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MEMORANDUM

To:

Julio Frenk

University President

From:

Tomas A. Salerno

Chair, Faculty Senate

Date:

November 23, 2015

Subject: Faculty Senate Legislation #2015-07(B) - Certificate Program in Applied Behavior

Analysis, College of Arts and Sciences

The Faculty Senate, at its November 18, 2015 meeting, had no objections to the proposal from the College of Arts and Sciences for a Certificate Program in Applied Behavior Analysis. The graduate Certificate Program in Applied Behavior Analysis is designed for 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. The program 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. Upon completing the program, students will have met the requirements necessary to apply for certification and become Board Certified assistant Behavior Analysts (BCaBA), a bachelor level certification offered by the Behavior Analyst Certification Board (pending obtaining a passing score on the board exam). The Certificate Program will begin in fall of 2016 and will be a year-long program. Cohorts will be limited to 10 students per year.

This legislation is now forwarded to you for your action.

TAS/rh

Enclosure

cc:

Thomas LeBlanc, Executive Vice President and Provost Leonidas Bachas, Dean, College of Arts and Sciences Melissa Hale, College of Arts and Sciences, Department of Psychology CAPSULE: Faculty Senate Legislation #2015-07(B) – Certificate Program in Applied Behavior Analysis, College of Arts and Sciences

PRESIDENT'S RESPONSE

APPROVED: (President's Signature)	_ DATE: <u>/2</u> /	16/2015
OFFICE OR INDIVIDUAL TO IMPLEM	ENT: <u>Dean</u>	Bachas
EFFECTIVE DATE OF LEGISLATION:		diately_ e 1 next following)
NOT APPROVED AND REFERRED TO:		
REMARKS (IF NOT APPROVED):		

Cover Page

Dr. Melissa Hale

Clinical Assistant Professor and Associate Director, Psychological and Educational Services at the Center for Autism and Related Disabilities (CARD)

Department of Psychology

Office: 305-284-2350

Email: m.hale@miami.edu

Dr. Michael Alessandri

Assistant Chairman of the Department of Psychology and Executive Director of the Center for

Autism and Related Disabilities (CARD)

Office: 305-284-6558

Email: malessandri@miami.edu

Letter of Explanation

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.

Memo from the Dean

Memorandum from Dean Leonidas Bachas, College of Arts and Sciences

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UNIVERSITY OF MIAMI COLLECTE of ARTS & SCIENCES



Office of the Dean 1252 Memorial Dr., Ashe Bldg 227 Coral Gables, FL 33146

Clay

Phone: 305-284-4021 Fax: 305-284-5637 www.as.mlami.edu

Memorandum

TO:

Dr. Tomas Salerno

Chair, Faculty Senate

From:

Leonidas Bachas

Dean, College of Arts and Sciences

Subject:

Certificate in Applied Behavior Analysis- Psychology

Date:

September 25, 2015

The proposal for a Certificate in Applied Behavior Analysis program was presented to the College of Arts and Sciences faculty on Tuesday, September 22, 2015. The proposal was unanimously approved by our faculty.

I am now forwarding the proposal to the Faculty Senate for action.

Should you have any questions or require additional information, please feel free to contact me.

LGB/Jmr

Memo from College

Email from the College Curriculum Committee, 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 approval.

Thanks Charly,

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

Memo from the Department

Memorandum from the Department of Psychology

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UNIVERSITY OF MIAMI DEPARTMENT of PSYCHOLOGY



P.O. Box 248185 Coral Gables, Forlda 33124-0751 Ph: 305-284-2814 Fax: 305-284-3402

Glam. Meld

Memorandum

April 16, 2015

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

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

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.

Memo from PIRA

Memorandum from the Office of Planning, Institutional Research, and Assessment





Office of Planning, Institutional Research, and Assessment P.O. Box 248285 Coral Gables, FL 33124-2923 Phone 305-284-3856

Gables One Tower, Surte 260, Locator 2923 1320 S. Dixie Hwy., Coral Gables, FL 33146 Fax: 305-284-4081 • pxa@miami.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

Memo from the Graduate School

Memorandum from the Graduate School Dean

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UNIVERSITY OF MIAMI GRADUATE SCHOOL



Graduate School P.O. Box 248125 Coral Gables, FL 33124-3220

Phone: 305-284-4154 Fax: 305-284-5441 graduateschool@miami.edu

MEMORANDUM

DATE:

October 23, 2013

TO:

Tomas Salerno

Chair, Faculty Senate

FROM:

Angel E. Kaifer

Interim Dean, The Graduate School

SUBJECT:

Certificate Program in Applied Behavior Analysis

The Department of Psychology in the College of Arts and Sciences submitted a proposal for a certificate program in Applied Behavior Analysis (ABA). The proposal was discussed at the meeting of the Graduate Council on Tuesday, October 20, 2015, and was unanimously approved. The second reading was waived.

cc:

Leonidas Bachas, Dean, College of Arts and Sciences Melissa Hale, Department of Psychology Jessica Reyes, Executive Director of Programs, College of Arts and Sciences Office of Planning, Institutional Research and Assessment

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 <u>classroom-based instruction</u> (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 <u>practicum experience</u> (totaling 670 hours) will 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.

- 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 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.
- 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

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

Exhibit 5: Email from the College Curriculum Committee

Exhibit 6: Memorandum from the Dean of the College of Arts and Sciences

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

totaling 15 hours

Table 2: Required Course Sequence

Unit	Course	Title	Prerequisites	Faculty Instructor
Fall Semester	Required com	'ses		
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 Semes	ter Required c	ourses		
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	3 ACADEMIC DEGREES& COI IPSEMORK	OTHER QUALIFICATIONS &
	Credit Hours (D, UN, UT, G)	Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	Related to Courses Taught
Melissa Hale, Ph.D., BCBA-D (F)	Spring 2014 (Nova Southeastern) ABA 720 Applications of Applied Behavior Analysis (G) Fall 2013 (Nova Southeastern)	Ph.D., University of Florida School Psychology with Specialization in Applied Behavior Analysis	Certifications: Board Certified Behavior Analyst-Doctoral (BCBA-D), FL licensed psychologist
	ABA 740 Evaluation of Interventions in ABA (G)		Clinical: Coordinator of Psychological Services at UM Center for Autism and Related Disabilities (CARD), Clinical supervisor for UM Autism Spectrum Assessment Clinic (ASAC)
Anibal Gutierrez,	Spring 2015 (FIU) FAR 4704 Principles & Theories of	Ph.D. University of Florida	Certifications: Board Certified
}	Behavior Modification (UT) PSY 4941 Independent Field	Deliavioi filialy 515	(BCBA-D)

Form Updated: January 2011

Clinical: Director Summer Treatment Program (ASD) at FIU, Director Early Intensive Behavioral Intervention Program (CARD)	4		
Experience (UT) Fall 2014 (FIU) EAB 4794 Principles & Theories of Behavior Modification (UT) PSY 4941 Independent Field	Spring 2014 (FIU) EAB 4794 Principles & Theories of Behavior Modification (UT) PSY 4941 Independent Field Experience (UT)	Fall 2013 (FIU) EAB 4794 Principles & Theories of Behavior Modification (UT) PSY 4941 Independent Field Experience (UT) EAB 6707 Learning and Development (G)	

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TABLE BUOGET

4 YEAR FINANCIAL PROJECTION

Budget redacted

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 ≥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 a4-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.

<u>Assessment Measure 2</u>: 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

Fracticum renormance Ratings & Explanations					
Student Name:	Date:				
Practicum Course:	Supervisor Name:				

	Calegory	1=Unncceptable	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.	
	Overali					A	/25

Appendix B

Consumer Satisfaction Survey

Objective	1 Not at all	2 Somewhat	3 Satisfied	4 Highly
	Satisfied	Satisfied	0111102104	Satisfied
Quality and effectiveness of therapeutic services.				
Clinician(s) level of knowledge and expertise.				
3. Cleanliness and organization of environment.				
4. Courteousness and professionalism of clinician(s).				
5. Overall satisfaction with services.				
		Entre		
Aspects of treatment/clinic that I liked	least and why:			
Additional comments/suggestions:				

"Certificate 1...gram in Applied Behavior Analysis"
11/18/15 FS agenda
Form Exhibit 2 age 29 of 85

UNIVERSITY OF SECOND Course Approval Request Form University of Miami, Office of the Registrar

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Action Requested New Course-Isvilabus & Course Dascrio.mus	-+ bo attached	Experimental Cour	se .	
Modification of Existing Course	it de attacheuj	Renumbered Cours		
Cancellation of Existing Course		Date of Submission: 8/		
		Effective Term: Fall 201	16 (spr	ing, fall or summer)
Catalog Course Offering Data:		Term	: 2161	(Ex.2148, 2151)
*Effective Date: 8/1/2016				
Current Catalog Number:	(ex. 300) New Catalog N	umber: PSY 666	
Subject Area: PSY	(ex. ENG)	Course Typically Offered	d: Fall	(ex. Fall, Spring)
Academic School: AS - College of Arts	and Sciences	-		
Long/Full Course Title; Concepts and Principle	s of Applied Behavior Ar	nalysis *Description/Abbr	eviated Title: Concep	ts of ABA
Course Description: *Please submit course de	te) Scription in the attached	excel sheet provided to scheduling	(30 cl a.ro@miomi.edu olong with t	haracters space)
			HULL WALLES TO SEE STATE OF THE SECOND SECON	ns Course Approver nequest form
Course Units/Course Grading:	1			
CURRENT:	Grading Basi	<u>s:</u>	☐ LAW GRAD	
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Maximum Units:	☐ AUDIT	•	☐ MED GRADES	
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	☐ GRADI	ED	□ NO GRADE	
Course Units/Course Grading	□ LFX		□ NON-GRADED	
NEW:	□ LAW		□ P/NP	
Minimum Units: 3	☐ LAW 4		☐ SAT/UNSAT	
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Repeat for Credit Rules:			Canacink and Select 1	ES ON IMBI EXAM.
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Repeat for Credit	□ Total Comp	letion Allowed:		
Allow Multiple Enroll in Term				
Permission: Add Consent	ľ	Permission: Drop (Consent	
☑ Department Consent	J.	W	303-14	
☐ Instructor Consent	W.	Department Con		
□ No Consent		☐ Instructor Conse☐ No Consent	ent	

"Certificate r . .yram in Applied Behavior Analysis" 11/18/15 FS agenda

Subject Ar	_{ea:} Psyc	hology	Catalog	Page 30 of 85 Number: PSY 666
ARCC- AREL- ARHC- ARHE- ARPE- CIVC- C	Classical Ce Elective – Al Preservatio History Elec Prof Elective Civic	RC	Reg	ulrement Designation: (will appear on transcript) HNWR- Honors & Writing Credit HONR- Honors Credit MED- Medical School Letter Grade SKLW- Skills- LAW WRIT- Writing Credit
Course Topic ID		Description (30 characters space)		Short Description (10 characters space)
1.		Concepts of ABA		Concepts
3,				
PLEASE SPE Use the spr	CIFY WHET eadsheet p	HER IT IS AND/ OR (circle) - WE WILL NOT PROC rovided to add more Co-Requisite or Pre-Requis	ESS UNLE	SS SPECIFIED!
School	Course	Course Prerequisite OR AND Co-Requisite	Con	fition/Placement
Example:		Please list the subject area and course numbe		mony ridement
AS	MTH309	Pre-requisite MTH 141 OR 151 OR 161 OR Co- Requisite MTH 171		/OR ALEKS score >=60 OR SAT>=630 or
NU	BPH490	Prerequisite BPH206 AND 208 AND 209 AND 33	10 AND	BSPH PROGRAM
AS	PSY 666	Co-Requisite PSY 667, PSY 676, PSY 677	AND BE	chelor's degree AND GPA>=3.2 AND Departmental permission
School Cod		nt: and/or Level Code: _ and/or C		
Equivalent C	ourse Grou	D: (description)		
Full Time Sta to full time credit (tus Rationa (12+ credits for t	le: This is only required for courses flagged as being equivalent to undergraduate; 9+ credits for graduate) (This excludes 800- level co	o full time sta ourses)	tus. Rotionale must include why the courses is equivalent
		Signature: Academic Dear		
		ol Signature: Extension		Date:
		rom all departments involved: All Graduate Courses forms must be sent to <u>scheduling.ra@miam</u> Revised: 3/23/15	must have	the Dean of Graduate School Signature All

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 Principals 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 carned. 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 Λ - not Λ ; a minimum average of 93 is required for an Λ).

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	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

	4th 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 FK-21	Conditioned punishment Schedules of reinforcement and punishment	
FK-21	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 FK-36	Stimulus discrimination	
FK-36	Response generalization Stimulus generalizations	
FK-37	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).

ENIVERSITY OF AIR TH

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

Action Requested New Course-Isvilabus & Course Description Modification of Existing Course Cancellation of Existing Course	Renumber	ntal Course red Course ission: 8/27/2015 n: 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 Typica	ily Offered: Fall (ex. Fall, Spring)					
Academic School: AS - College of Art	s and Sciences	in .					
Long/Full Course Title: Assessment and Tree	akment of Language and Learning *Descrip	tion/Abbreviated Title: Language and Learning					
Course Description: *Please submit course	description in the attached excel sheet provided	to scheduling.tq@mlami.edu along with this Course Approval Request form					
Course Units/Course Grading: CURRENT:	Grading Basis:	☐ LAW GRAD					
Minimum Units:	☐ 100PT (Medical Only)	☐ MDN ☐ MED GRAD					
Maximum Units:	☐ AUDIT ☐ CRD/NO CRD	☐ MED GRADES					
	GRADED	☐ MULTI-TERM ☐ NO GRADE					
Course Units/Course Grading	□ LFX	□ NON-GRADED					
NEW:	☐ LAW ☐ LAW 4.0	□ P/NP □ SAT/UNSAT					
Minimum Units: 3	□ LAW C	☐ STDNT OPT					
Maximum Units: 3		☐ TRANSFER ☐ UQ					
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	TUDIES - Delete Add	☐ THESIS RESEARCH- Delete Add					
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□ INDEPE	NDENT STUDY- Delete Add S- 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:		Constink and Select TES Of This exam.					
☐ Repeat for Credit	☐ Total Units Allowed:						
☐ Allow Multiple Enroll in Term	in total completion Allowed:						
Permission: Add Consent	Parmissio	n: Drop Consent					
Department Consent	į.						
☐ Instructor Consent		tment Consent ctor Consent					
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"Certificategram in Applied Behavior Analysis" 11/18/15 FS agenda

Page 37 of 85 Subject Area: Psychology Catalog Number: PSY 667 Course Attributes: (will show in CaneLink Search Engine) Requirement Designation: (will appear on transcript) ☐ ARCC- Classical Cert.ARC ☐ HNWR- Honors and Writing ☐ HNWR- Honors & Writing Credit ☐ AREL- Elective — ARC ☐ HGNR- Honors ☐ HONR- Honors Credit ☐ ARHC- Preservation Cert.- ARC ☐ PRSM- Prism ☐ MED- Medical School Letter Grade □ ARHE- History Elective- ARC ☐ SKLW-Skills-LAW ☐ SKLW-Skills-LAW ☐ ARPE- Prof Elective- ARC □ WRIT- Writing □ WRIT- Writing Credit ☐ CIVC- Civic **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 ra@mlami.edu Course Description (30 characters space) Short Description (10 characters space) Topic ID 1. Language and Learning Language 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 Example: Please list the subject area and course number AS MTH309 Pre-requisite MTH 141 OR 151 OR 161 OR Co-AND/OR ALEKS score >=60 OR SAT>=630 or Requisite MTH 171 ACT>=28 NU **BPH490** Prerequisite BPH206 AND 208 AND 209 AND 310 AND BSPH PROGRAM **PSY 667** AS 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 undergraduote; 9+ credits for graduate) (This excludes 800- level courses) Hem. Mee. Academic Dean/Director Signature: _____ Department Chair Signature: Dean of the Graduate School Signature: Date: _____ Department Contact: Email: ___ Extension: *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.ra@miami.edu for processing. Revised: 3/23/15

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 indepth 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:

- 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.

Kocgel, L. K., Kocgel, 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. <u>Late assignments will not be accepted.</u> 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%	17	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, 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	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:	Cooper Ch.11 & 12
	reinforcement, conditioned reinforcement and	_
	schedules of reinforcement	DQ 2
Week 5	Prompting strategies	Cooper Ch. 19 & 20
		MacDuff et al. (2001)
		DQ3
Week 6	Shaping & chaining	Cooper Ch. 19 & 20
Week 7	Discrete trial training	Lovaas (1987)
		Smith (2001)
		DQ4
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.athabascau.ca/htm l/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	

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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

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Page 44 of 85

UNIVERSITY

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

Action Requested New Course-Isvilabus Modification of Ex Cancellation of Exi	istin	g Course	t be attached)	· · · · · · · · · · · · · · · · · · ·	☐ Rei Date o	perimenta numbere f Submiss ve Term:	d Co ion:	urse 8/27/2015	{sprin	ng, fall or sur	mmer)
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"Certificate . Jgram in Applied Behavior Analysis" 11/18/15 FS agenda Page 45 of 85 Subject Area: Psychology Catalog Number: PSY 668 Course Attributes: (will show in CaneLink Search Engine) Requirement Designation: (will appear on transcript) ☐ ARCC- Classical Cert.ARC ☐ HNWR- Honors and Writing ☐ HNWR- Honors & Writing Credit ☐ AREL- Elective – ARC ☐ HGNR- Honors ☐ HONR- Honors Credit ☐ ARHC- Preservation Cert.- ARC ☐ PRSM- Prism □ MED- Medical School Letter Grade ☐ ARHE- History Elective- ARC ☐ SKLW-Skills-LAW SKLW-Skills-LAW □ ARPE- Prof Elective- ARC □ WRIT- Writing ☐ WRIT- Writing Credit ☐ CIVC- Civic **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.ra@miaml.edu Description (30 characters space) Short Description (10 characters space) Topic ID 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 Example: Please list the subject area and course number AS Pre-requisite MTH 141 OR 151 OR 161 OR Co-MTH309 AND/OR ALEKS score >=60 OR SAT>=630 or Requisite MTH 171 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 668 PSY 678, PSY 679 AND Bachelor's degree AND GPA>=3.2 AND Departmental permission **Enrollment Requirement:** and/or Level Code: _____ School 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, Rotionale must include why the courses is equivalent to full time credit (12+ credits for undergraduate; 9+ credits far graduate) (This excludes 800- level courses) Research Dean/Director Signature:_____ Department Chair Signature: Dean of the Graduate School Signature:

*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.

Extension: Email:

Department Contact:

Revised: 3/23/15

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 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. <u>Late assignments will not be accepted</u>. 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 carn 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.

<u>Policy on Make-Up Exams/Assignments:</u> 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
Weck 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

f	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
1-06	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 reportoires
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

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UNIVERSITY

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

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Catalog Course Offering	Data:			Te	rm: 2162		(Ex.2148, 2151)
*Effective Date: 8/1/20	016						
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"Certificate . ..gram in Applied Behavior Analysis"

11/18/15 FS agenda Page 53 of 85 Subject Area: Psychology Catalog Number: PSY 669 Course Attributes: (will show in CaneLink Search Engine) Requirement Designation: (will appear on transcript) □ ARCC- Classical Cert, ARC ☐ HNWR-Honors and Writing ☐ HNWR- Honors & Writing Credit ☐ AREL- Elective — ARC ☐ HGNR- Honors ☐ HONR- Honors Credit ☐ ARHC- Preservation Cert.- ARC ☐ PRSM- Prism □ MED- Medical School Letter Grade ☐ ARHE- History Elective- ARC ☐ SKLW- Skilis- LAW ☐ SKLW-Skills-LAW ☐ ARPE- Prof Elective- ARC □ WRIT- Writing □ WRIT- Writing Credit ☐ CIVC- Civic **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.ra@miami.edu Description (30 characters space) Short Description (10 characters space) Topic ID 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 Example: Please list the subject area and course number AS MTH309 Pre-requisite MTH 141 OR 151 OR 161 OR Co-AND/OR ALEKS score >=60 OR SAT>=630 or Requisite MTH 171 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 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) Bem. Me Academic Dean/Director Signature: Department Chair Signature Dean of the Graduate School Signature: ____ 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.rg@miaml.edu for processing.

Revised: 3/23/15

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 libertics: 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.

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DiGennaro Reed, F. D., & Codding, 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.

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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., Hagopain, 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. <u>Late assignments will not be accepted.</u> 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 <u>cumulative</u> 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 cared from class participation, discussion questions, class presentation and final exam.

Grading Scale:

8	
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 Anot 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	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 & Codding (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 at 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

	4th Edition (BACB) Task List Topics Covered in PSY 669
A-01	Measure frequency.
A-02	Measure rate.
A-03	Measure duration.
Λ-04	Measure latency.
Λ-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
3-10	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.
-I-01	Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
I-02	Select a schedule of observation and recording periods.
I-03	Select a data display that effectively communicates relevant quantitative relations.
I-04	Evaluate changes in level, trend, and variability.
I-05	Evaluate temporal relations between observed variables (within & between sessions, time series)
C-01	Provide for ongoing documentation of behavioral services
C-02	Identify the contingencies governing the behavior of those responsible for carrying out the behavior-change procedures and design interventions accordingly.
ζ-03	Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.

"Certificate i logram in Applied Behavior Analysis" 11/18/15 FS agenda Page 60 of 85

UNIVERSITY OF MEANIT

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

Action Requested New Course-Isvilabus & Course De Modification of Existing Co Cancellation of Existing Co	urse	Experimental Co Renumbered Co Date of Submission Effective Term: Fall	ourse : 8/27/2015	pring, fall or summer)
Catalog Course Offering Data:	_	Te	erm: 2161	(Ex.2148, 2151)
*Effective Date: 8/1/2016				
Current Catalog Number:	(ex. 3	100) New Catalo	g Number; PSY 676	
Subject Area: PSY	(ex. ENG)	Course Typically Offi	ered: Fall	(ex. Fall, Spring)
Academic School: AS - College o	f Arts and Sciences			
	cters space)		(30	characters space)
Course Description: *Please submit of	ourse description in the attac	hed excel sheet provided to sched	iuling.rg@miami.edu olong with	this Course Approval Request form.
Course Units/Course Grading: CURRENT: Minimum Units: Maximum Units:		asis: DPT (Medical Only) DIT D/NO CRD	☐ LAW GRAD ☐ MDN ☐ MED GRAD ☐ MED GRAD	
Course Units/Course Grading NEW: Minimum Units: 3 Maximum Units: 3	KAJ []	N N 4.0	□ NO GRADE □ NON-GRADE □ P/NP □ SAT/UNSAT □ STDNT OPT □ TRANSFER □ UQ	
Final Exam Offered LECTURE LABORATORY SEMINAR FINAL EXAM: YES NO INDICATE:	INICAL - Delete COUSSION- Delete COUSSION- Delete COUSSION- Delete COUSSION- Delete COUSSION- Delete COUSSION- Delete COUSSIONS- Delete COUSSIONS- Delete COUSSIONS- Delete	Delete Add Add GDelete Add Delete Add Delete Add Delete Add Delete Add Delete Add	THESIS/INDIVIDUAL STI WORKSHOP- De	te Add te Add Add Delete Add DOY- Delete Add Add Add So Final Exam Rule. If component Adjust Class Association page on
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"Certificate Frogram in Applied Behavior Analysis" 11/18/15 FS agenda Page 61 of 85 Subject Area: Psychology Catalog Number: PSY 676 Course Attributes: (will show in CaneLink Search Engine) Requirement Designation: (will appear on transcript) ☐ ARCC- Classical Cert.ARC ☐ HNWR- Honors and Writing ☐ HNWR- Honors & Writing Credit ☐ AREL- Elective ~ ARC ☐ HGNR- Honors □ HONR- Honors Credit ☐ ARHC- Preservation Cert.- ARC ☐ PRSM- Prism ☐ MED- Medical School Letter Grade ☐ ARHE- History Elective- ARC ☐ SKLW-Skills-LAW ☐ SKLW-Skills-LAW ☐ ARPE- Prof Elective- ARC ☐ WRIT- Writing □ WRIT- Writing Credit ☐ CIVC-Civic **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.ra@miaml.edu Description (30 characters space) Short Description (10 characters space) Topic ID 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-Regulsite or Pre-Regulsite School Course Prerequisite OR AND Co-Requisite Course Condition/Placement Example: Please list the subject area and course number AS MTH309 Pre-requisite MTH 141 OR 151 OR 161 OR Co-AND/OR ALEKS score >=60 OR SAT>=630 or Requisite MTH 171 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: _______ 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.rg@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

- 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 antecedentbased 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 be 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): 70 points
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)
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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 scrious 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.

² unexcused absences = B (-12 pts/88)

⁴ unexcused absences = C (-24 pts/76)

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Schedule by week:

Date	Topic		
Week 1	Introduction and Overview of Practicum		
Weeks 2-15	 Accumulate 12 hours of practicum experience Attend 1-hour group or 1-hour of individual supervision (alternating weeks) 		

"Certificate . . .gram in Applied Behavior Analysis"
11/18/15 FS agenda
Form Page 66 of 85

UNIVERSITY

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

Action Requested New Course-isvilabus Modification of Exist Cancellation of Exis	sting Course	be attached)	Ren	erimenta numbered Submissi ve Term: _	Course on: <u>8/27/2015</u>	, (spring	s, fall or summer)
Catalog Course Offering	g Data:				Term: 2161		(Ex.2148, 2151)
*Effective Date: 8/1/2	016						
Current Catalog Number:		(ex.	, 300)	New Cat	alog Number:	PSY 677	111
Subject Area: PSY		(ex. ENG)	Course	Typically (Offered: Fall		(ex. Fall, Spring)
Academic School: AS - Co	ollege of Arts a	and Sciences	3				
Long/Full Course Title: Appr	callons of the Assessment a	nd Trealment of Langua	and rearry *	Description	n/Abbreviated 1	Title: ABA Prac	eticum 2
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"Certificategram in Applied Behavior Analysis" 11/18/15 FS agenda

Subject Are	_{ea:} Psycl	nology			Ca	italog Nu	umber: PSY 677	
Course Attributes; (will show in CaneLink Search Engine) ARCC- Classical Cert.ARC					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 Topic ID		De	scripi	tion (30 characters space)		Short Description (10 characters space)		
1.	ABA Practicum 2 Prac. 2							
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Example:				ıbject area and course ı				
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	77 Co-Requisite PSY 666, PSY 667, PSY 676				AND Bache	olor's degree AND GPA>=3.2 AND Departmental permission	
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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

Practicum performance (based on 7 evaluations):

Total:

30 points

70 points

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.
- 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 carn 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	Торіс			
Week 1	Introduction and Overview of Practicum			
Weeks 2-15	 Accumulate 12 hours of practicum experience Attend 1-hour group or 1-hour of individual supervision (alternating weeks) 			

"Certificate

ram in Applied Behavior Analysis" 11/18/15 FS agenda Page 71 of 85

UNIVERSITY

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

Action Requested New Course-(syllabus & Course Describe.) Modification of Existing Course Cancellation of Existing Course		Experimental Renumbered (Date of Submissic Effective Term: F	Course in: <u>8/27/2</u> 015	ring, fall or summer)
Catalog Course Offering Data:			Term: 2162	(Ex.2148, 2151)
*Effective Date: 8/1/2016	75 Y			
Current Catalog Number:	(ex. 300)	New Cata	log Number: PSY 678	
Subject Area: PSY	(ex. ENG)	Course Typically O	ffered: Spring	(ex. Fall, Spring)
Academic School: AS - College of Art	s and Sciences			
Long/Full Course Title: AppCoallone of the Assessm {100 characters : Course Description: *Please submit course	enl and Troetment of Languago and Li pace) description in the attriched e	*Description	/Abbreviated Title: ABA Programmed A	racticum 3 haracters space) this Course Approval Request form.
Course Units/Course Grading: CURRENT:	Grading Basis	1	☐ LAW GRAD	
Minimum Units:	☐ 100PT	(Medical Only)	☐ MDN ☐ MED GRAD	
Maximum Units:	☐ AUDIT	0.000	☐ MED GRADE	
	☐ CRD/N		☐ MULTI-TERM ☐ NO GRADE	
Course Units/Course Grading	☐ LFX		☐ NON-GRADE	D
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☑ Department Consent☑ Instructor Consent☑ No Consent			nt Consent Consent	

Subject Ar	_{ea:} Psycl	hology	Catalog	Page 72 of 85 PSY 678
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AS	MTH309	Pre-requisite MTH 141 OR 151 OR 161 OR Co- Requisite MTH 171		D/OR ALEKS score >=60 OR SAT>=630 or T>=28
NU	BPH490	Prerequisite BPH206 AND 208 AND 209 AND 310 AND BSPH PROGRAM		D BSPH PROGRAM
AS	PSY 678	Pre-regula's PSY 666, PSY 667, PSY 676, PSY 677 AND Co-Regulate, PSY 669 PSY 669, PS	SY 678 AND E	Bachelor's degree AND GPA>=3,2 AND Departmental permission
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Department C		e: Ole M - Onle Academic Dea	in/Directo	or Signature:
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		from all departments involved: All Graduate Course. forms must be sent to scheduling.rg@mian Revised: 3/23/15	s must ha	ave the Dean of Graduate School Signature. All

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:

Practicum Performance 30 points Practicum performance (based on 7 evaluations): 70 points Total: 100 points

Practicum Performance

Students carn 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.
- 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:

8	
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)

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4 unexcused absences = C (-24 pts/76)

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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	Introduction and Overview of Practicum
Weeks 2-15	 Accumulate 12 hours of practicum experience Attend 1-hour group or 1-hour of individual supervision (alternating weeks)

"Certificate

ram in Applied Behavior Analysis" 11/18/15 FS agenda Page 76 of 85

UNIVERSITY OF APPRO

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

Action Requested ✓ New Course-Isvilabus & Course Descrio.mus ☐ Modification of Existing Course ☐ Cancellation of Existing Course	Date of Submission: 8/27/2015	all 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 679	
Subject Area: PSY	(ex. ENG) Course Typically Offered: Spring	(ex. Fall, Spring)
Academic School: AS - College of Arts	and Sciences	
(100 characters space		lers space)
Course Description: *Please submit course des	cription in the attached excel sheet provided to scheduling 19@miami.edu along with this Co	ourse Approval Request form.
Course Units/Course Grading:	Grading Basis	
CURRENT:	Grading Basis: □ LAW GRAD □ MDN	
Minimum Units:	☐ 100PT (Medical Only) ☐ MED GRAD	
Maximum Units:	☐ AUDIT ☐ MED GRADES ☐ CRD/NO CRD ☐ MULTI-TERM	
	☐ CRO/NO CRD ☐ MULTI-TERM ☐ GRADED ☐ NO GRADE	
Course Units/Course Grading	☐ LFX ☐ NON-GRADED	
NEW:	☐ tAW ☐ P/NP	
Minimum Hatter 3	☐ LAW 4.0 ☐ SAT/UNSAT	
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Subject Ar	_{ea:} Psycl	nology	Catalog	N	umber: PSY 679 Page 77 of 85
Course Attributes: (will show in CaneLink Search Engine) □ ARCC- Classical Cert.ARC □ HNWR- Honors and Writing □ AREL- Elective — ARC □ HGNR- Honors □ ARHC- Preservation Cert ARC □ PRSM- Prism □ ARHE- History Elective- ARC □ SKLW- Skills- LAW □ ARPE- Prof Elective- ARC □ WRIT- Writing □ CIVC- Civic		_ _ _	Requirement Designation: (will appear on transcript) HNWR- Honors & Writing Credit HONR- Honors Credit MED- Medical School Letter Grade SKLW- Skills- LAW		
Course Top If you have me		e topics please use the excel sheet provided to submit additions Description (30 characters space)	al course to	pics,	
Topic ID		Description (So that acters space)			Short Description (10 characters space)
1.		ABA Practicum 4			Prac. 4
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		HER IT IS AND/ OR (circle) - WE WILL NOT PROC Provided to add more Co-Regulsite or Pre-Reguls		SS	SPECIFIED!
School	Course	Course Prerequisite OR AND Co-Requisite	Con	dit	ion/Placement
Example:		Please list the subject area and course number	r		
AS	MTH309	Requisite MTH 171 ACT>=28			
NU	BPH490	Prerequisite BPH206 AND 208 AND 209 AND 310 AND BSPH PROGRAM		SPH PROGRAM	
AS	PSY 679	Pro-regulatio PSY 565, PSY 667, PSY 676, PSY 677 APID Co-Regulatio, PSY 668 PSY 669, PB	Y 678 AND 8	ache	elor's degree AND GPA>=3.2 AND Departmental parmission
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Equivalent (Course Grou	p: (description)			
Full Time Sta o full time credit	atus Rationa (12+ credits for	ile: This is only required for courses flagged as being equivalent to undergraduate; 9+ credits for graduate) (This excludes 800- level co	o full time st	atus	Rationale must include why the courses is equivalent
Department C	100	2			gnature:
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*Signatures (are required	from all departments involved: All Graduate Courses forms must be sent to <u>scheduling.rg@mlam</u> Revised: 3/23/15	s must had <u>al.edu</u> for	ve t pro	he Dean of Graduate School Signature. All cessing.

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

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

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Practicum Supervision

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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.

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EVALUATION:

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Practicum performance (based on 7 evaluations): 70 points
Total: 100 points

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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:

Ø · · ·	
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.

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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.
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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.

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	Торіс
Week 1	Introduction and Overview of Practicum
Weeks 2-15	 Accumulate 12 hours of practicum experience Attend 1-hour group or 1-hour of individual supervision (alternating weeks)

Exhibit 3

"Certificate

ram in Applied Behavior Analysis", 11/18/15 FS agenda Page 82 of 85

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UNIVERSITY

OF MIAMI

DEPARTMENT of PSYCHOLOGY



P.O. Box 248185 Coral Gables, Forlda 33124-0751

Ph: 305-284-2814 Fax: 305-284-3402

Memorandum April 16, 2015

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

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

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 bachclor'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.

UNIVERSITY OF MIAMI

Exhibit 4



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 Hvvy., Coral Gables, FL 33146 Fax: 305-284-4081 • programomi.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

Exhibit 5 Monday, September 14, 2015 at 11:47:00 AM Eastern Daylight Time

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 approval.

Thanks Charly,

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

UNIVERSITY OF MIAMI COLLEGE of ARTS & SCIENCES

Exhibit 6



Office of the Dean 1252 Memorial Dr., Ashe Bldg 227 Coral Gables, FL 33146

Alley

Phone: 305-284-4021 Fax: 305-284-5637 www.as.miami.edu

Memorandum

TO:

Dr. Tomas Salerno

Chair, Faculty Senate

From:

Leonidas Bachas

Dean, College of Arts and Sciences

Subject:

Certificate in Applied Behavior Analysis- Psychology

Date:

September 25, 2015

The proposal for a Certificate in Applied Behavior Analysis program was presented to the College of Arts and Sciences faculty on Tuesday, September 22, 2015. The proposal was unanimously approved by our faculty.

I am now forwarding the proposal to the Faculty Senate for action.

Should you have any questions or require additional information, please feel free to contact me.

LGB/jmr