



Intensive Practicum II (BACS 672)

Fall 2016

Applied Behavior Analysis and Clinical Science (ABACS)

Mission Statement: *Anchored in the pragmatic liberal arts tradition, the department of health professions educates students to become effective and innovative health and behavioral professionals who will satisfy the growing demand for their services.*

Faculty: Sarah Slocum, PhD., BCBA
Class Time: Mondays (see dates below) 6:45 pm – 9:15 pm
Class Location: Bush 202
Office Location: Warren Building, Basement C
Office Hours: Tuesdays 1:00 – 4:00 pm or by Appointment
Office Phone: (407) 646-2737
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Course Prerequisites: Successful completion of BACB coursework:

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|--|---|
| BACS 522 Principles of Applied Behavior Analysis | BACS 551 Legal and Ethical Issues |
| BACS 512 Single Subject Experimental Design | BACS 541 Behavioral Interventions I: Applications |
| BACS 511 Behavioral Assessment | |

Training Module Prerequisite: The BACB requires all BCBA supervisors and supervisees (students) complete the competency-training module prior to signing a supervision contract and providing supervision. The supervisor is responsible for ensuring the supervisee has completed this training.

I. Course Overview (based on the BACB experience standards)

This practicum placement will allow the student to apply classroom principles to a clinical setting under supervision of a Board Certified Behavior Analyst (BCBA®). The student will gain experience in design and implementation of behavioral programming. This Intensive Practicum will be approved by the Behavior Analyst Certification Board, Inc.®. Hours accrued during the student's practicum semester(s) will count toward the experience requirements to sit for the BCBA® exam. The student should understand practicum requirements for licensure and certification vary by state and organization. It is the responsibility of the student to identify relevant information regarding specific state statutes. Students will complete a written application and participate in an interview with one or more BCBA®s at _____ prior to beginning practicum.

As part of the Rollins College Applied Behavior Analysis and Clinical Science (ABACS) curriculum, BACS 671, 672, and 673 have been designed to meet the experience requirements for becoming a BCBA®. Our ABACS program will be directly impacted by the success of our students in their practicum work. The BACB® states the student should be supervised in each of the following areas:

- Conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment)
- Designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs
- Overseeing the implementation of behavior-analytic programs by others
- Training, designing behavioral systems, and performance management
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior-analytic program, researching the literature related to the program, and talking to individuals about the program.

Direct implementation of behavior-analytic procedures can only count as **50%** of the student's hours. The clients served can be anyone for whom behavior-analytic services are appropriate. The student can receive supervision from more than one supervisor. Effective supervision provided by the BCBA® includes:

- Development of performance expectations
- Observation, behavioral skills training, and delivery of performance feedback
- Modeling technical, professional, and ethical behavior
- Guiding behavioral case conceptualization, problem-solving, and decision-making repertoires
- Review of written materials (e.g., behavior programs, data sheets, reports)
- Oversight and evaluation of the effects of behavioral service delivery
- Ongoing evaluation of the effects of supervision

The student is responsible for following the *Professional and Ethical Compliance Code for Behavior Analysts*. Specifically, the sections below are particularly relevant (as stated by the BACB®).

- 1.06: There are situations where the student will come in contact with clients in a nonprofessional setting; the student should be sensitive in handling these situations. If a conflict of interest arises, the student (along with his or her supervisor) should attempt to resolve that issue.
- 1.07: The student is not to have a personal relationship with a client, community partner, or staff member during the term of service.
- 2.0: The student is responsible for operating in the best interest of the client.
- 3.03: Assessments conducted in the practicum setting should be appropriately approved.
- 3.04: Assessment results should be clearly explained to the client or the client's legal guardian using reasonable language.
- 3.05: Written consent should be obtained prior to sharing client records with any other sources.
- 4.02: All programs should be based on behavior-analytic principles, be developed with the client or client's legal guardian, be conducted with consent, and respect the rights of the client.
- 4.05: The objectives of a behavior program should be clearly explained to the client or client's legal guardian.
- 8.05: No testimonials should be solicited from the client or related parties.

II. Hours, Forms, Expectations, and Grading Criteria

Hours

- Per semester, the student will obtain **250 hours** of Intensive Practicum experience. The student will complete approximately 20 hours per week for the 13-week summer semester and 20 hours per week for the longer fall and spring semesters.
- A supervisory period is **one week**.
- The student must complete a minimum of **10** and a maximum of **30 hours** per week. Weeks with fewer than 10 or more than 30 hours will not count toward the BACB® requirement.
- Students must receive supervision from a BCBA® at least **twice per week** for no less than **10%** of their total supervision hours. Group supervision must not count for more than **50%** of total supervised hours.

Forms

- BACB Supervision Contract (Provided by the supervisor): To be completed by the student and supervisor.
(Should be kept by the student and supervisor.)
- Practicum Contract (VI): To be completed by the student, supervisor, and course instructor.
(Should be kept by all three parties.)
- Practicum Evaluation (VII): To be completed by the student and supervisor on or before the student reaches 50 hours, 100 hours, 175 hours, and 250 hours. These evaluations serve as the basis for determining the student's practicum course grade. The student must notify the supervisor when an evaluation is needed.

(Should be submitted to the course instructor by the supervisor.)

- BACB® Experience Supervision Form (VIII): To be completed by the student and supervisor each supervision period (i.e., every week).

(Should be kept by the student and supervisor.)

- Hour Log in Excel: To be completed by the student (using an Excel sheet provided to them) and emailed to the supervisor and course instructor each week.

(Should be kept by the student.)

- BACB® Experience Verification Form (IX): To be completed by the student and supervisor at the end of the practicum semester.

(Should be kept by the student.)

Expectations (for both daily practicum work and supervision meetings)

- **Attendance Policy.** Attendance is mandatory. The student is responsible for his or her own transportation and is expected to attend all scheduled practicum duties. The student is expected to fully participate with his or her full attention. The student should call the on-site supervisor when he or she is going to be absent due to illness. The student should make arrangements for coverage when he or she will be out of town. Unexcused absences will result in a deduction of points from the student's final grade for the course.
- **Cancellation of Classes.** When practicum hours are cancelled due to inclement weather, supervisor absence, or other unforeseen circumstances, supervisors will schedule make-up hours. Whenever possible, students will be notified in advance of cancellations.
- **Use of Electronic Devices.** Electronic devices (e.g., cell phones) should be turned OFF. Notebook computers and other devices used to take notes are permissible by the supervisor provided the sound is turned off.
- **Professionalism.** Professionalism includes a multitude of behavior. The student's final grade, therefore, will include an assessment of honesty and ethical behavior, attire, participation, promptness, attendance, assignments, respectful acceptance of feedback, attitude, and demeanor.

Grading Scale

A *Average ratings of "Very Acceptable" (4-5) on Practicum Evaluations*

B *Average ratings of "Acceptable" (3) on Practicum Evaluations*

C *Average ratings of "Not Acceptable" (1-2) on Practicum Evaluations*

F *Failure to complete minimum requirements of practicum*

III. Course Learning Objectives

NOTE: These objectives widely vary. As such, it might not be possible to meet every objective listed within a single semester of practicum. Therefore, it is each student's responsibility to work with their supervisor to ensure that they meet each of the following objectives *by the end of their entire supervised experience*.

1. The student will select a measurement system to obtain representative data given the dimensions of the behavior & the logistics of observing and recording.
2. The student will select a schedule of observation and recording periods.
3. The student will select a data display that effectively communicates quantitative relations.
4. The student will evaluate changes in level, trend, and variability.
5. The student will evaluate temporal relations between observed variables.
6. The student will design measurement of existing behavior-environment relations.

7. The student will design assessment procedures that alter environmental antecedents, environmental consequences, or both.
8. The student will make recommendations regarding behaviors that must be established, maintained, increased, or decreased.
9. The student will identify potential intervention strategies based on assessment results and the best available scientific evidence.
10. The student will state desired intervention outcomes in observable and measurable terms.
11. The student will identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.
12. The student will select an acceptable alternative behavior to be established or increased when a behavior is to be decreased.
13. The student will state and plan for the possible unwanted effects of reinforcement, punishment, and extinction.
14. The student will use appropriate parameters and schedules of positive and negative reinforcement and punishment.
15. The student will use prompts, prompt fading, modeling, shaping, and chaining in discrete-trials and free-operant arrangements.
16. The student will use contingency contracting and other specific behavior-change procedures.
17. The student will use a token economy and self-management strategies.
18. The student will provide behavior-analytic services in collaboration with others who support and/or provide services to their clients.
19. The student will design and use competency-based training for persons who are responsible for carrying out behavior change procedures and design interventions accordingly.
20. The student will evaluate the effectiveness of behavioral programs.
21. The student will design and use systems for monitoring procedural integrity.
22. The student will include only information germane to the purpose for which the communication is made in written and oral reports, consultations, and the like.
23. The student will discuss confidential information only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

IV. Required Readings (to be completed across the three practicum semesters)

- Addison, L. R., Piazza, C. C., Patel, M. R., Bachmeyer, M. H., Rivas, K. M., Milnes, S. M. & Oddo, J. (2012). A comparison of sensory integrative and behavioral therapies as treatment for pediatric feeding disorders. *Journal of Applied Behavior Analysis*, 45(3), 455-471. doi:10.1901/jaba.2012.45-455
- Ahearn, W. (2010). What every behavior analyst should know about the “MMR causes autism” hypothesis. *Behavior Analysis in Practice*, 3(1), 46-52.
- Allday, R. A., & Pakurar, K. (2007). Effects of greetings on on-task behavior. *Journal of Applied Behavior Analysis*, 40(2), 317-320. doi:10.1901/jaba.2007.86-06
- Beck, K. V., & Miltenberger, R. G. (2009). Evaluation of a commercially available program and in situ training by parents to teach abduction-prevention skills to children. *Journal of Applied Behavior Analysis*, 42(4), 761-772. doi:10.1901/jaba.2009.42-761
- Call, N. A., Wacker, D. P., Ringdahl, J. E., Cooper-Brown, L. J., & Boelter, E. W. (2004). An assessment of antecedent events influencing noncompliance in an outpatient clinic. *Journal of Applied Behavior Analysis*, 37(2), 145-157. doi:10.1901/jaba.2004.37-145
- Carr, E. G., Yarbrough, S. C., & Langdon N. A. (1997). Effects of idiosyncratic stimulus variables on functional analysis outcomes. *Journal of Applied Behavior Analysis*, 30(4), 673-686. doi:10.1901/jaba.1997.30-673

- Chapman, S., Fisher, W., Piazza, C. C., & Kurtz, P. F. (1993). Functional assessment and treatment of life-threatening drug ingestion in a dually diagnosed youth. *Journal of Applied Behavior Analysis*, 26(2), 255-256. doi:10.1901/jaba.1993.26-255
- Davis, B. J., Kahng, S., Schmidt, J., & Bowman, L. G. (2012). Alterations to functional analysis methodology to clarify the functions of low rate, high intensity problem behavior. *Behavior Analysis in Practice*, 5(1), 27-39.
- Iwata, B. A., Pace, G. M., Cowdery, G. E., & Miltenberger, R. G. (1994). What makes extinction work: an analysis of procedural form and function. *Journal of Applied Behavior Analysis*, 27(1), 131-144. doi:10.1901/jaba.1994.27-131
- Kodak, T., Lerman, D. C., Volkert, V. M., & Trosclair, N. (2007). Further examination of factors that influence preference for positive versus negative reinforcement. *Journal of Applied Behavior Analysis*, 40(1), 25-44. doi:10.1901/jaba.2007.151-05
- McGinnis, A. A., Blakely, E. Q., Harvey, A. C., Hodges, A. C., & Rickards, J. B. (2013). The behavioral effects of a procedure used by pediatric occupational therapists. *Behavioral Interventions*, 28, 48-57. doi:10.1002/bin.1355
- Parsons, M. B. & Reid, D. H. (1995). Training residential supervisors to provide feedback for maintaining staff teaching skills with people who have severe disabilities. *Journal of Applied Behavior Analysis*, 28(3), 317-322. doi:10.1901/jaba.1995.28-317
- Sarokoff, R. A. & Sturmey, P. (2004). The effects of behavioral skills training on staff implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis*, 37(4), 535-538. doi:10.1901/jaba.2004.37-535
- Schrek, K.A., & Mazur, A. Behavior analyst use of and beliefs in treatments for people with autism. *Behavioral Interventions*, 23, 201-212. doi:10.1002/bin.264
- Shore, B. A., Iwata, B. A., Vollmer, T. R., Lerman, D. C., & Zarcome, J. R. (1995). Pyramidal staff training in the extension of treatment for severe behavior disorder. *Journal of Applied Behavior Analysis*, 28(3), 323-332. doi:10.1901/jaba.1995.28-323
- Vanselow, N. R. & Hanley, G. P. (2014) An evaluation of computerized behavioral skills training to teach safety skills to young children. *Journal of Applied Behavior Analysis*, 47(1), 51-69. doi:10.1001/jaba.105
- Waller, R. D., & Higbee, T. S. (2010). The effects of fixed-time escape on inappropriate and appropriate classroom behavior. *Journal of Applied Behavior Analysis*, 43(1), 149-153. doi:10.1901/jaba.2010.43-149

V. Rollins College Policies

- Academic Honor Code Reaffirmation (<http://www.rollins.edu/college-of-arts-and-sciences/documents/academic-honor-code-rollins-college.pdf>). Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College. The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to

show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work." Material submitted electronically should contain the pledge; submission implies signing the pledge.

- Credit Hour Statement Policy AC 2000: adopted 4/7/16 Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course's duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of- class expectations are reading and learning all material, completion of paperwork in accordance with BACB requirements, completing supervision experience under supervision of approved BCBA supervisor.
- Disability Services. Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible. If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: [http://www.rollins.edu/disability- services/](http://www.rollins.edu/disability-services/) and/or reach out by phone or email: 407-975- 6463 or Access@Rollins.edu.
- Title IX. Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407.691.1773). She will provide you with information, resources and support. Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>
- Course and Instructor Evaluation: At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process. The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments. The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a

period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams. Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

In-Person Meetings

August 22

September 12

October 3

October 24

November 14

December 5

Regardless of whether or not we meet, you will need to have in your DROPBOX folder:

- Due August 29th:
 - o 3-person Practicum contract between instructor, supervisor, and student
 - o Supervision contract(s)
 - o Student hour log in correct format
- Due every Sunday night:
 - o Weekly supervision sheets for previous week.
- Due 2 weeks after you meet hourly requirement:
 - o Evaluations (if your supervisor wants these confidential, they can be emailed to me directly). These are due within 2 weeks of when your hour log hits an hourly amount. For example, if your hourlog states you have 100 hours on June 16th, you have until June 20th to upload your evaluation. If you cannot do this, you must provide written proof the delay is due to your supervisor and not yourself.

***** Every student will receive 5 spot checks and must have all paperwork necessary in his or her dropbox folder on 4/5 occasions to pass the course.**

XI. Student Checklist

This is a brief checklist to help you through the semester. Note this does not include job requirements specific to your practicum site or reading assignments. This mainly entails the paperwork you need to keep up with throughout the semester.

Timeline Checklist:

- _____ Complete BACB supervisee on-line training module (prior to first day of supervision)
- _____ Obtain liability insurance
- _____ Sign Practicum Contract with supervisor and course instructor
- _____ Sign BACB Supervision Contract with supervisor
- _____ Arrange weekly hours (with supervisor) such that you are between 10 and 30 hours per week and are obtaining 250 hours by the end of the semester
- _____ Arrange weekly supervision (with supervisor) such that you are being supervised for 10% of your hours
- _____ Week 1 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 2 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 3 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 4 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Practicum Evaluation completed (50 hours) – make sure your supervisor turns this in to your instructor
- _____ Week 5 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 6 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 7 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 8 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Practicum Evaluation completed (100 hours) – make sure your supervisor turns this in to your instructor
- _____ Week 9 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 10 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 11 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 12 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Practicum Evaluation completed (175 hours) – make sure your supervisor turns this in to your instructor
- _____ Week 13 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 14 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 15 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Week 16 hours logged in excel and BACB® Experience Supervision Form complete
- _____ Practicum Evaluation completed (250 hours) – make sure your supervisor turns this in to your instructor
- _____ Complete BACB® Experience Verification Form with supervisor

Paperwork Checklist (all should be done by the end of the semester):

- _____ Signed contract
- _____ Excel book complete with all 250 hours
- _____ BACB® Experience Supervision Form per week of supervision (~ 16 weeks)
- _____ Confirm with supervisor that four Practicum Evaluations were turned into the course instructor
- _____ BACB® Experience Verification Form (one for the entire semester)

Keep in mind, it is also your responsibility to ensure you are learning ALL objectives on the **BACB® 4th Edition Task List**. Those directly map on with BCBA® exam questions. Please communicate with your on-site supervisor or course instructor as you are completing your practicum hours if you need assistance with certain objectives.