Introduction to course | Syllabus |
| Week 2 | Definition and characteristics | Cooper Ch. 1 Article: Baer et al. (1968) |
| Week 3 | Basic concepts | Cooper Ch. 2 |
| Week 4 | Operant and respondent conditioning | Cooper Ch. 2 |
| Week 5 | Positive reinforcement | Cooper Ch. 11 |
| Week 6 | Negative reinforcement | Cooper Ch. 12 Exam 1 |
| Week 7 | Schedules of reinforcement | Cooper Ch. 13 |
| Week 8 | Positive punishment | Cooper Ch. 14 |
| Week 9 | Negative punishment | Cooper Ch. 15 |
| Week 10 | Stimulus control | Cooper Ch. 17 |
| Week 11 | Motivating operations | Cooper Ch. 16 Exam 2 |
| Week 12 | Extinction | Cooper Ch. 21 |
| Week 13 | Contingency contracting | Cooper Ch. 26 |
| Week 14 | Generalization and maintenance | Cooper Ch. 28 |
| Week 15 | Verbal Behavior | Cooper Ch. 25 |
| Week 16 | | Final Exam |

| 4 th Edition (BACB) Task List Topics Covered in PSY 666 | |
|--|---|
| FK-01 | Lawfulness of behavior |
| FK-02 | Selectionism (phylogenic, ontogenic, cultural) |
| FK-03 | Determinism |
| FK-04 | Empiricism |
| FK-05 | Parsimony |
| FK-06 | Pragmatism |
| FK-07 | Environmental (as opposed to mentalistic) explanations of behavior |
| FK-08 | Distinguish between radical and methodological behaviorism. |
| FK-09 | Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. |
| FK-10 | Behavior, response, response class |
| FK-11 | Environment, stimulus, stimulus class |
| FK-12 | Stimulus equivalence |
| FK-13 | Reflexive relations (US-UR) |
| FK-14 | Respondent conditioning (CS-CR) |
| FK-15 | Operant conditioning |
| FK-16 | Respondent-operant interactions |
| FK-17 | Unconditioned reinforcement |
| FK-18 | Conditioned reinforcement |
| FK-19 | Unconditioned punishment |
| FK-20 | Conditioned punishment |
| FK-21 | Schedules of reinforcement and punishment |
| FK-22 | Extinction |
| FK-23 | Automatic reinforcement and punishment |
| FK-24 | Stimulus control |
| FK-25 | Multiple functions of a single stimulus |
| FK-26 | Unconditioned motivating operations |
| FK-27 | Conditioned motivating operations |
| FK-28 | Transitive, reflexive, surrogate motivating operations |
| FK-29 | Distinguish between the discriminative stimulus and the motivating operation |
| FK-30 | Distinguish between motivating operation and reinforcement effects |
| FK-31 | Behavioral contingencies |
| FK-32 | Contiguity |
| FK-33 | Functional relations |
| FK-34 | Conditional discriminations |
| FK-35 | Stimulus discrimination |
| FK-36 | Response generalization |
| FK-37 | Stimulus generalizations |
| FK-38 | Behavioral contrast |
| FK-39 | Behavioral momentum |
| FK-40 | Matching law |
| FK-41 | Contingency-shaped behavior |
| FK-42 | Rule-governed behavior |
| FK-43 | Echoics |
| FK-44 | Mands |
| FK-45 | Tacts |

| | |
|-------|--|
| FK-46 | Intraverbals |
| FK-47 | Identify the measurable dimensions of behavior (e.g., rate, duration, latency, interresponse time). |
| FK-48 | State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling). |



Course Approval Request Form

University of Miami, Office of the Registrar

Action Requested

- New Course - (Syllabus & Course Descrio. must be attached)
- Modification of Existing Course
- Cancellation of Existing Course

- Experimental Course
- Renumbered Course

Date of Submission: 8/27/2015
 Effective Term: Fall 2016 (spring, fall or summer)

Catalog Course Offering Data:

Term: 2161 (Ex. 2148, 2151)

*Effective Date: 8/1/2016

Current Catalog Number: _____ (ex. 300) New Catalog Number: PSY 667

Subject Area: PSY (ex. ENG) Course Typically Offered: Fall (ex. Fall, Spring)

Academic School: AS - College of Arts and Sciences

Long/Full Course Title: Assessment and Treatment of Language and Learning (100 characters space) *Description/Abbreviated Title: Language and Learning (30 characters space)

Course Description: **Please submit course description in the attached excel sheet provided to scheduling.rq@miami.edu along with this Course Approval Request form.*

Course Units/Course Grading:

CURRENT:

Minimum Units: _____

Maximum Units: _____

Course Units/Course Grading

NEW:

Minimum Units: 3

Maximum Units: 3

Grading Basis:

- 100PT (Medical Only)
- AUDIT
- CRD/NO CRD
- GRADED
- LFX
- LAW
- LAW 4.0
- LAW C

- LAW GRAD
- MDN
- MED GRAD
- MED GRADES
- MULTI-TERM
- NO GRADE
- NON-GRADED
- P/NP
- SAT/UNSAT
- STDNT OPT
- TRANSFER
- UQ

Component /

Final Exam Offered

- LECTURE
- LABORATORY
- SEMINAR

FINAL EXAM: YES
 NO

- CLINICAL - Delete Add
- DISCUSSION - Delete Add
- DISTANCE LEARNING - Delete Add
- ENSEMBLE - Delete Add
- EXPERIMENTAL LEARNING - Delete Add
- FIELD STUDIES - Delete Add
- FORUMS - Delete Add
- ICA UNDERGRADED CREDIT - Delete Add
- INDEPENDENT STUDY - Delete Add
- LESSONS - Delete Add
- MODULE - Delete Add
- PRACTICUM - Delete Add
- RESEARCH - Delete Add
- STUDIO - Delete Add
- THESIS RESEARCH - Delete Add
- THESIS/INDIVIDUAL STUDY - Delete Add
- WORKSHOP - Delete Add

Rule #2- CaneLink Component /No Final Exam Rule. If component needs a final exam, please go to Adjust Class Association page on CaneLink and Select YES on final exam.

Repeat for Credit Rules:

- Repeat for Credit
- Allow Multiple Enroll in Term

Total Units Allowed: _____
 Total Completion Allowed: _____

Permission: Add Consent

- Department Consent
- Instructor Consent
- No Consent

Permission: Drop Consent

- Department Consent
- Instructor Consent
- No Consent

Subject Area: **Psychology**

Catalog Number: **PSY 667**

Course Attributes: (will show in CaneLink Search Engine)

- | | |
|--|---|
| <input type="checkbox"/> ARCC- Classical Cert.ARC | <input type="checkbox"/> HNWR- Honors and Writing |
| <input type="checkbox"/> AREL- Elective – ARC | <input type="checkbox"/> HGNR- Honors |
| <input type="checkbox"/> ARHC- Preservation Cert.- ARC | <input type="checkbox"/> PRSM- Prism |
| <input type="checkbox"/> ARHE- History Elective- ARC | <input type="checkbox"/> SKLW- Skills- LAW |
| <input type="checkbox"/> ARPE- Prof Elective- ARC | <input type="checkbox"/> WRIT- Writing |
| <input type="checkbox"/> CIVC- Civic | |

Requirement Designation: (will appear on transcript)

- HNWR- Honors & Writing Credit
- HONR- Honors Credit
- MED- Medical School Letter Grade
- SKLW- Skills- LAW
- WRIT- Writing Credit

Course Topics:

If you have more than 3 course topics please use the excel sheet provided to submit additional course topics, once done send it to scheduling.rq@miami.edu

| Course Topic ID | Description (30 characters space) | Short Description (10 characters space) |
|-----------------|-----------------------------------|---|
| 1. | Language and Learning | Language |
| 2. | | |
| 3. | | |

PLEASE SPECIFY WHETHER IT IS AND/ OR (circle) - WE WILL NOT PROCESS UNLESS SPECIFIED!

Use the spreadsheet provided to add more Co-Requisite or Pre-Requisite

| School | Course | Course Prerequisite OR AND Co-Requisite | Condition/Placement |
|-----------------|---------|---|--|
| <i>Example:</i> | | <i>Please list the subject area and course number</i> | |
| AS | MTH309 | Pre-requisite MTH 141 OR 151 OR 161 OR Co-Requisite MTH 171 | AND/OR ALEKS score >=60 OR SAT>=630 or ACT>=28 |
| NU | BPH490 | Prerequisite BPH206 AND 208 AND 209 AND 310 | AND BSPH PROGRAM |
| AS | PSY 667 | Co-Requisite PSY 666, PSY 676, PSY 677 | AND Bachelor's degree AND GPA>=3.2 AND Departmental permission |
| | | | |

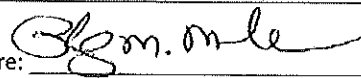
Enrollment Requirement:

School Code: _____ and/or Level Code: _____

and/or Academic Plan: _____ and/or GPA: _____

Equivalent Course Group: (description)

Full Time Status Rationale: This is only required for courses flagged as being equivalent to full time status. Rationale must include why the courses is equivalent to full time credit (12+ credits for undergraduate; 9+ credits for graduate) (This excludes 800- level courses)

Department Chair Signature:  Academic Dean/Director Signature: _____

Dean of the Graduate School Signature: _____ Date: _____

Department Contact: _____ Extension: _____ Email: _____

***Signatures are required from all departments involved: All Graduate Courses must have the Dean of Graduate School Signature. All forms must be sent to scheduling.rq@miami.edu for processing.**

PSY 667
ASSESSMENT AND TREATMENT OF LANGUAGE AND LEARNING
Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

This course focused on the application of behavior analysis toward the treatment of individuals exhibiting behavioral deficits or developmental delays. Throughout this course, students will acquire in-depth knowledge of behavior analytic approaches for promoting the development of new skills and for supporting and maintenance of those skills over time. Students will learn to prioritize target behaviors for clinical intervention as well as how to use applied behavior analytic techniques and procedures to develop effective treatment plans. Clinical and professional issues (e.g., fidelity of implementation, monitoring effectiveness) will also be discussed. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 10 instructional hours in the area of *Identification of the Problem and Assessment*, 30 instructional hours in the area of *Fundamental Elements of Behavior Change and Specific Behavior Change Procedures*, and 5 instructional hours in the area of *Behavior Change Systems*.

STUDENT LEARNING OBJECTIVES:

By the end of the course, students will be able to:

1. Demonstrate knowledge about behavior analytic procedures for the development of language and learning, including: chaining, shaping, discrete trial teaching, direct instructions, precision teaching, reinforcer assessment, preference assessment, contingency contracting, verbal operants, prompting and group contingencies. .
2. Gather and critically evaluate behavior analytic research related to the development of language and learning.
3. Effectively communicate, in writing and orally, about clinical procedures and research support for applied behavior analytic programs designed for skill acquisition.

Required Text

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson.
ISBN-13: 9780131421134

Required Readings:

Binder, C., & Watkins, C. L. (2013). Precision teaching and direct instruction: Measurably superior instructional technology in schools. *Performance Improvement Quarterly*, 26(2), 73-115.

Carr, J. E., & Firth, A. M. (2005). The verbal behavior approach to early and intensive behavioral intervention for autism: A call for additional empirical support. *Journal of Early and Intensive Behavior Intervention*, 2(1), 18-27.

Charlop-Christy, M. H., Carpenter, M., Le, L., LeBlanc, L. A., & Kellet, K. (2002). Using the picture exchange communication system (PECS) with children with autism: Assessment of PECS acquisition, speech, social-communicative behavior and problem behavior. *Journal of Applied Behavior Analysis, 35*(3), 213-231.

Hagopian, L. P., Long, E. S., & Rush, K. S. (2004). Preference assessment procedures for individuals with developmental disabilities. *Behavior Modification, 28*(5), 668-677.

Hume, K., Loftin, R., & Lantz, J. (2009). Increasing independence in autism spectrum disorders: A review of three focused interventions. *Journal of Autism and Developmental Disorders, 39*(9), 1329-1338.

Koegel, L. K., Koegel, R. L., Harrower, J. K., & Carter, C. M. (1999). Pivotal response intervention I: Overview of approach. *Research and Practice for Persons with Severe Disabilities, 24*(3), 174-185.

Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology, 55*(1), 3.

Smith, T. (2001). Discrete trial training in the treatment of autism. *Focus on Autism and Other Developmental Disabilities, 16*(2), 86-92.

MacDuff, G. S., Krantz, P. J., & McClannahan, L. E. (2001). Prompts and prompt-fading strategies for people with autism. *Making a difference: Behavioral intervention for autism, 37-50*.

Sundberg, C. T., & Sundberg, M. L. (1990). Comparing topography-based verbal behavior with stimulus selection-based verbal behavior. *The Analysis of Verbal Behavior, 8*, 31.

Tincani, M. (2004). Comparing the picture exchange communication system and sign language training for children with autism. *Focus on Autism and Other Developmental Disabilities, 19*(3), 152-163.

Tullis, C. A., Cannella-Malone, H. I., Basbigill, A. R., Yeager, A., Fleming, C. V., Payne, D., & Wu, P. F. (2011). Review of the choice and preference assessment literature for individuals with severe to profound disabilities. *Education and Training in Autism and Developmental Disabilities, 46*(4), 576.

EVALUATION:

Students will be evaluated on (1) class participation, (2) performance on written responses to discussion questions (DQ), (3) a research paper and (4) a cumulative final exam. Late assignments will not be accepted. The point breakdown is as follows:

| | |
|----------------------|-------------------|
| Participation | 15 points |
| Discussion Questions | 20 points |
| Research Paper | 30 points |
| Final Exam | 35 points |
| Total: | 100 points |

Participation

Students earn up to 1-point per week for attending class and maintaining active participation. Active participation includes arriving on-time, staying for the duration of the scheduled session(s), meaningfully contributing to class discussions and maintaining a respectful and collegial demeanor throughout.

Discussion Questions (DQ)

Students earn up to 20 points for the quality of written responses to provided discussion questions. On select weeks (see below), the instructor will provide students will discussion questions related to the upcoming reading materials. Students are to prepare a brief written response (1-2 pages) and submit the response at the following class meeting. Students will have 10 discussion question assignments throughout the semester, each worth 2 points.

Research Paper

Students earn up to 35 points for completing a written research paper. For this paper, students are to select a specific ABA intervention designed for the purposes of skill development. Examples of appropriate interventions include (but are not limited to) Discrete Trial Teaching, Precision Teaching, Pivotal Response Teaching, Picture Exchange Communication System, Verbal Behavior. Alternative topics must be approved by the instructor. For the selected intervention, students are write a 12-15 page research paper (using APA 6th Edition style) to summarize the intervention, review empirical literature supporting the intervention, and provide thoughtful conclusions about the utility and applicability of the intervention, based on available scientific literature.

Final Exam

Student will complete a cumulative final exam, totaling 35 points. Exam will consist of multiple choice, short answer and/or essay questions.

GRADING

The final grade is based on the cumulative points earned in class participation, discussion questions, research paper and final exam.

Grading Scale:

| | |
|--------------|-------------|
| A+ 97 – 100% | C+ 77 – 79% |
| A 93 – 96% | C 74 – 76% |
| A- 90 – 92% | C- 70 – 73% |
| B+ 87 – 89% | D+ 67 – 69% |
| B 84 – 86% | D 64 – 66% |
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| | F 0 – 59% |

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Final letter grades will be based on the above scale. No final grades will be lower than that indicated by the total number of points earned. To obtain a grade you must earn **no less** than the minimum average stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

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Schedule by Week:

| Date | Topic | Readings |
|--------|---|--|
| Week 1 | Introduction to course | Syllabus |
| Week 2 | Selecting and defining target behaviors | Cooper Ch. 3 |
| Week 3 | Conducting preference and reinforcer assessments | Cooper Ch. 12 Hagopian et al. (2004) DQ 1 |
| Week 4 | Strengthening behavioral repertoires: reinforcement, conditioned reinforcement and schedules of reinforcement | Cooper Ch.11 & 12 DQ 2 |
| Week 5 | Prompting strategies | Cooper Ch. 19 & 20 MacDuff et al. (2001) DQ 3 |
| Week 6 | Shaping & chaining | Cooper Ch. 19 & 20 |
| Week 7 | Discrete trial training | Lovaas (1987) Smith (2001) DQ 4 |
| Week 8 | Pivotal response training & incidental teaching | Koegal et al. (1999) DQ 5 |
| Week 9 | Precision teaching, direct instruction and | Binder & Watkins (2005) |

| | | |
|---------|--|---|
| | personalized systems of instruction | Online Training Module: https://psych.athabasca.ca/html/387/OpenModules/Lindsley/ DQ 6 |
| Week 10 | Introduction verbal behavior | Cooper Ch. 25 DQ 7 |
| Week 11 | The verbal behavior approach to language acquisition | Carr & Firth (2005) Charlop-Christy (2002) Sundberg & Sundberg (1990) Ticani (2004) DQ 8 |
| Week 12 | Rule-governed behavior & behavioral instructions | Cooper Ch 26 & 27 DQ 9 |
| Week 13 | Stimulus control and promoting independence | Chapter 17 Hume et al. (2009) DQ 10 |
| Week 14 | Generalization and maintenance | Cooper Ch. 28 |
| Week 15 | Special topics on skill acquisition | TBD Research Paper |
| Week 16 | | Final Exam |

4th Edition (BACB) Task List Topics Covered in PSY 667

| | |
|------|---|
| D-01 | Use positive and negative reinforcement |
| D-02 | Use appropriate parameters and schedules of reinforcement |
| D-03 | Use prompts and prompt fading |
| D-04 | Use modeling and imitation training |
| D-05 | Use shaping |
| D-06 | Use chaining |
| D-07 | Conduct task analyses |
| D-08 | Use discrete-trial and free-operant arrangements |
| D-09 | Use the verbal operants as a basis for language assessment |
| D-10 | Use echoic training |
| D-11 | Use mand training |
| D-12 | Use tact training |
| D-13 | Use intraverbal training |
| D-14 | Use listener training |
| E-02 | Use discrimination training procedures |
| E-03 | Use instructions and rules |
| E-04 | Use contingency contracting (i.e., behavioral contracts) |
| E-05 | Use independent, interdependent, and dependent group contingencies |
| E-06 | Use stimulus equivalence procedures |
| E-11 | Use pairing procedures to establish new conditioned reinforcers and punishers |
| E-12 | Use errorless learning procedures |
| E-13 | Use matching-to-sample procedure |
| F-01 | Use self-management strategies |
| F-02 | Use token economies and other conditioned reinforcement systems |
| F-03 | Use Direct Instruction |

| | |
|------|---|
| F-04 | Use precision teaching |
| F-05 | Use personalized systems of instruction (PSI) |
| F-06 | Use incidental teaching |
| J-03 | Select intervention strategies based on task analysis |
| J-13 | Select behavioral cusps as goals for intervention when appropriate |
| J-14 | Arrange instructional procedures to promote generative learning (i.e., derived relations) |
| J-15 | Base decision-making on data displayed in various formats |

Subject Area: **Psychology**

Catalog Number: **PSY 668**

Course Attributes: (will show in CaneLink Search Engine)

- ARCC- Classical Cert.ARC
- AREL- Elective – ARC
- ARHC- Preservation Cert.- ARC
- ARHE- History Elective- ARC
- ARPE- Prof Elective- ARC
- CIVC- Civic
- HNWR- Honors and Writing
- HGNR- Honors
- PRSM- Prism
- SKLW- Skills- LAW
- WRIT- Writing

Requirement Designation: (will appear on transcript)

- HNWR- Honors & Writing Credit
- HONR- Honors Credit
- MED- Medical School Letter Grade
- SKLW- Skills- LAW
- WRIT- Writing Credit

Course Topics:

If you have more than 3 course topics please use the excel sheet provided to submit additional course topics, once done send it to scheduling_rq@miami.edu

| Course Topic ID | Description (30 characters space) | Short Description (10 characters space) |
|-----------------|-----------------------------------|---|
| 1. | Treatment of Aberrant Behavior | Aberrant |
| 2. | | |
| 3. | | |

PLEASE SPECIFY WHETHER IT IS AND/ OR (circle) - WE WILL NOT PROCESS UNLESS SPECIFIED!

Use the spreadsheet provided to add more Co-Requisite or Pre-Requisite

| School | Course | Course Prerequisite OR AND Co-Requisite | Condition/Placement |
|-----------------|---------|---|--|
| <i>Example:</i> | | <i>Please list the subject area and course number</i> | |
| AS | MTH309 | Pre-requisite MTH 141 OR 151 OR 161 OR Co-Requisite MTH 171 | AND/OR ALEKS score >=60 OR SAT>=630 or ACT>=28 |
| NU | BPH490 | Prerequisite BPH206 AND 208 AND 209 AND 310 | AND BSPH PROGRAM |
| AS | PSY 668 | Pre-requisite PSY 666, PSY 667, PSY 676, PSY 677 AND Co-Requisite, PSY 669 PSY 678, PSY 679 | AND Bachelor's degree AND GPA>=3.2 AND Departmental permission |
| | | | |
| | | | |

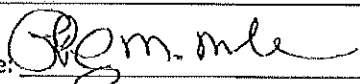
Enrollment Requirement:

School Code: _____ and/or Level Code: _____

and/or Academic Plan: _____ and/or GPA: _____

Equivalent Course Group: (description)

Full Time Status Rationale: This is only required for courses flagged as being equivalent to full time status. Rationale must include why the courses is equivalent to full time credit (12+ credits for undergraduate; 9+ credits for graduate) (This excludes 800- level courses)

Department Chair Signature:  Academic Dean/Director Signature: _____

Dean of the Graduate School Signature: _____ Date: _____

Department Contact: _____ Extension: _____ Email: _____

***Signatures are required from all departments involved: All Graduate Courses must have the Dean of Graduate School Signature. All forms must be sent to scheduling_rq@miami.edu for processing.**

PSY 668
FUNCTIONAL ASSESSMENT AND TREATMENT OF ABERRANT BEHAVIOR
Department of Psychology, University of Miami

Instructor:

Office Hours:

Office:

E-mail:

Phone:

Class Times & Location:

COURSE DESCRIPTION:

This course will focus on the application of behavior analysis toward the treatment of aberrant behavior. Throughout this course, students will acquire in-depth knowledge of behavior analytic approaches toward the assessment of aberrant behavior (e.g., functional behavioral assessment (FBA) and functional analysis). In addition, the course will focus on how behavior analysts use the results of a behavioral assessment to develop effective and ethical behavioral interventions to reduce aberrant behavior. Clinical and professional issues (e.g., fidelity of implementation, monitoring effectiveness) will also be discussed. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 25 instructional hours in the area of *Identification of the Problem & Assessment*, 15 instructional hours in the area of *Fundamental Elements of Behavior Change and Specific Behavior Change Procedures* and 5 instructional hours in the area of *Intervention and Behavior Change Considerations*.

STUDENT LEARNING OBJECTIVES:

By the end of the course, students will be able to:

1. Demonstrate knowledge about behavior analytic procedures for the reduction of problematic behavior including: functional behavioral assessment, function-based treatments, extinction, punishment and functional communication training.
2. Demonstrate knowledge about the ethical and professional responsibilities associated with the development of a behavior analytic treatment plan for behavioral reduction including: use of available scientific evidence, client preferences, client repertoire, client biological/medical factors, supporting environment, and unwanted side effects of contingency-based interventions.
3. Effectively communicate, in writing, a clinical analysis of functional assessment data and a clinical protocol for the treatment of aberrant behavior.

Required Text

Cipani, E. & Schock, K. M. (2011). *Functional behavioral assessment, diagnosis and treatment: A complete system for education and mental health settings* (2nd ed.). New York, NY: Springer Publishing. ISBN-13: 978-0826106049

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780131421134

Required Readings

Carr, J. E., Coriaty, S., Wilder, D., Gaunt, B. T., Dozier, C. L., Britton, L.N., Avina, C., & Reed, C. L. (2000). Review of “noncontingent” reinforcement as treatment for the aberrant behavior of individuals with developmental disabilities. *Research in Developmental Disabilities, 21*, 377–391.

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27*, 197–209. (Reprinted from *Analysis and Intervention in Developmental Disabilities, 2*, 3–20, 1982).

Matson, J. L., Shoemaker, M.E., Sipes, M., Horovitz, M., Worley, J. A., & Kozlowski, A. M. (2011). Replacement behaviors for identified functions of challenging behaviors. *Research in Developmental Disabilities 32*, 681–684.

Patel, M. R., Carr, J. E., Kims, C., Robles, A., & Eastridge, D. (2000). Functional analysis of aberrant behavior maintained by automatic reinforcement: Assessments of specific sensory reinforcers. *Research in Developmental Disabilities, 2*, 393–407.

EVALUATION:

Students will be evaluated on (1) class participation, (2) performance on the Functional Assessment Activity (3) performance on the Behavior Plan Activity, (4) performance on written responses to discussion questions (DQ), and (5) a cumulative final exam. Late assignments will not be accepted. The point breakdown is as follows:

| | |
|--------------------------------|-------------------|
| Participation | 15 points |
| Functional Assessment Activity | 10 points |
| Behavior Plan Activity | 20 points |
| Discussion Questions | 20 points |
| Final Exam | 35 points |
| Total: | 100 points |

Participation

Students earn up to 1-points per week for attending and maintaining active participation in class. Participation includes arriving on-time, staying for the duration of the scheduled session(s), demonstrating preparedness by meaningfully contributing to class discussions of assigned readings and presented content and maintaining a respectful and collegial demeanor during class discussions and activities.

Discussion Questions (DQ)

Students earn up to 20 points for the quality of written responses to provided discussion questions. On select weeks (see below), the instructor will provide students will discussion questions related to the upcoming reading materials. Students are to prepare a brief written response (1-2 pages) and submit the response at the following class meeting. Students will have 10 discussion question assignments throughout the semester, each worth 2 points.

Functional Assessment Activity

Students earn up to 10 points for completing the *Functional Assessment Activity*. For this assignment, students will be given sample behavioral data. Students will review and interpret the data in order to make a clinical determination about the environmental factors maintaining the behavior. Students will submit a written description (2-3 pages) explaining the process they used to interpret the data and the

identified hypothesized function (including specific maintaining consequences, motivating operations, discriminative stimuli etc.).

Behavior Plan Activity

Students earn up to 20 points for completing the *Behavior Plan Activity*. For this assignment, students will be given a clinical case scenario (including summarized results of a FBA). Students will review provided information in order to develop a behavior intervention plan. Students will submit a written description (3-4 pages) detailing a function-based treatment plan. Written descriptions should include references to proactive/preventative treatment strategies, replacement behavior strategies and consequence-based strategies. Students should also incorporate written justification for their chosen behavior plan strategies.

Final Exam

Student will complete a cumulative final exam, totaling 35 points. The exam will consist of multiple choice, short answer and/or essay questions.

GRADING

The final grade is based on the cumulative points earned in class participation, discussion questions, functional assessment activity, behavior plan activity, and final exam.

Grading Scale:

| | |
|--------------|-------------|
| A+ 97 – 100% | C+ 77 – 79% |
| A 93 – 96% | C 74 – 76% |
| A- 90 – 92% | C- 70 – 73% |
| B+ 87 – 89% | D+ 67 – 69% |
| B 84 – 86% | D 64 – 66% |
| B- 80 – 83% | D- 60-63% |
| | F 0 – 59% |

Final Grades

Final letter grades will be based on the above scale. No final grade will be lower than that indicated by the total number of points earned. To obtain a grade you must earn **no less** than the minimum average stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance and class participation are required. Most of the information will be presented in lectures. Each student is responsible for the material presented in class if they are not able to attend.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways in which missed tests, quizzed and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Exams/Assignments: Missed exams and assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an exam or assignment. Requests are subject to approval and may require medical or other relevant documentation.

HONOR CODE:

All forms of academic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Academic dishonesty includes, but is not limited to cheating, plagiarism, misrepresentation, collusion, falsification of data or records, fabrication, disruption of council procedures, unauthorized or inappropriate use of university computing facilities and/or assisting another student to commit any such violation. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this Graduate Student Honor Code, common sense, and information provided by the faculty member. All graduate students are responsible for reading, understanding and upholding this code.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services at (305) 284-2374 at the beginning of the semester.

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Schedule by Week:

| Date | Topic | Readings |
|---------|--|--|
| Week 1 | Introduction to course | Syllabus |
| Week 2 | Basic concepts and principles of ABA treatments for aberrant behavior | Cipani & Schock Ch. 1 Cooper Ch. 24 |
| Week 3 | A function-based diagnostic classification system for problem behavior | Cipani & Schock Ch. 3 DQ 1 |
| Week 4 | Measuring and assessing aberrant behavior | Cooper Ch. 3 & 4 Cipani & Schock Ch. 2 DQ 2 |
| Week 5 | Experimental assessment of aberrant behavior | Iwata, et al. (1994) Patel et al. (2000) DQ 3 |
| Week 6 | Interpreting assessment data & conceptualizing treatment needs | Cooper Ch. 6 & 7 DQ 4 |
| Week 7 | Antecedent-based intervention strategies | Cooper Ch.23 Functional Assessment Activity |
| Week 8 | Antecedent-based intervention strategies | Cipani & Schock Ch.4 Carr et al. (2000) DQ 5 |
| Week 9 | Replacement behavior intervention strategies | Cooper Ch 22 Cipani & Schock Ch.5 DQ 6 |
| Week 10 | Replacement behavior intervention strategies | Matson et al. (2011) DQ 7 |
| Week 11 | Consequence-based intervention strategies | Cooper Ch 21 |

| | | |
|---------|---|-------------------------------|
| | | DQ 8 |
| Week 12 | Non-function based treatments for aberrant behavior | Cooper Ch 26 |
| Week 13 | Non-function based treatments for aberrant behavior | Cooper Ch 27 DQ 9 |
| Week 14 | Generalization and Maintenance | Cooper Ch 28 DQ 10 |
| Week 15 | Writing Behavior Plans | Behavior Plan Activity |
| Week 16 | | Final Exam |

| 4th Edition (BACB) Task List Topics Covered in PSY 668 | |
|--|--|
| C-01 | State and plan for the possible unwanted effects of reinforcement |
| C-02 | State and plan for the possible unwanted effects of punishment |
| C-03 | State and plan for the possible unwanted effects of extinction |
| D-15 | Identify punishers |
| D-16 | Use positive and negative punishment |
| D-17 | Use appropriate parameters and schedules of punishment |
| D-18 | Use extinction |
| D-19 | Use combinations of reinforcement with punishment and extinction |
| D-20 | Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement) |
| D-21 | Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH) |
| E-01 | Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli |
| E-07 | Plan for behavioral contrast effects |
| E-08 | Use the matching law and recognize factors influencing choice |
| E-09 | Arrange high-probability request sequences |
| E-10 | Use the Premack principle |
| F-07 | Use functional communication training |
| F-08 | Use augmentative communication system |
| G-01 | Review records and available data at the outset of the case |
| G-02 | Consider biological/medical variables that may be affecting the client |
| G-03 | Conduct a preliminary assessment of the client in order to identify the referral problem |
| G-04 | Explain behavioral concepts using nontechnical language |
| G-05 | Describe and explain behavior, including private events, in behavior-analytic (non-mentalistic) terms |
| G-06 | Provide behavior-analytic services in collaboration with others who support and/or provide services to one's clients |
| G-07 | Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary |
| G-08 | Identify and make environmental changes that reduce the need for behavior analysis services |
| I-01 | Define behavior in observable and measurable terms |
| I-02 | Define environmental variables in observable and measurable terms |
| I-03 | Design and implement individualized behavioral assessment procedures |
| I-04 | Design and implement the full range of functional assessment procedures |
| I-05 | Organize, analyze, and interpret observed data |
| I-06 | Make recommendations regarding behaviors that must be established, maintained, increased, |

| | |
|------|--|
| | or decreased |
| I-07 | Design and conduct preference assessments to identify putative reinforcers |
| J-01 | State intervention goals in observable and measurable terms |
| J-02 | Identify potential interventions based on assessment results and the best available scientific evidence |
| J-04 | Select intervention strategies based on client preferences |
| J-05 | Select intervention strategies based on the client's current repertoires |
| J-06 | Select intervention strategies based on supporting environments |
| J-07 | Select intervention strategies based on environmental and resource constraints |
| J-08 | Select intervention strategies based on the social validity of the intervention |
| J-09 | Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness |
| J-10 | When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased |
| J-11 | Program for stimulus and response generalization |
| J-12 | Program for maintenance |



Course Approval Request Form

University of Miami, Office of the Registrar

Action Requested

- New Course - (Syllabus & Course Description must be attached)
- Modification of Existing Course
- Cancellation of Existing Course

- Experimental Course
- Renumbered Course

Date of Submission: 8/27/2015

Effective Term: Fall 2016 (spring, fall or summer)

Catalog Course Offering Data:

Term: 2162 (Ex. 2148, 2151)

*Effective Date: 8/1/2016

Current Catalog Number: _____ (ex. 300) New Catalog Number: PSY 669

Subject Area: PSY (ex. ENG) Course Typically Offered: Spring (ex. Fall, Spring)

Academic School: AS - College of Arts and Sciences

Long/Full Course Title: Professional Issues in Designing and Monitoring Interventions (100 characters space) *Description/Abbreviated Title: Professional Issues (30 characters space)

Course Description: **Please submit course description in the attached excel sheet provided to scheduling.ra@miami.edu along with this Course Approval Request form.*

Course Units/Course Grading:

CURRENT:

Minimum Units: _____

Maximum Units: _____

Course Units/Course Grading

NEW:

Minimum Units: 3

Maximum Units: 3

Grading Basis:

- 100PT (Medical Only)
- AUDIT
- CRD/NO CRD
- GRADED
- LFX
- LAW
- LAW 4.0
- LAW C

- LAW GRAD
- MDN
- MED GRAD
- MED GRADES
- MULTI-TERM
- NO GRADE
- NON-GRADED
- P/NP
- SAT/UNSAT
- STDNT OPT
- TRANSFER
- UQ

Component /

Final Exam Offered

- LECTURE
- LABORATORY
- SEMINAR

FINAL EXAM: YES
 NO

- | | |
|--|---|
| <input checked="" type="checkbox"/> CLINICAL - <input type="checkbox"/> Delete <input checked="" type="checkbox"/> Add | <input type="checkbox"/> MODULE - <input type="checkbox"/> Delete <input type="checkbox"/> Add |
| <input checked="" type="checkbox"/> DISCUSSION - <input type="checkbox"/> Delete <input checked="" type="checkbox"/> Add | <input type="checkbox"/> PRACTICUM - <input type="checkbox"/> Delete <input type="checkbox"/> Add |
| <input type="checkbox"/> DISTANCE LEARNING - <input type="checkbox"/> Delete <input type="checkbox"/> Add | <input type="checkbox"/> RESEARCH - <input type="checkbox"/> Delete <input type="checkbox"/> Add |
| <input type="checkbox"/> ENSEMBLE - <input type="checkbox"/> Delete <input type="checkbox"/> Add | <input type="checkbox"/> STUDIO - <input type="checkbox"/> Delete <input type="checkbox"/> Add |
| <input type="checkbox"/> EXPERIMENTAL LEARNING - <input type="checkbox"/> Delete <input type="checkbox"/> Add | <input type="checkbox"/> THESIS RESEARCH - <input type="checkbox"/> Delete <input type="checkbox"/> Add |
| <input type="checkbox"/> FIELD STUDIES - <input type="checkbox"/> Delete <input type="checkbox"/> Add | <input type="checkbox"/> THESIS/INDIVIDUAL STUDY - <input type="checkbox"/> Delete <input type="checkbox"/> Add |
| <input type="checkbox"/> FORUMS - <input type="checkbox"/> Delete <input type="checkbox"/> Add | <input type="checkbox"/> WORKSHOP - <input type="checkbox"/> Delete <input type="checkbox"/> Add |
| <input type="checkbox"/> ICA UNDERGRADED CREDIT - <input type="checkbox"/> Delete <input type="checkbox"/> Add | |
| <input type="checkbox"/> INDEPENDENT STUDY - <input type="checkbox"/> Delete <input type="checkbox"/> Add | |
| <input type="checkbox"/> LESSONS - <input type="checkbox"/> Delete <input type="checkbox"/> Add | |

Rule #2- CaneLink Component /No Final Exam Rule. If component needs a final exam, please go to Adjust Class Association page on CaneLink and Select YES on final exam.

Repeat for Credit Rules:

- Repeat for Credit Total Units Allowed: _____
- Allow Multiple Enroll in Term Total Completion Allowed: _____

Permission: Add Consent

- Department Consent
- Instructor Consent
- No Consent

Permission: Drop Consent

- Department Consent
- Instructor Consent
- No Consent

Subject Area: Psychology

Catalog Number: PSY 669

Course Attributes: (will show in CaneLink Search Engine)

- ARCC- Classical Cert.ARC
- AREL- Elective – ARC
- ARHC- Preservation Cert.- ARC
- ARHE- History Elective- ARC
- ARPE- Prof Elective- ARC
- CIVC- Civic
- HNWR- Honors and Writing
- HGNR- Honors
- PRSM- Prism
- SKLW- Skills- LAW
- WRIT- Writing

Requirement Designation: (will appear on transcript)

- HNWR- Honors & Writing Credit
- HONR- Honors Credit
- MED- Medical School Letter Grade
- SKLW- Skills- LAW
- WRIT- Writing Credit

Course Topics:

If you have more than 3 course topics please use the excel sheet provided to submit additional course topics, once done send it to scheduling_rq@miami.edu

| Course Topic ID | Description (30 characters space) | Short Description (10 characters space) |
|-----------------|-----------------------------------|---|
| 1. | Professional Issues | Issues |
| 2. | | |
| 3. | | |

PLEASE SPECIFY WHETHER IT IS AND/ OR (circle) - WE WILL NOT PROCESS UNLESS SPECIFIED!

Use the spreadsheet provided to add more Co-Requisite or Pre-Requisite

| School | Course | Course Prerequisite OR AND Co-Requisite | Condition/Placement |
|-----------------|---------|---|--|
| <i>Example:</i> | | <i>Please list the subject area and course number</i> | |
| AS | MTH309 | Pre-requisite MTH 141 OR 151 OR 161 OR Co-Requisite MTH 171 | AND/OR ALEKS score >=60 OR SAT>=630 or ACT>=28 |
| NU | BPH490 | Prerequisite BPH206 AND 208 AND 209 AND 310 | AND BSPH PROGRAM |
| AS | PSY 669 | Pre-requisite PSY 666, PSY 667, PSY 676, PSY 677 AND Co-Requisite, PSY 668 PSY 676, PSY 679 | AND Bachelor's degree AND GPA>=3.2 AND Departmental permission |
| | | | |

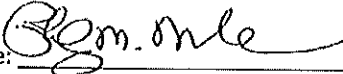
Enrollment Requirement:

School Code: _____ and/or Level Code: _____

and/or Academic Plan: _____ and/or GPA: _____

Equivalent Course Group: (description)

Full Time Status Rationale: This is only required for courses flagged as being equivalent to full time status. *Rationale must include why the courses is equivalent to full time credit (12+ credits for undergraduate; 9+ credits for graduate) (This excludes 800- level courses)*

Department Chair Signature:  Academic Dean/Director Signature: _____

Dean of the Graduate School Signature: _____ Date: _____

Department Contact: _____ Extension: _____ Email: _____

***Signatures are required from all departments involved: All Graduate Courses must have the Dean of Graduate School Signature. All forms must be sent to scheduling_rq@miami.edu for processing.**

PSY 669
PROFESSIONAL ISSUES IN DESIGNING AND MONITORING
INTERVENTIONS

Department of Psychology, University of Miami

Instructor:

Office Hours:

Office:

E-mail:

Phone:

Class Times & Location:

COURSE DESCRIPTION:

This course covers a number of professional issues related to the competent and ethical delivery of applied behavior analytic services. The course will provide in-depth information related to the selection of appropriate interventions, including staying abreast of current research, critically interpreting research, considering individual client needs and developing treatment programs that are consistent with the science of applied behavior analysis. The course will additionally cover issues related to the implementation and management of clinical service provisions, including ensuring appropriate and accurate data collection, maintaining procedural fidelity and providing supervision and training. Finally, the course will provide information about the professional and ethical compliance code for behavior analysts, as outlined by the Behavior Analysis Certification Board (BACB). In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 15 instructional hours in the area of *Ethical and Professional Conduct*, 10 hours in the area of *Measurement*, 10 hours in the area of *Experimental Design* and 10 hours in the area of *Implementation, Management and Supervision*.

Student Learning Objectives:

By the end of the course, students will be able to:

1. Demonstrate knowledge about professional and ethical guidelines for practicing behavior analysts, as outlined by the BACB.
2. Demonstrate knowledge of behavior analytic research methodologies (e.g., single-subject design).
3. Critically evaluate ABA research and research methodology.
4. Effectively communicate, orally and in writing, about ethical and professional guidelines in ABA therapy and research.
5. Effectively communicate, in writing, about ABA research methodology.

Required Text:

Bailey, J. & Burch, M. (2011). *Ethics for behavior analysts: 2nd expanded edition*. New York, NY: Taylor & Francis Group
ISBN-13: 978-0415880305

Kazdin, A. E. (2010). *Single-case research designs: Methods for clinical and applied settings*. (2nd ed.). New York, NY: Oxford University Press.
ISBN-13: 978-0195341881

Required Readings:

Behavior Analysis Certification Board (BACB) (2014) Professional Disciplinary and Ethical Standards. <http://www.bacb.com/index.php?page=85>

Allen, K., D., & Warsak, W. J. (2000). The problem of parental nonadherence in clinical behavior analysis: Effective treatment is not enough. *Journal of Applied Behavior Analysis, 33*(3), 373-391.

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*(1), 91-97

Bannerman, D. J., Sheldon, J. B., & Harchik, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis, 23*(1), 79-89.

Carr, J. E., & Briggs, A. M. (2010). Strategies for making regular contact with the scholarly literature. *Behavior Analysis in Practice, 3*(2), 13-18.

DiGennaro Reed, F. D., & Coddling, R. S. (2014). Advancements in procedural fidelity assessment and intervention: Introduction to the special issue. *Journal of Behavioral Education, 23*(1), 1-18.

Hanley, G. P. (2010). Toward effective and preferred programming: A case for the objective measurement of social validity with recipients of behavior-change programs. *Behavior Analysis in Practice, 3*(1), 13-21.

Holburn, S. (2001). Compatibility of person-centered planning and applied behavior analysis. *The Behavior Analyst, 24*, 271-281.

Parsons, M. B., Rollyson, J. H. & Reid, D.H. (2012): Evidence-based staff training: A guide for practitioners. *Behavior Analysis in Practice, Winter; 5*(2), 2-1

Van Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A. & Lovaas, O. I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis, 21*, 381-384.

Vollmer, T. R., Hagopian, L.P., Bailey, J. S., Dorsey, M. F., Hanley, G. P., Lennox, D., Riordan, M. M. & Spreat, S. (2011). The association for behavior analysis international position statement on restraint and seclusion. *Behavior Analysis in Practice, 34*(1), 103-110.

EVALUATION:

Students will be evaluated on (1) class participation, (2) performance on written responses to discussion questions (DQ), (3) class presentation and (4) a cumulative final exam. Late assignments will not be accepted. The point breakdown is as follows:

| | |
|-----------------------|-------------------|
| Participation | 30 points |
| Discussion Questions | 20 points |
| In-Class Presentation | 20 points |
| Final Exam | 30 points |
| Total: | 100 points |

Participation

Students earn up to 2-points per week for attending class and maintaining active participation. Active participation includes arriving on-time, staying for the duration of the scheduled session(s), meaningfully contributing to class discussions and maintaining a respectful and collegial demeanor throughout.

Discussion Questions (DQ)

Students earn up to 20 points for the quality of written responses to provided discussion questions. On select weeks (see below), the instructor will provide students will discussion questions related to the upcoming reading materials. Students are to prepare a brief written response (1-2 pages) and submit the response at the following class meeting. Students will have 15 discussion question assignments throughout the semester, each worth 2 points.

Class Presentation

Students will earn up to 20 points for a class presentation. Students will be assigned, by the course instructor, one content area from the BACB *Professional and Ethical Compliance Code for Behavior Analysts* (the "Compliance Code") (e.g., 1.0 Responsible Conduct of Behavior Analysts, 2.0 Behavior Analysts Responsibility to Client ...). Students will prepare and present a 20-30 minute presentation to the class. Presentations should include information about the area content and explicit examples delineating the applicability of the code during every-day clinical practice.

Final Exam

Student will complete a cumulative final exam, totaling 30 points. Exam will consist of multiple choice, short answer and/or essay questions.

GRADING

The final grade is based on the cumulative points earned from class participation, discussion questions, class presentation and final exam.

Grading Scale:

| | |
|--------------|-------------|
| A+ 97 – 100% | C+ 77 – 79% |
| A 93 – 96% | C 74 – 76% |
| A- 90 – 92% | C- 70 – 73% |
| B+ 87 – 89% | D+ 67 – 69% |
| B 84 – 86% | D 64 – 66% |
| B- 80 – 83% | D- 60-63% |
| | F 0 – 59% |

Final Grades:

Final letter grades will be based on the above scale. No final grades will be lower than that indicated by the total number of points earned. To obtain a grade you must earn **no less** than the minimum average stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance and class participation are required. Most of the information will be presented in lectures. Each student is responsible for the material presented in class if they are not able to attend.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways in which missed tests, quizzes and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Exams/Assignments: Missed exams and assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an exam or assignment. Requests are subject to approval and may require medical or other relevant documentation.

HONOR CODE:

All forms of academic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Academic dishonesty includes, but is not limited to cheating, plagiarism, misrepresentation, collusion, falsification of data or records, fabrication, disruption of council procedures, unauthorized or inappropriate use of university computing facilities and/or assisting another student to commit any such violation. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this Graduate Student Honor Code, common sense, and information provided by the faculty member. All graduate students are responsible for reading, understanding and upholding this code.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services at (305) 284-2374 at the beginning of the semester.

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Schedule by Week:

| Date | Topic | Readings |
|---------|---|---|
| Week 1 | Selecting & Designing Interventions: Conceptual Issues | Baer et al. (1968) |
| Week 2 | Selecting & Designing Interventions: Professional Competencies and Knowledge | Bailey & Burch: Ch. 1-6 DQ 1 |
| Week 3 | Selecting & Designing Interventions: Client & Caregiver Issues | Baily & Burch: Ch. 7-9 Hanley (2010) Holburn (2001) DQ 2 |
| Week 4 | Implementing & Monitoring Interventions: Fidelity of Implementation | Allen & Warsak (2000) DiGennaro Reed & Coddling (2014) Parsons et al. (2012) DQ 3 |
| Week 5 | Implementing & Monitoring Intervention: Background to the Scientific Study of Behavior Change | Kazdin Ch. 1-2 DQ 4 |
| Week 6 | Implementing & Monitoring Interventions: Assessment | Kazdin Ch. 3-4 DQ 5 |
| Week 7 | Implementing & Monitoring Interventions: Accuracy and Reliability of Data Collection | Kazdin Ch. 5 DQ 6 |
| Week 8 | Implementing & Monitoring Interventions: Experimental Evaluations | Kazdin Ch. 6-7 DQ 7 |
| Week 9 | Implementing & Monitoring Interventions: Experimental Evaluations | Kazdin Ch. 8-10 DQ 8 |
| Week 10 | Implementing & Monitoring Interventions: Data Analysis | Kazdin Ch. 12-13 DQ 9 |
| Week 11 | Implementing & Monitoring Interventions: Professional Supervision | Baily & Burch Ch. 10 DQ 10 |
| Week 12 | Professional Code of Conduct | Carr & Briggs (2010) Student Presentations |
| Week 13 | Professional Code of Conduct | Bannerman et al. (1990) Van Houten et al. (1988) Student Presentations |
| Week 14 | Ethical Guidelines & Professional Conduct | Baily & Burch Ch. 11-15 |
| Week 15 | Ethical Guidelines & Professional Conduct | Baily & Burch Ch. 16-19 |
| Week 16 | | Final Exam |

| 4 th Edition (BACB) Task List Topics Covered in PSY 669 | |
|--|-----------------------------|
| A-01 | Measure frequency. |
| A-02 | Measure rate. |
| A-03 | Measure duration. |
| A-04 | Measure latency. |
| A-05 | Measure interresponse time. |

| | |
|------|--|
| A-06 | Measure percent of occurrence. |
| A-07 | Measure trials to criterion. |
| A-08 | Assess and interpret interobserver agreement. |
| A-09 | Evaluate the accuracy and reliability of measurement procedures. |
| A-10 | Design, plot, and interpret data using equal-interval graphs. |
| A-11 | Design, plot, and interpret data using a cumulative record to display data. |
| A-12 | Design and implement continuous measurement procedures (e.g., event recording). |
| A-13 | Design and implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling). |
| A-14 | Design and implement choice measure |
| B-01 | Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) to evaluate whether interventions are behavior analytic in nature |
| B-02 | Review and interpret articles from the behavior-analytic literature. |
| B-03 | Systematically arrange independent variables to demonstrate their effects on dependent variables. |
| B-04 | Use withdrawal/reversal designs. |
| B-05 | Use alternating treatments (i.e., multielement) designs. |
| B-06 | Use changing criterion designs. |
| B-07 | Use multiple baseline designs. |
| B-08 | Use multiple probe designs. |
| B-09 | Use combinations of design elements |
| B-10 | Conduct a component analysis to determine the effective components of an intervention package. |
| B-11 | Conduct a parametric analysis to determine the effective values of an independent variable. |
| H-01 | Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording. |
| H-02 | Select a schedule of observation and recording periods. |
| H-03 | Select a data display that effectively communicates relevant quantitative relations. |
| H-04 | Evaluate changes in level, trend, and variability. |
| H-05 | Evaluate temporal relations between observed variables (within & between sessions, time series) |
| K-01 | Provide for ongoing documentation of behavioral services |
| K-02 | Identify the contingencies governing the behavior of those responsible for carrying out the behavior-change procedures and design interventions accordingly. |
| K-03 | Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures. |



Course Approval Request Form

University of Miami, Office of the Registrar

Action Requested

- New Course - (Syllabus & Course Descrip. must be attached)
- Modification of Existing Course
- Cancellation of Existing Course

- Experimental Course
- Renumbered Course

Date of Submission: 8/27/2015
 Effective Term: Fall 2016 (spring, fall or summer)

Catalog Course Offering Data:

Term: 2161 (Ex. 2148, 2151)

*Effective Date: 8/1/2016

Current Catalog Number: _____ (ex. 300) New Catalog Number: PSY 676

Subject Area: PSY (ex. ENG) Course Typically Offered: Fall (ex. Fall, Spring)

Academic School: AS - College of Arts and Sciences

Long/Full Course Title: Applications of ABA: Principles and Concepts (100 characters space) *Description/Abbreviated Title: ABA Practicum 1 (30 characters space)

Course Description: **Please submit course description in the attached excel sheet provided to scheduling_rq@miami.edu along with this Course Approval Request form.*

Course Units/Course Grading:

CURRENT:

Minimum Units: _____

Maximum Units: _____

Course Units/Course Grading

NEW:

Minimum Units: 3

Maximum Units: 3

Grading Basis:

- 100PT (Medical Only)
- AUDIT
- CRD/NO CRD
- GRADED
- LFX
- LAW
- LAW 4.0
- LAW C
- LAW GRAD
- MDN
- MED GRAD
- MED GRADES
- MULTI-TERM
- NO GRADE
- NON-GRADED
- P/NP
- SAT/UNSAT
- STDNT OPT
- TRANSFER
- UQ

Component /

Final Exam Offered

- LECTURE
- LABORATORY
- SEMINAR

FINAL EXAM: YES
 NO

- CLINICAL - Delete Add
- DISCUSSION - Delete Add
- DISTANCE LEARNING - Delete Add
- ENSEMBLE - Delete Add
- EXPERIMENTAL LEARNING - Delete Add
- FIELD STUDIES - Delete Add
- FORUMS - Delete Add
- ICA UNDERGRADED CREDIT - Delete Add
- INDEPENDENT STUDY - Delete Add
- LESSONS - Delete Add
- MODULE - Delete Add
- PRACTICUM - Delete Add
- RESEARCH - Delete Add
- STUDIO - Delete Add
- THESIS RESEARCH - Delete Add
- THESIS/INDIVIDUAL STUDY - Delete Add
- WORKSHOP - Delete Add

Rule #2- CaneLink Component /No Final Exam Rule. If component needs a final exam, please go to Adjust Class Association page on CaneLink and Select YES on final exam.

Repeat for Credit Rules:

- Repeat for Credit
- Allow Multiple Enroll in Term
- Total Units Allowed: _____
- Total Completion Allowed: _____

Permission: Add Consent

- Department Consent
- Instructor Consent
- No Consent

Permission: Drop Consent

- Department Consent
- Instructor Consent
- No Consent

Subject Area: Psychology

Catalog Number: PSY 676

Course Attributes: (will show in CaneLink Search Engine)

- | | |
|--|---|
| <input type="checkbox"/> ARCC- Classical Cert.ARC | <input type="checkbox"/> HNWR- Honors and Writing |
| <input type="checkbox"/> AREL- Elective – ARC | <input type="checkbox"/> HGNR- Honors |
| <input type="checkbox"/> ARHC- Preservation Cert.- ARC | <input type="checkbox"/> PRSM- Prism |
| <input type="checkbox"/> ARHE- History Elective- ARC | <input type="checkbox"/> SKLW- Skills- LAW |
| <input type="checkbox"/> ARPE- Prof Elective- ARC | <input type="checkbox"/> WRIT- Writing |
| <input type="checkbox"/> CIVC- Civic | |

Requirement Designation: (will appear on transcript)

- HNWR- Honors & Writing Credit
- HONR- Honors Credit
- MED- Medical School Letter Grade
- SKLW- Skills- LAW
- WRIT- Writing Credit

Course Topics:

If you have more than 3 course topics please use the excel sheet provided to submit additional course topics, once done send it to scheduling.rq@miami.edu

| Course Topic ID | Description (30 characters space) | Short Description (10 characters space) |
|-----------------|-----------------------------------|---|
| 1. | ABA Practicum 1 | Prac. 1 |
| 2. | | |
| 3. | | |

PLEASE SPECIFY WHETHER IT IS AND/ OR (circle) - WE WILL NOT PROCESS UNLESS SPECIFIED!

Use the spreadsheet provided to add more Co-Requisite or Pre-Requisite

| School | Course | Course Prerequisite OR AND Co-Requisite | Condition/Placement |
|-----------------|---------|---|--|
| <i>Example:</i> | | <i>Please list the subject area and course number</i> | |
| AS | MTH309 | Pre-requisite MTH 141 OR 151 OR 161 OR Co-Requisite MTH 171 | AND/OR ALEKS score >=60 OR SAT>=630 or ACT>=28 |
| NU | BPH490 | Prerequisite BPH206 AND 208 AND 209 AND 310 | AND BSPH PROGRAM |
| AS | PSY 676 | Co-Requisite, PSY 666 PSY 667, PSY 677 | AND Bachelor's degree AND GPA>=3.2 AND Departmental permission |
| | | | |
| | | | |

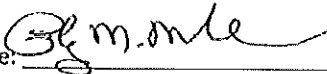
Enrollment Requirement:

School Code: _____ and/or Level Code: _____

and/or Academic Plan: _____ and/or GPA: _____

Equivalent Course Group: (description)

Full Time Status Rationale: This is only required for courses flagged as being equivalent to full time status. Rationale must include why the courses is equivalent to full time credit (12+ credits for undergraduate; 9+ credits for graduate) (This excludes 800- level courses)

Department Chair Signature:  Academic Dean/Director Signature: _____

Dean of the Graduate School Signature: _____ Date: _____

Department Contact: _____ Extension: _____ Email: _____

***Signatures are required from all departments involved: All Graduate Courses must have the Dean of Graduate School Signature. All forms must be sent to scheduling.rq@miami.edu for processing.**

Revised: 3/23/15

PSY 676
APPLICATIONS OF ABA: PRINCIPLES AND CONCEPTS
Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

The purpose of this course is to provide students with supervised clinical experience in selecting, developing and implementing applied behavior analytic procedures and techniques. During this course, students will provide direct ABA services aimed at improving the behavioral functioning of individuals participating in ABA therapy. Experiential activities provided during this practicum course focus on the application of basic principles and concepts in ABA, including the identification of behavioral targets, measuring behavioral, monitoring changes in behavior over time, and implementing reinforcement-based interventions. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 168 hours of *practicum experience*.

STUDENT LEARNING OBJECTIVES

1. Demonstrate knowledge of and clinical competency in the implementation of behavior analytic procedures including: defining target behavior, measuring behavior, collecting and displaying data, contingency-based procedures, arranging schedules of reinforcement, and antecedent-based procedures.
2. Demonstrate knowledge of and implementation of ethical and professional conduct when delivering ABA services.
3. Effectively communicate, orally, with colleagues and caregivers about the implementation and progress of behavior analytic services.

Required Text

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson.
ISBN-13: 9780131421134

Course Expectations

This course meets the Behavior Analyst Certification Board standards for Supervised Practicum. Throughout the semester, students must participate in 12 hours per week for 14 weeks (earning an accumulated 168 hours of practicum experience). Each student will be assigned one or more clinical cases for ABA intervention. For assigned case(s), students will be responsible for direct and competent implementation of behavioral programming as well as other tasks necessary for maintaining operation of the therapeutic program (e.g., developing and creating materials, collecting and interpreting data, case consultation/supervision, literature review, parent/caregiver training, and maintaining clinical records). Direct implementation of behavioral programs will not exceed 50% of the total accrued experience hours. Students are also required to maintain professional and ethical behavior throughout the course of the practicum, in a manner that is consistent with the BACB ethical guidelines.

Practicum Supervision

Practicum supervision will be conducted in accordance with the requirements of the BACB. Students will receive supervision from a Board Certified Behavior Analyst (BCBA) for 1 hour per week (8% of total hours in practicum).

Individual Supervision: A BCBA will provide direct and individual supervision for 1-hour every other week. Individual supervision will include opportunities for the BCBA to observe student providing direct clinical services, to provide case consultation in order to review data and plan treatments, and to provide verbal and written feedback to the student. Performance on the clinical competency assignments (See Below) will be assessed during individual supervision.

Small Group Supervision: A BCBA will provide small-group (2-10 students) supervision for 1-hour every other week. Group supervision will include opportunities for clinical case review, role-play of interventions, discussions of professional conduct and behavioral analytic topics relevant to presenting cases. Clinical competency assignments (See Below) will be described and assigned at each group supervision meeting.

EVALUATION:

Students will be evaluated on participation and demonstrated clinical competency. Furthermore, attendance is required and failure to attend practicum may negatively affect end of term grade (see attendance section below). The point breakdown is as follows:

| | |
|---|------------------|
| Practicum Performance | 30 points |
| Practicum performance (based on 7 evaluations): | <u>70 points</u> |
| Total: | 100 points |

Practicum Performance

Students earn up to 30-points for demonstrated clinical skills and professional behavior throughout practicum. Using a practicum performance rating system, students are evaluated in several domains including (1) planning & preparedness, (2) clinical application, (3) critical thinking & problem-solving, (4) communication (5) professional and ethical responsibility and (6) overall quality.

Clinical Competency

Students will demonstrate clinical competency by completing 7 performance-based assignments, each worth 10-points. Grading will be based upon criteria specified in a provided rubric. Clinical competency assignments will cover the following areas:

1. Develop operational definitions of target behavior.
2. Develop and implement behavior measurement system.
3. Create and interpret graphical displays of data.
4. Implement consequence-based strategies to promote behavior change.
5. Arrange schedules of reinforcement to promote behavior change.
6. Use antecedent-based strategies (MO, SD) to promote behavior change.
7. Identify function of verbal operants.

GRADING

The final grade will be based on the cumulative points from attendance/participation and clinical competency. Grades will be assigned according to the scale below. To obtain a grade you must earn **no less than the minimum points stated** (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

Grading Scale:

| | |
|--------------|-------------|
| A+ 97 – 100% | C+ 77 – 79% |
| A 93 – 96% | C 74 – 76% |
| A- 90 – 92% | C- 70 – 73% |
| B+ 87 – 89% | D+ 67 – 69% |
| B 84 – 86% | D 64 – 66% |
| B- 80 – 83% | D- 60-63% |
| | F 0 – 59% |

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance is required. *Excused absences*, for which a student has *pre-approval* from his or her supervisor, will be granted on a limited basis. *Unexcused absences* will result in a 6-point deduction (per occurrence) from a student's total score. Throughout the practicum students are required to accumulate 168 hours of experience. Any experience hours missed due to absence (excused or unexcused) must be made-up at a later (supervisor agreed-upon) date/time. Failure to make-up missed time will result in a grade of Incomplete for the course, regardless of the student's obtained point total.

- 1 unexcused absence = A (-6 pts/94)
- 2 unexcused absences = B (-12 pts/88)
- 4 unexcused absences = C (-24 pts/76)
- 5 or more unexcused absences will result in a failing grade.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways in which missed tests, quizzes and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Assignments: Make-up assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an assignment. Requests are subject to approval and may require medical or other relevant documentation.

HONOR CODE:

All forms of academic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Academic dishonesty includes, but is not limited to cheating, plagiarism, misrepresentation, collusion, falsification of data or records, fabrication, disruption of council procedures, unauthorized or inappropriate use of university computing facilities and/or assisting another student to commit any such violation. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this Graduate Student Honor Code, common sense, and information provided by the faculty member. All graduate students are responsible for reading, understanding and upholding this code.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services at (305) 284-2374 at the beginning of the semester.

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Schedule by week:

| Date | Topic |
|------------|--|
| Week 1 | <ul style="list-style-type: none">• Introduction and Overview of Practicum |
| Weeks 2-15 | <ul style="list-style-type: none">• Accumulate 12 hours of practicum experience• Attend 1-hour group <u>or</u> 1-hour of individual supervision (alternating weeks) |



Course Approval Request Form

University of Miami, Office of the Registrar

Action Requested

- New Course-(Syllabus & Course Descrio.must be attached)
- Modification of Existing Course
- Cancellation of Existing Course

- Experimental Course
- Renumbered Course

Date of Submission: 8/27/2015

Effective Term: Fall 2016 (spring, fall or summer)

Catalog Course Offering Data:

Term: 2161 (Ex.2148, 2151)

*Effective Date: 8/1/2016

Current Catalog Number: _____ (ex. 300)

New Catalog Number: PSY 677

Subject Area: PSY (ex. ENG)

Course Typically Offered: Fall (ex. Fall, Spring)

Academic School: AS - College of Arts and Sciences

Long/Full Course Title: Applications of the Assessment and Treatment of Language and Learning
(100 characters space)

*Description/Abbreviated Title: ABA Practicum 2
(30 characters space)

Course Description: **Please submit course description in the attached excel sheet provided to scheduling.rq@miami.edu along with this Course Approval Request form.*

Course Units/Course Grading:

CURRENT:

Minimum Units: _____

Maximum Units: _____

Course Units/Course Grading

NEW:

Minimum Units: 3

Maximum Units: 3

Grading Basis:

- 100PT (Medical Only)
- AUDIT
- CRD/NO CRD
- GRADED
- LFX
- LAW
- LAW 4.0
- LAW C

- LAW GRAD
- MDN
- MED GRAD
- MED GRADES
- MULTI-TERM
- NO GRADE
- NON-GRADED
- P/NP
- SAT/UNSAT
- STDNT OPT
- TRANSFER
- UQ

Component /

Final Exam Offered

- LECTURE
- LABORATORY
- SEMINAR

FINAL EXAM: YES
 NO

- CLINICAL - Delete Add
- DISCUSSION- Delete Add
- DISTANCE LEARNING- Delete Add
- ENSEMBLE- Delete Add
- EXPERIMENTAL LEARNING- Delete Add
- FIELD STUDIES - Delete Add
- FORUMS- Delete Add
- ICA UNDERGRADED CREDIT- Delete Add
- INDEPENDENT STUDY- Delete Add
- LESSONS- Delete Add

- MODULE- Delete Add
- PRACTICUM- Delete Add
- RESEARCH - Delete Add
- STUDIO- Delete Add
- THESIS RESEARCH- Delete Add
- THESIS/INDIVIDUAL STUDY- Delete Add
- WORKSHOP- Delete Add

Rule #2- CaneLink Component /No Final Exam Rule. If component needs a final exam, please go to Adjust Class Association page on CaneLink and Select YES on final exam.

Repeat for Credit Rules:

- Repeat for Credit
- Allow Multiple Enroll in Term

- Total Units Allowed: _____
- Total Completion Allowed: _____

Permission: Add Consent

- Department Consent
- Instructor Consent
- No Consent

Permission: Drop Consent

- Department Consent
- Instructor Consent
- No Consent

Subject Area: Psychology

Catalog Number: PSY 677

Course Attributes: (will show in CaneLink Search Engine)

- | | |
|--|---|
| <input type="checkbox"/> ARCC- Classical Cert.ARC | <input type="checkbox"/> HNWR- Honors and Writing |
| <input type="checkbox"/> AREL- Elective – ARC | <input type="checkbox"/> HGNR- Honors |
| <input type="checkbox"/> ARHC- Preservation Cert.- ARC | <input type="checkbox"/> PRSM- Prism |
| <input type="checkbox"/> ARHE- History Elective- ARC | <input type="checkbox"/> SKLW- Skills- LAW |
| <input type="checkbox"/> ARPE- Prof Elective- ARC | <input type="checkbox"/> WRIT- Writing |
| <input type="checkbox"/> CIVC- Civic | |

Requirement Designation: (will appear on transcript)

- HNWR- Honors & Writing Credit
- HONR- Honors Credit
- MED- Medical School Letter Grade
- SKLW- Skills- LAW
- WRIT- Writing Credit

Course Topics:

If you have more than 3 course topics please use the excel sheet provided to submit additional course topics, once done send it to scheduling.rq@miami.edu

| Course Topic ID | Description (30 characters space) | Short Description (10 characters space) |
|-----------------|-----------------------------------|---|
| 1. | ABA Practicum 2 | Prac. 2 |
| 2. | | |
| 3. | | |

PLEASE SPECIFY WHETHER IT IS AND/ OR (circle) - WE WILL NOT PROCESS UNLESS SPECIFIED!

Use the spreadsheet provided to add more Co-Requisite or Pre-Requisite

| School | Course | Course Prerequisite OR AND Co-Requisite | Condition/Placement |
|-----------------|---------|---|--|
| <i>Example:</i> | | <i>Please list the subject area and course number</i> | |
| AS | MTH309 | Pre-requisite MTH 141 OR 151 OR 161 OR Co-Requisite MTH 171 | AND/OR ALEKS score >=60 OR SAT>=630 or ACT>=28 |
| NU | BPH490 | Prerequisite BPH206 AND 208 AND 209 AND 310 | AND BSPH PROGRAM |
| AS | PSY 677 | Co-Requisite PSY 666, PSY 667, PSY 676 | AND Bachelor's degree AND GPA>=3.2 AND Departmental permission |
| | | | |

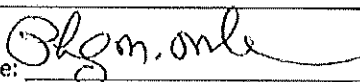
Enrollment Requirement:

School Code: _____ and/or Level Code: _____

and/or Academic Plan: _____ and/or GPA: _____

Equivalent Course Group: (description)

Full Time Status Rationale: This is only required for courses flagged as being equivalent to full time status. Rationale must include why the courses is equivalent to full time credit (12+ credits for undergraduate; 9+ credits for graduate) (This excludes 800- level courses)

Department Chair Signature:  Academic Dean/Director Signature: _____

Dean of the Graduate School Signature: _____ Date: _____

Department Contact: _____ Extension: _____ Email: _____

***Signatures are required from all departments involved: All Graduate Courses must have the Dean of Graduate School Signature. All forms must be sent to scheduling.rq@miami.edu for processing.**

PSY 677
**APPLICATION OF THE ASSESSMENT AND TREATMENT OF LANGUAGE AND
LEARNING**

Department of Psychology, University of Miami

Instructor:

Office Hours:

Office:

E-mail:

Phone:

Class Times & Location:

COURSE DESCRIPTION:

The purpose of this course is to provide students with supervised clinical experience in the application of behavior analysis toward the treatment of individuals who exhibit behavioral deficits or developmental delays. During this course, students will provide direct ABA services aimed at promoting the development and maintenance of new skills. Experiential activities provided during this practicum course focus on the identification of meaningful treatment goals, identification of reinforcers via systematic assessment, and the implementation of ABA intervention techniques and programs to treat behavioral and language deficits. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 168 hours of *practicum experience*.

STUDENT LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Demonstrate clinical-competency in the implementation of behavior analytic procedures including: curriculum-based assessment, shaping, chaining, discrete trial training, verbal behavior instruction, and generalization training.
2. Demonstrate competency in the implementation of ethical and professional conduct when delivering ABA services.
3. Effectively communicate, orally, with colleagues and caregivers about the implementation and progress of behavior analytic services.

Required Text

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson.
ISBN-13: 9780131421134

Course Expectations

This course meets the Behavior Analyst Certification Board standards for Supervised Practicum. Throughout the semester, students must participate in 12 hours per week for 14 weeks (earning an accumulated 168 hours of practicum experience). Each student will be assigned one or more clinical cases for ABA intervention. For assigned case(s), students will be responsible for direct and competent implementation of behavioral programming as well as other tasks necessary for maintaining operation of the therapeutic program (e.g., developing and creating materials, collecting and interpreting data, case consultation/supervision, literature review, parent/caregiver training, and maintaining clinical records). Direct implementation of behavioral programs will not exceed 50% of the total accrued experience hours. Students are also required to maintain professional and ethical behavior throughout the course of the practicum, in a manner that is consistent with the BACB ethical guidelines.

Practicum Supervision

Practicum supervision will be conducted in accordance with the requirements of the BACB. Students will receive supervision from a Board Certified Behavior Analyst (BCBA) for 1 hour per week (8% of total hours in practicum).

Individual Supervision: A BCBA will provide direct and individual supervision for 1-hour every other week. Individual supervision will include opportunities for the BCBA to observe student providing direct clinical services, to provide case consultation in order to review data and plan treatments, and to provide verbal and written feedback to the student. Performance on the clinical competency assignments (See Below) will be assessed during individual supervision.

Small Group Supervision: A BCBA will provide small-group (2-10 students) supervision for 1-hour every other week. Group supervision will include opportunities for clinical case review, role-play of interventions, discussions of professional conduct and behavioral analytic topics relevant to presenting cases. Clinical competency assignments (See Below) will be described and assigned at each group supervision meeting.

EVALUATION:

Students will be evaluated on participation and demonstrated clinical competency. Furthermore, attendance is required and failure to attend practicum may negatively affect end of term grade (see attendance section below). The point breakdown is as follows:

| | |
|---|------------------|
| Practicum Performance | 30 points |
| Practicum performance (based on 7 evaluations): | <u>70 points</u> |
| Total: | 100 points |

Practicum Performance

Students earn up to 30-points for demonstrated clinical skills and professional behavior throughout practicum. Using a practicum performance rating system, students are evaluated in several domains including (1) planning & preparedness, (2) clinical application, (3) critical thinking & problem-solving, (4) communication (5) professional and ethical responsibility and (6) overall quality.

Clinical Competency

Students will demonstrate clinical competency by completing 7 performance-based assignments, each worth 10-points. Grading will be based upon criteria specified in a provided rubric. Clinical competency assignments will cover the following areas:

1. Use a curriculum-based assessment to identify target behavior.
2. Conduct preference and reinforcer assessments.
3. Develop and implement shaping programs.
4. Develop and implement chaining programs.
5. Developing and implement discrete trial teaching program.
6. Develop and implement verbal behavior instructional program.
7. Develop and implement a plan to facilitate generalization of learned skill.

GRADING

The final grade will be based on the cumulative points from attendance/participation and clinical competency. Grades will be assigned according to the scale below. To obtain a grade you must earn **no less** than the minimum points stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

Grading Scale:

| | |
|--------------|-------------|
| A+ 97 – 100% | C+ 77 – 79% |
| A 93 – 96% | C 74 – 76% |
| A- 90 – 92% | C- 70 – 73% |
| B+ 87 – 89% | D+ 67 – 69% |
| B 84 – 86% | D 64 – 66% |
| B- 80 – 83% | D- 60-63% |
| | F 0 – 59% |

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance is required. *Excused absences*, for which a student has *pre-approval* from his or her supervisor, will be granted on a limited basis. *Unexcused absences* will result in a 6-point deduction (per occurrence) from a student’s total score. Throughout the practicum students are required to accumulate 168 hours of experience. Any experience hours missed due to absence (excused or unexcused) must be made-up at a later (supervisor agreed-upon) date/time. Failure to make-up missed time will result in a grade of Incomplete for the course, regardless of the student’s obtained point total.

- 1 unexcused absence = A (-6 pts/94)
- 2 unexcused absences = B (-12 pts/88)
- 4 unexcused absences = C (-24 pts/76)
- 5 or more unexcused absences will result in a failing grade.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways in which missed tests, quizzed and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Assignments: Make-up assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an assignment. Requests are subject to approval and may require medical or other relevant documentation.

Schedule by week:

| Date | Topic |
|------------|---|
| Week 1 | <ul style="list-style-type: none"> • Introduction and Overview of Practicum |
| Weeks 2-15 | <ul style="list-style-type: none"> • Accumulate 12 hours of practicum experience • Attend 1-hour group <u>or</u> 1-hour of individual supervision (alternating weeks) |



Course Approval Request Form

University of Miami, Office of the Registrar

Action Requested

- New Course-(Syllabus & Course Descrio.must be attached)
- Modification of Existing Course
- Cancellation of Existing Course

- Experimental Course
- Renumbered Course

Date of Submission: 8/27/2015
 Effective Term: Fall 2016 (spring, fall or summer)

Catalog Course Offering Data:

Term: 2162 (Ex.2148, 2151)

*Effective Date: 8/1/2016

Current Catalog Number: _____ (ex. 300) New Catalog Number: PSY 678

Subject Area: PSY (ex. ENG) Course Typically Offered: Spring (ex. Fall, Spring)

Academic School: AS - College of Arts and Sciences

Long/Full Course Title: Applications of the Assessment and Treatment of Language and Learning (100 characters space) *Description/Abbreviated Title: ABA Practicum 3 (30 characters space)

Course Description: **Please submit course description in the attached excel sheet provided to scheduling.rq@umiami.edu along with this Course Approval Request form.*

Course Units/Course Grading:

CURRENT:

Minimum Units: _____

Maximum Units: _____

Course Units/Course Grading

NEW:

Minimum Units: 3

Maximum Units: 3

Grading Basis:

- 100PT (Medical Only)
- AUDIT
- CRD/NO CRD
- GRADED
- LFX
- LAW
- LAW 4.0
- LAW C

- LAW GRAD
- MDN
- MED GRAD
- MED GRADES
- MULTI-TERM
- NO GRADE
- NON-GRADED
- P/NP
- SAT/UNSAT
- STDNT OPT
- TRANSFER
- UQ

Component /

Final Exam Offered

- LECTURE
- LABORATORY
- SEMINAR

FINAL EXAM: YES
 NO

- CLINICAL - Delete Add
- DISCUSSION- Delete Add
- DISTANCE LEARNING- Delete Add
- ENSEMBLE- Delete Add
- EXPERIMENTAL LEARNING- Delete Add
- FIELD STUDIES - Delete Add
- FORUMS- Delete Add
- ICA UNDERGRADED CREDIT- Delete Add
- INDEPENDENT STUDY- Delete Add
- LESSONS- Delete Add
- MODULE- Delete Add
- PRACTICUM- Delete Add
- RESEARCH - Delete Add
- STUDIO- Delete Add
- THESIS RESEARCH- Delete Add
- THESIS/INDIVIDUAL STUDY- Delete Add
- WORKSHOP- Delete Add

Rule #2- CaneLink Component /No Final Exam Rule. If component needs a final exam, please go to Adjust Class Association page on CaneLink and Select YES on final exam.

Repeat for Credit Rules:

- Repeat for Credit
- Allow Multiple Enroll in Term

Total Units Allowed: _____
 Total Completion Allowed: _____

Permission: Add Consent

- Department Consent
- Instructor Consent
- No Consent

Permission: Drop Consent

- Department Consent
- Instructor Consent
- No Consent

Subject Area: Psychology

Catalog Number: PSY 678

Course Attributes: (will show in CaneLink Search Engine)

- | | |
|--|---|
| <input type="checkbox"/> ARCC- Classical Cert.ARC | <input type="checkbox"/> HNWR- Honors and Writing |
| <input type="checkbox"/> AREL- Elective – ARC | <input type="checkbox"/> HGNR- Honors |
| <input type="checkbox"/> ARHC- Preservation Cert.- ARC | <input type="checkbox"/> PRSM- Prism |
| <input type="checkbox"/> ARHE- History Elective- ARC | <input type="checkbox"/> SKLW- Skills- LAW |
| <input type="checkbox"/> ARPE- Prof Elective- ARC | <input type="checkbox"/> WRIT- Writing |
| <input type="checkbox"/> CIVC- Civic | |

Requirement Designation: (will appear on transcript)

- HNWR- Honors & Writing Credit
- HONR- Honors Credit
- MED- Medical School Letter Grade
- SKLW- Skills- LAW
- WRIT- Writing Credit

Course Topics:

If you have more than 3 course topics please use the excel sheet provided to submit additional course topics, once done send it to scheduling.rq@miami.edu

| Course Topic ID | Description (30 characters space) | Short Description (10 characters space) |
|-----------------|-----------------------------------|---|
| 1. | ABA Practicum 3 | Prac. 3 |
| 2. | | |
| 3. | | |

PLEASE SPECIFY WHETHER IT IS AND/ OR (circle) - WE WILL NOT PROCESS UNLESS SPECIFIED!

Use the spreadsheet provided to add more Co-Requisite or Pre-Requisite

| School | Course | Course Prerequisite OR AND Co-Requisite | Condition/Placement |
|-----------------|---------|---|--|
| <i>Example:</i> | | <i>Please list the subject area and course number</i> | |
| AS | MTH309 | Pre-requisite MTH 141 OR 151 OR 161 OR Co-Requisite MTH 171 | AND/OR ALEKS score >=60 OR SAT>=630 or ACT>=28 |
| NU | BPH490 | Prerequisite BPH206 AND 208 AND 209 AND 310 | AND BSPH PROGRAM |
| AS | PSY 678 | Pre-requisite PSY 666, PSY 667, PSY 676, PSY 877 AND Co-Requisite, PSY 668 PSY 669, PSY 679 | AND Bachelor's degree AND GPA>=3.2 AND Departmental permission |
| | | | |

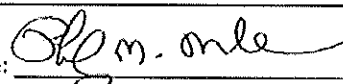
Enrollment Requirement:

School Code: _____ and/or Level Code: _____

and/or Academic Plan: _____ and/or GPA: _____

Equivalent Course Group: (description)

Full Time Status Rationale: This is only required for courses flagged as being equivalent to full time status. Rationale must include why the courses is equivalent to full time credit (12+ credits for undergraduate; 9+ credits for graduate) (This excludes 800- level courses)

Department Chair Signature:  Academic Dean/Director Signature: _____

Dean of the Graduate School Signature: _____ Date: _____

Department Contact: _____ Extension: _____ Email: _____

***Signatures are required from all departments involved: All Graduate Courses must have the Dean of Graduate School Signature. All forms must be sent to scheduling.rq@miami.edu for processing.**

PSY 678
APPLICATIONS OF ABA IN THE TREATMENT OF ABERRANT BEHAVIOR
Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

The purpose of this course is to provide students with supervised clinical experience in the application of behavior analysis towards the treatment of individuals with aberrant behavior. During this course, students will provide direct ABA services aimed at reducing and eliminating the occurrences of aberrant behavior. Experiential activities provided during this practicum course include conducting functional behavioral assessments as well as developing and implementing behavioral plans to treat aberrant behavior. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 168 hours of *practicum experience*.

STUDENT LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Demonstrate clinical competency in the implementation of behavior analytic procedures including: functional behavior assessment, functional communication training, development and implementation of a function-based behavior plan.
2. Demonstrate knowledge of and implementation of ethical and professional conduct when delivering ABA services.
3. Effectively communicate, orally, with colleagues and caregivers about the implementation and progress of behavior analytic services.

Required Texts

Cipani, E. & Schock, K. M. (2011). *Functional behavioral assessment, diagnosis and treatment: A complete system for education and mental health settings* (2nd ed.). New York, NY: Springer Publishing. ISBN-13: 978-0826106049

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780131421134

Course Expectations

This course meets the Behavior Analyst Certification Board standards for Supervised Practicum. Throughout the semester, students must participate in 12 hours per week for 14 weeks (earning an accumulated 168 hours of practicum experience). Each student will be assigned one or more clinical cases for ABA intervention. For assigned case(s), students will be responsible for direct and competent implementation of behavioral programming as well as other tasks necessary for maintaining operation of the therapeutic program (e.g., developing and creating materials, collecting and interpreting data, case consultation/supervision, literature review, parent/caregiver training, and maintaining clinical records).

Direct implementation of behavioral programs will not exceed 50% of the total accrued experience hours. Students are also required to maintain professional and ethical behavior throughout the course of the practicum, in a manner that is consistent with the BACB ethical guidelines.

Practicum Supervision

Practicum supervision will be conducted in accordance with the requirements of the BACB. Students will receive supervision from a Board Certified Behavior Analyst (BCBA) for 1 hour per week (8% of total hours in practicum).

Individual Supervision: A BCBA will provide direct and individual supervision for 1-hour every other week. Individual supervision will include opportunities for the BCBA to observe student providing direct clinical services, to provide case consultation in order to review data and plan treatments, and to provide verbal and written feedback to the student. Performance on the clinical competency assignments (See Below) will be assessed during individual supervision.

Small Group Supervision: A BCBA will provide small-group (2-10 students) supervision for 1-hour every other week. Group supervision will include opportunities for clinical case review, role-play of interventions, discussions of professional conduct and behavioral analytic topics relevant to presenting cases. Clinical competency assignments (See Below) will be described and assigned at each group supervision meeting.

EVALUATION:

Students will be evaluated on participation and demonstrated clinical competency. Furthermore, attendance is required and failure to attend practicum may negatively affect end of term grade (see attendance section below). The point breakdown is as follows:

| | |
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| Practicum Performance | 30 points |
| Practicum performance (based on 7 evaluations): | <u>70 points</u> |
| Total: | 100 points |

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Students earn up to 30-points for demonstrated clinical skills and professional behavior throughout practicum. Using a practicum performance rating system, students are evaluated in several domains including (1) planning & preparedness, (2) clinical application, (3) critical thinking & problem-solving, (4) communication (5) professional and ethical responsibility and (6) overall quality.

Clinical Competency

Students will demonstrate clinical competency by completing 7 performance-based assignments, each worth 10-points. Grading will be based upon criteria specified in a provided rubric. Clinical competency assignments will cover the following areas:

1. Use indirect measures to conduct a functional behavioral assessment.
2. Use direct measures to conduct a functional behavioral assessment.
3. Conduct an experimental assessment of behavioral function (functional analysis).
4. Interpret the results of a functional assessment and identify behavioral function.
5. Develop and implement a functionally-related, antecedent-based intervention.
6. Implement a functional communication training procedure.
7. Develop and implement a functionally-related, consequence-based intervention.

GRADING

The final grade will be based on the cumulative points from attendance/participation and clinical competency. Grades will be assigned according to the scale below. To obtain a grade you must earn **no less** than the minimum points stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

Grading Scale:

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|--------------|-------------|
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| A- 90 – 92% | C- 70 – 73% |
| B+ 87 – 89% | D+ 67 – 69% |
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| B- 80 – 83% | D- 60-63% |
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ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance is required. *Excused absences*, for which a student has *pre-approval* from his or her supervisor, will be granted on a limited basis. *Unexcused absences* will result in a 6-point deduction (per occurrence) from a student’s total score. Throughout the practicum students are required to accumulate 168 hours of experience. Any experience hours missed due to absence (excused or unexcused) must be made-up at a later (supervisor agreed-upon) date/time. Failure to make-up missed time will result in a grade of Incomplete for the course, regardless of the student’s obtained point total.

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Schedule by week:

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| Weeks 2-15 | <ul style="list-style-type: none"> • Accumulate 12 hours of practicum experience • Attend 1-hour group <u>or</u> 1-hour of individual supervision (alternating weeks) |

Subject Area: **Psychology**

Catalog Number: **PSY 679**

Course Attributes: (will show in CaneLink Search Engine)

- ARCC- Classical Cert.ARC
- AREL- Elective – ARC
- ARHC- Preservation Cert.- ARC
- ARHE- History Elective- ARC
- ARPE- Prof Elective- ARC
- CIVC- Civic
- HNWR- Honors and Writing
- HGNR- Honors
- PRSM- Prism
- SKLW- Skills- LAW
- WRIT- Writing

Requirement Designation: (will appear on transcript)

- HNWR- Honors & Writing Credit
- HONR- Honors Credit
- MED- Medical School Letter Grade
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- WRIT- Writing Credit

Course Topics:

If you have more than 3 course topics please use the excel sheet provided to submit additional course topics, once done send it to scheduling.rq@miami.edu

| Course Topic ID | Description (30 characters space) | Short Description (10 characters space) |
|-----------------|-----------------------------------|---|
| 1. | ABA Practicum 4 | Prac. 4 |
| 2. | | |
| 3. | | |

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Use the spreadsheet provided to add more Co-Requisite or Pre-Requisite

| School | Course | Course Prerequisite OR AND Co-Requisite | Condition/Placement |
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| AS | PSY 679 | Pre-requisite PSY 666, PSY 667, PSY 676, PSY 677 AND Co-Requisite, PSY 668 PSY 669, PSY 678 | AND Bachelor's degree AND GPA>=3.2 AND Departmental permission |
| | | | |

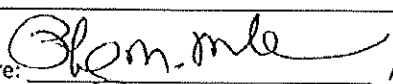
Enrollment Requirement:

School Code: _____ and/or Level Code: _____

and/or Academic Plan: _____ and/or GPA: _____

Equivalent Course Group: (description)

Full Time Status Rationale: This is only required for courses flagged as being equivalent to full time status. Rationale must include why the courses is equivalent to full time credit (12+ credits for undergraduate; 9+ credits for graduate) (This excludes 800- level courses)

Department Chair Signature:  Academic Dean/Director Signature: _____

Dean of the Graduate School Signature: _____ Date: _____

Department Contact: _____ Extension: _____ Email: _____

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Revised: 3/23/15

PSY 679
ADVANCED APPLICATIONS OF ABA
Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

The purpose of this course is to provide students with supervised clinical experience in selecting, developing and implementing applied behavior analytic procedures and techniques. During this course, students will provide direct ABA services aimed at improving the behavioral functioning of individuals participating in ABA therapy. Experiential activities provided during this practicum course additionally focus on advanced professional issues in the design and implementation of ABA programs, so as to facilitate appropriate treatment selection, fidelity of implementation and systematic monitoring of treatment efficacy. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 168 hours of *practicum experience*.

STUDENT LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Demonstrate clinical competency in the implementation of behavior analytic procedures including: calculating inter-observer agreement, assessing fidelity of treatment, assessing treatment preference, demonstrating experimental control and using data to guide treatment decisions.
2. Demonstrate knowledge of and implementation of ethical and professional conduct when delivering ABA services.
3. Effectively communicate, orally, with colleagues and caregivers about the implementation and progress of behavior analytic services.

Required Texts

Bailey, J. & Burch, M. (2011). *Ethics for behavior analysts: 2nd expanded edition*. New York, NY: Taylor & Francis Group
ISBN-13: 978-0415880305

Kazdin, A. E. (2010). *Single-case research designs: Methods for clinical and applied settings*. (2nd ed.). New York, NY: Oxford University Press.
ISBN-13: 978-0195341881

Course Expectations

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Clinical Competency

Students will demonstrate clinical competency by completing 7 performance-based assignments, each worth 10-points. Grading will be based upon criteria specified in a provided rubric. Clinical competency assignments will cover the following areas:

1. Collect inter-observer data and calculate IOA.
2. Develop and implement a systematic assessment of treatment fidelity.
3. Develop and implement a procedure to assess treatment preference.
4. Evaluate the efficacy of an intervention by demonstrating experimental control.
5. Use obtained data to guide programmatic change (data-based decision making).
6. Review literature (peer-reviewed) to guide treatment selection.
7. Use competency-based training procedures to train others to implement a behavior plan.

GRADING

The final grade will be based on the cumulative points from attendance/participation and clinical competency. Grades will be assigned according to the scale below. To obtain a grade you must earn no

less than the minimum points stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

Grading Scale:

| | |
|--------------|-------------|
| A+ 97 – 100% | C+ 77 – 79% |
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| B+ 87 – 89% | D+ 67 – 69% |
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HONOR CODE:

All forms of academic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Academic dishonesty includes, but is not limited to cheating, plagiarism, misrepresentation, collusion, falsification of data or records, fabrication, disruption of council procedures, unauthorized or inappropriate use of university computing facilities and/or assisting another student to commit any such violation. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this Graduate Student Honor Code, common sense, and information provided by the faculty member. All graduate students are responsible for reading, understanding and upholding this code.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric,

vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services at (305) 284-2374 at the beginning of the semester.

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Schedule by week:

| Date | Topic |
|------------|---|
| Week 1 | <ul style="list-style-type: none"> • Introduction and Overview of Practicum |
| Weeks 2-15 | <ul style="list-style-type: none"> • Accumulate 12 hours of practicum experience • Attend 1-hour group <u>or</u> 1-hour of individual supervision (alternating weeks) |



Memorandum
April 16, 2015

To: Leonidas Bachas, Dean of the College of Arts and Sciences

From: Philip McCabe, Professor and Chair, Department of Psychology

A handwritten signature in black ink, appearing to read 'Philip McCabe'.

Subject: Letter of Support for Certificate Program in Applied Behavioral Analysis

I am writing to express my support for the Certificate Program in Applied Behavioral Analysis. This program was initiated by the Department of Psychology and was approved unanimously by the departmental faculty on December 19, 2014, and subsequently approved by the College Curriculum Committee on April 13, 2015. The certificate program is designed to benefit students who have earned a bachelor's degree in psychology from the University of Miami (UM) and are seeking further training and professional certification in applied behavioral analysis, a subspecialty of psychology. Students who complete the certificate program will meet the coursework and experiential requirements necessary to become a Board Certified assistant Behavior Analyst, which is a bachelor level certification offered by the Behavior Analyst Certification Board (the primary agency offering professional credentialing in this field). We anticipate that this certificate program will attract high quality UM students, and will provide an additional viable option of future employment for these students.



Office of Planning,
Institutional Research,
and Assessment

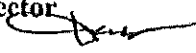
P.O. Box 248285
Coral Gables, FL 33124-2923
Phone 305-284-3856

Gables One Tower, Suite 260, Locator 2923
1320 S. Dixie Hwy., Coral Gables, FL 33146
Fax: 305-284-4081 • pra@umiami.edu

MEMORANDUM

DATE: September 14, 2015

TO: Jessica Reyes, Executive Director of Graduate Programs
College of Arts and Sciences

FROM: David E. Wiles, Executive Director
Assessment and Accreditation 

SUBJECT: Post-Baccalaureate Certificate in Applied Behavior Analysis (ABA)

On September 9, 2015, the College of Arts and Sciences submitted a proposal notifying our office of its intent to launch a new post-baccalaureate Certificate Program in Applied Behavior Analysis (ABA) in the fall of 2016. The proposed 24-credit graduate certificate program will benefit students who have earned a bachelor's degree in psychology or a related field and are seeking further training and professional certification in applied behavioral analysis (ABA), a subspecialty of psychology. The program will be offered on the Coral Gables campus and limited to 10 students per year. Students who complete the certificate program will meet the coursework and experiential requirements necessary to become a Board Certified assistant Behavior Analyst (BCaBA), a bachelor-level certification offered by the Behavior Analyst Certification Board (BACB).

Our office will submit this proposal to the SACS Commission on Colleges (SACSCOC) as a notification with the prospectus as supporting material. Please allow six months for review by the SACSCOC.

Please feel free to contact our office should you have any questions or need additional guidance (305) 284-9431.

cc: Faculty Senate
Dr. Angel Kaifer, Interim Dean for the Graduate School
Dr. Leonidas Bachas, Dean, College of Arts and Sciences
Dr. Melissa Hale, Assistant Professor of Clinical, College of Arts and Sciences

Subject: Approval of the Certificate Program in Applied Behavioral Analysis
Date: Monday, September 14, 2015 at 11:42:39 AM Eastern Daylight Time
From: Mallery, Charles H.
To: Reyes, Jessica M

At its regularly scheduled meeting of April 27, 2015 The College of Arts of Sciences Curriculum Committee approved a proposal from the Psychology Department of the College for a Certificate Program in Applied Behavioral Analysis and forward the same to the Arts and Sciences College Council fro their review and and approval.

Thanks Charly,

charles mallery, associate dean, college of arts & sciences
Ferre bldg., room 123 - (305) - 284-3188 - cmallery@miami.edu