



BACS 673: Intensive Practicum III
Spring 2018
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: Stephanie Kincaid, PhD, BCBA-D

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Class Time: Tuesdays, 4:00 – 6:00 pm

Class Location: Bush Science Building Room 277

Office Hours: Mondays 3:30-6:30 *or* by appointment M-F

Office Location: Warren Basement E

Course Prerequisites: Successful completion of BACB[®] coursework:

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 referenced in Appendix C; <http://bach.com/wp-content/uploads/2016/11/161101-experience-standards-english.pdf>)

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 is 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 prompt their respective site to provide all experiences outlined in the BACB[®] task list (referenced in Appendix E).

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* (referenced in Appendix G). 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 (example provided in Appendix F): Between the student and supervisor.
(Should be kept by the student and supervisor.)
- 3-Party Practicum Contract (Appendix B): Between the student, supervisor, and course instructor.
(Should be kept by all three parties.)
- Practicum Evaluation (Appendix H): To be completed by the student and supervisor on or before the due date specified in the syllabus. The student must notify the supervisor when an evaluation is needed. A third evaluation might be required if the student's first two evaluations reflect sub-standard performance.
(Should be submitted to the course instructor by the supervisor.)
- BACB[®] Experience Supervision Form (Appendix D): 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 and emailed to the supervisor and course instructor each week.

(Should be kept by the student.)

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

(Should be kept by the student and supervisor.)

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.

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

VI. GRADES

Graded assignments will differ slightly semester to semester. This will be provided to the student on the first meeting of the semester. The grading scale will be the same throughout the year.

90% and above = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
59% and below = F

Rollins College Policies

Academic Honor Code Reaffirmation

<http://www.rollins.edu/honor-code/documents/academic-honor-code-rollinscollege.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 for Rollins Courses

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2 ½ hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are:

Course readings, presence in practicum site for 10-30 hours per week, supervision meetings two times per week with BCBA supervisor, treatment planning for clients, writing up behavioral programs, studying for BCBA exam, and direct therapy and data collection.

Accessibility 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 Office of Accessibility Services, located on the first floor of the Olin Library, 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/accessibilityservices/> and/or reach out by phone or email: 407-975- 6463 or Access@Rollins.edu. All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

Title IX Statement

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. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX. 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/>

Absences – religious holidays and/or campus business

The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College's policy on excused absences (http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance), students must discuss with the professor the dates of the anticipated absences no later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make-up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. Absences will be addressed by the faculty member in accordance with his/her attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student's class participation grade in the course, though, may still be affected.

Recording Device

Use In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

VII. Student Checklist

This is a brief checklist to help you through practicum. 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)
- Sign 3-Party 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
- Week 5 hours logged in excel and BACB[®] Experience Supervision Form complete
- Week 6 hours logged in excel and BACB[®] Experience Supervision Form complete
- Practicum Evaluation completed – make sure your supervisor turns this in to your instructor
- Week 7 hours logged in excel and BACB[®] Experience Supervision Form complete
- Week 8 hours logged in excel and BACB[®] Experience Supervision Form complete
- 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 – 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 (if a 3rd is required) – 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 supervision contract
- Signed 3-party practicum contract
- Excel book complete with all 250 hours
- BACB[®] Experience Supervision Form per week of supervision (~ 16 weeks)
- Task List Excel Book
- Confirm with supervisor that all required Practicum Evaluations were turned into the course instructor
- BACB[®] Experience Verification Form

Keep in mind, it is also your responsibility to ensure you are learning ALL objectives on the **BACB[®] 5th**

Edition Task List. Please communicate with your on-site supervisor or course instructor as you are completing your practicum hours if you need assistance with certain objective.

Practicum Spring 2018

Meeting in **Bush 277** from **4:00 – 6:30 pm** on the following dates. Office hours are as follows:

Stephanie Kincaid: Mondays 3:30-6:30 pm, by appointment

Sarah Freeman: Wednesdays 4:00 – 6:30 pm; Week of spring break, by appointment

Class structure will be the following. First, we will have a 1-hr informal discussion regarding practicum experiences the past two weeks (we meet about every other week). Please prepare for this. You can bring questions/concerns or you can bring a summary of something you have learned/done during the past two weeks. Second, we will move into a student-lead discussion. Please plan for a 1 hour presentation regarding the following topics. We will close with any housekeeping items that you need to be aware of.

Date	Topic	Instructor	Presenters
1/23	Start of Semester Meeting	Sarah and Stephanie	
2/6	MIAMI – AUTISM CONFERENCE		
2/20	Professionalism and Supervision (from the prospective of a supervisor) a. What makes an effective supervisor? b. What makes for effective supervision (e.g., format, frequency)? c. What makes for an ineffective supervisor or makes supervision ineffective? d. What have you experienced that you do not like and how will you behave differently as a supervisor? e. How does this relate to the ethical code?	Stephanie	Kristin
3/6	Parent Training a. How should we conduct parent training (e.g., BST)? b. Ways to track or measure parent behavior? c. How does buy-in play a role? d. At what point in behavioral intervention is parent training effective and why? What other variables might contribute to this decision?	Sarah	Adriana
3/27	Consultation a. Discuss working with parties outside behavior analysis (e.g., schools, OT, speech therapists, etc.). b. What ethical considerations are important (e.g., with respect to pseudoscience, alternative treatments, etc.)? c. How do you develop “soft skills”? What skills are needed? d. Is a different supervision structure needed in consultative settings? If so why?	Stephanie	Stephanie D
4/10	Presentations	Sarah	Meera, Kristin Stephanie D.
4/24	Presentations	Stephanie	Niki, Adriana, Stephanie G.
5/8	Paperwork Workshop	Sarah and Stephanie	

Spring Assignments

Evaluations (2 or 3 at 25 pts each)

50 (or 75)

Due February 15th, March 15th, April 15th

Paperwork Checks (2 at 50 pts each)

100

Discussion Leader

100 (or 0)

Participation in class

50 (10 per week)

Lowest grade will be replaced with next lowest grade

Presentation at end of semester (Thesis/Capstone)

100

BACB task list with all items completed

10

Due April 24th

Grades:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

59% and below = F