

HSC 3102 HEALTH SCIENCE ESSENTIALS OF BEHAVIOR ANALYSIS

3 Semester Undergraduate Course Credit Hours

45 Content Hours

BACB 5th Edition Task BCaBA Task List (partial) / BACB RBT 2nd Edition (complete)

QASP-S Standards (partial)/ QABA ABAT Standards (complete)

Syllabus Effective Date: August 1, 2021

Prerequisites

Students must be eligible to enroll in Bachelor level courses.

Course Description.

This course provides content for students interested in an advanced career path in the field of behavior analysis and is the first in a series of courses designed to meet the curriculum requirements to become a Board Certified assistant Behavior Analyst (BCaBA) or a Qualified Autism Service Practitioner-Supervisor (QASP-S). Content in the course serves as a basic introduction to behavior analytic principles, definitions, characteristics, processes, and concepts, measurement, assessment, behavior change procedures, ethics, and autism spectrum disorder basics. This course is designed to provide all of the curriculum requirements necessary to become a BACB Registered Behavior Technician (RBT) or a QABA Applied Behavior Analysis Technician (ABAT), with employment opportunities in the field of healthcare after course completion. The content is based on the Behavior Analyst Certification Board (BACB) 5th Edition Task List, the Registered Behavior Technician 2nd Edition Task List, and the ABAT and QASP-S certifications from the QABA. The course is offered independent of the BACB and QABA.

Course Format/Type

This course is 100% Online. Students will be required to participate in weekly online videoconference style classes and applied assignments. In addition, students are required to access supporting documents from the Internet including the syllabus, assignments, and assessments. Weekly attendance in either live or recorded sessions is mandatory and proctored using the online educational platform provided by the University of West Florida.

Course Learning Outcomes

Students will be able to:

1. Define and provide examples and non-examples of vocabulary terms related to autism spectrum disorders, concepts Define and provide examples and non-examples of vocabulary terms related to: autism spectrum disorders, concepts and core principles of behavior analysis, assessment procedures, measurement techniques, and behavior change procedures.
2. Select appropriate terminology related to: concepts, and core principles of behavior analysis, assessment procedures, measurement techniques, behavior change procedures concepts, core principles of behavior analysis, assessment procedures, measurement techniques, and behavior change procedures.
3. Compare and contrast (when appropriate) concepts, and core principles of: behavior analysis, assessment procedures, measurement techniques, and behavior change procedures.
4. Summarize key ideas (when appropriate), concepts, and core principles of: behavior analysis, assessment procedures, measurement techniques, and behavior change procedures.
5. Identify legal and ethical criteria when applying behavior analytic procedures.
6. Apply concepts and core principles of behavior analysis, assessment procedures, measurement techniques, and behavior change procedures.

7. Organize concepts under all topics covered via cumulative assessments throughout the course sequence.
8. Identify the purpose of credentialing requirements, especially as it pertains to the treatment of autism spectrum disorders.

Topics Covered

Registered Behavior Technician- 2nd Edition Topics Covered

A. Measurement

A-01	Prepare for data collection.
A-02	Implement continuous measurement procedures (e.g., frequency, duration).
A-03	Implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling).
A-04	Implement permanent product recording procedures.
A-05	Enter data and update graphs.
A-06	Describe behavior and environment in observable and measurable terms.

B. Assessment

B-01	Conduct preference assessments.
B-02	Assist with individualized assessment procedures (e.g., curriculum-based, developmental, social skills).
B-03	Assist with functional assessment procedures.

C. Skill Acquisition

C-01	Identify the essential components of a written skill acquisition plan.
C-02	Prepare for the session as required by the skill acquisition plan.
C-03	Use contingencies of reinforcement (e.g., conditioned/unconditioned reinforcement, reinforcement schedules)
C-04	Implement discrete-trial teaching procedures.
C-05	Implement naturalistic teaching procedures (e.g., incidental teaching).
C-06	Implement task analyzed chaining procedures.
C-07	Implement discrimination training.
C-08	Implement stimulus control transfer procedures.
C-09	Implement stimulus fading procedures.
C-10	Implement prompt and prompt fading procedures.
C-11	Implement shaping procedures
C-12	Implement token economy procedures

D. Behavior Reduction

D-01	Identify the essential components of a written behavior reduction plan.
D-02	Describe common functions of behavior.
D-03	Implement interventions based on modification of antecedents such as motivating/ establishing operations and discriminative stimuli.
D-04	Implement differential reinforcement procedures (e.g., DRA, DRO).
D-05	Implement extinction procedures.
D-06	Implement crisis/emergency procedures according to protocol.

E. Documentation and Reporting

E-01	Effectively communicate with a supervisor in an ongoing manner
E-02	Actively seek clinical direction from supervisor in a timely manner
E-03	Report other variables that might affect the client in a timely manner
E-04	Generate objective session notes for service verification by describing what occurred during the session, in accordance with applicable legal, regulatory, and workplace requirements
E-05	Comply with applicable legal, regulatory and workplace requirements for data collection, storage and transportation.

F. Professional Conduct and Scope of Practice

F-01	Describe the BACB's RBT supervision requirements and the role of the RBT in the service delivery system
F-02	Respond appropriately to feedback and maintain or improve performance accordingly.
F-03	Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.
F-04	Maintain professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts).
F-05	Maintain client dignity.

BCaBA Topics Covered

A. Philosophical Underpinnings

A-1	Identify the goals of behavior analysis as a science (i.e., description, prediction, control).
A-2	Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).
A-3	Describe and explain behavior from the perspective of radical behaviorism.
A-4	Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.
A-5	Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

B. Concepts and Principles

B-1	Define and provide examples of behavior, response, and response class.
B-2	Define and provide examples of stimulus and stimulus class.
B-3	Define and provide examples of respondent and operant conditioning.
B-4	Define and provide examples of positive and negative reinforcement contingencies.
B-5	Define and provide examples of schedules of reinforcement.
B-6	Define and provide examples of positive and negative punishment contingencies.
B-7	Define and provide examples of automatic and socially mediated contingencies.
B-8	Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.
B-9	Define and provide examples of operant extinction.
B-10	Define and provide examples of stimulus control.
B-11	Define and provide examples of discrimination, generalization, and maintenance.
B-12	Define and provide examples of motivating operations.
B-13	Define and provide examples of rule-governed and contingency-shaped behavior.
B-14	Define and provide examples of the verbal operants.
B-15	Define and provide examples of derived stimulus relations.

C. Measurement, Data Display, and Interpretation

C-1	Establish operational definitions of behavior.
C-2	Distinguish among direct, indirect, and product measures of behavior.
C-3	Measure occurrence (e.g., frequency, rate, percentage).
C-4	Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time).
C-5	Measure form and strength of behavior (e.g., topography, magnitude)
C-6	Measure trials to criterion.
C-7	Design and implement sampling procedures (i.e., interval recording, time sampling).
C-8	Evaluate the validity and reliability of measurement procedures.
C-9	Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording.
C-10	Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).
C-11	Interpret graphed data.

E. Ethics

E-1	Responsible conduct of behavior analysts
E-2	Behavior analysts' responsibility to clients
E-3	Assessing behavior
E-4	Behavior analysts and the behavior-change program
E-5	Behavior analysts as supervisors

E-6	Behavior analysts' ethical responsibility to the profession of behavior analysis
E-7	Behavior analysts' ethical responsibility to colleagues
E-8	Public statements
E-9	Behavior analysts and research
E-10	Behavior analysts' ethical responsibility to the BACB

G. Behavior-Change Procedures

G-1	Use positive and negative reinforcement procedures to strengthen behavior.
G-2	Use interventions based on motivating operations and discriminative stimuli.
G-3	Establish and use conditioned reinforcers.
G-4	Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).
G-5	Use modeling and imitation training.
G-6	Use instructions and rules.
G-7	Use shaping.
G-8	Use chaining.

I. Personnel Supervision and Management

I-1	State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).
I-2	Establish clear performance expectations for the supervisor and supervisee.
I-3	Select supervision goals based on an assessment of the supervisee's skills.
I-4	Train personnel to competently perform assessment and intervention procedures.
I-5	Use performance monitoring, feedback, and reinforcement systems.
I-6	Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.
I-7	Use function-based strategies to improve personnel performance.
I-8	Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

ABAT Topics Covered

A. Autism Core Knowledge

1.	ASD and common characteristics and deficits
2.	Autism as a spectrum disorder with a triad of primary impairments
3.	'Red flags' used in early diagnosis
4.	Risk factors to autism spectrum disorder
5.	Terminology associated with diagnosis, such as pragmatic language, receptive and expressive language, sensory-motor, social skills, joint attention, stereotypy.
6.	How and when diagnosis disorders commonly associated in differential diagnosis, such as learning disabilities, processing disorders, etc.
7.	Identify co-morbid disorders associated with ASD

B. Legal, Ethical, and Professional Considerations

1.	Scope and role of practice for the ABAT
2.	QABA code of ethics, policies and procedures
3.	Limitations of confidentiality
4.	HIPAA
5.	Advocacy and collaborative approach to intervention 6. Identify the following acronyms: IEP, IDEA

C. Core Principles of ABA

1.	Basic assumptions in behaviorism and behavior modification
2.	Classical and operant conditioning, conditioned and unconditioned reinforcement and punishment
3.	Three-part contingency; antecedents, behaviors, consequences
4.	Foundational behavioral terminology including, extinction, extinction burst, spontaneous recovery, deprivation, satiation, stimulus, discriminative stimulus, stimulus control, responses, motivation operations, establishing operations, setting events
5.	Principles and types of schedules of reinforcement and punishment
6.	Contingent and non-contingent; primary and secondary reinforcement and punishment
7.	Terms and definitions of Applied Verbal Behavior (AVB)

D. Antecedent Interventions

1.	Define and identify positive behavior support systems
2.	Premack principle, behavioral momentum, priming, forced choice
3.	Identify common environment and visual supports and benefits of each such as, functional communication training, PECS, TEACCH, social stories, video modeling, visual schedules

E. Skill Acquisition Programming

1.	Elements of effective goals and objectives
2.	Task analysis
3.	Types of prompts
4.	Prompt dependence and fading
5.	Demands and demand fading
6.	Pairing
7.	Modeling
8.	Imitation
9.	Verbal operants
10.	Memetic behavior
11.	Motor behavior
12.	Errorless learning
13.	Error correction procedures
14.	Stimulus control and transfer
15.	Transfer trials
16.	Discrete trial teaching (DTT)
17.	Discrimination training
18.	Shaping
19.	Backward and forward chaining
20.	Natural environment teaching (NET)
21.	Generalization and maintenance
22.	Pivotal behavior
23.	Pivotal response training (PRT)

F. Behavior Reduction Interventions

1.	Behavior Intervention Plan (BIP)
2.	Name 4 functions of behavior and define FBA
3.	Contingency interventions, such as token economy, positive practice, over-correction, response cost, time out
4.	Differential reinforcement procedures: DRO, SRA, DRI, DRL, DRH

G. Data Collection and Analysis

1.	Reliability and validity
2.	Operational definitions
3.	Types of assessments: preference, self-monitoring, ABC, environmental evaluation
4.	Types of measurement, such as frequency/event recording, duration, time sampling, interval, partial interval, and latency
5.	Continuous and discontinuous; direct and indirect data recording
6.	Basic graphs; line, scatterplot, bar
7.	Define and identify the benefits of IOA

QASP-S Topics Covered

A. Autism Spectrum Disorder Basics

1.	DSM-IV and DSM-V (or current DSM) related to autism spectrum disorders
2.	CDC risk factors and comorbidities related to autism spectrum disorders
3.	Developmental milestones (e.g., typical and atypical, age appropriate)
4.	Autism diagnostic process

B. Legal, Ethical, and Professional Considerations

1.	QABA Code of Ethics
2.	HIPAA regulations (e.g., confidentiality including limitations, mandated reporting, reportable documents, duty to warn vs. duty to protect)
3.	Educational laws (e.g., IDEA, LRE, IEP, ADA, Rehabilitation Act, 504 Plan)
4.	Positive behavior supports
5.	Person-centered planning
6.	Methods of collaboration (e.g., treatment adherence, referral methods)

C. Core Principles of ABA

1.	Four-term contingency
2.	Respondent behavior vs. operant behavior
3.	Stimulus (e.g., stimulus control, discriminative stimulus, stimulus delta, SD-p, generalization, discrimination, response)
4.	Motivating operations including satiation and deprivation
5.	dead man's test
6.	Reinforcement and punishment (e.g., positive and negative)
7.	matching law (e.g., rate, magnitude)
8.	Conditioned vs. unconditioned reinforcers/punishers
9.	Basic schedules of reinforcement (e.g., fixed-interval, fixed-ratio, variable-interval and variable ratio)
10.	Risks to extinction procedures (e.g., extinction burst, spontaneous recovery and resurgence)
11.	Basic verbal operants (e.g., mand, tact, echoic and intraverbal)
12.	Scientific understanding: description, prediction, and control
13.	Six attitudes of science
14.	Seven dimensions of applied behavior analysis

D. Antecedent Interventions

1.	Antecedent strategies (e.g., priming, choices, behavior momentum, visual supports, Premack Principle, environmental modifications)
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2.	Non-contingent reinforcement procedures
3.	Functional communication training
4.	effects of setting events

E. Skill Acquisition Programming

1.	goal writing criteria (e.g., objective measurable mastery criteria, targets)
2.	social/cultural factors necessary for program success
3.	error correction methods
4.	prompts (e.g., hierarchy, procedures, fading, types, prompt dependency)
5.	ABA instructional and educational methodologies

F. Behavior Reduction Interventions

1.	components of behavior intervention plans
2.	components of token economies (e.g., backup reinforcers, generalized reinforcers, response- cost, ratio strain)
3.	time-out procedures
4.	differential reinforcement procedures
5.	behavior contrast
6.	functional assessments and functions of behaviors
7.	group contingencies
8.	components of contingency contracts
9.	ethical considerations related to behavior reduction interventions (e.g., extinction, time- out procedures, group contingencies, punishment procedures)

G. Data Collection and Analysis

1.	types of measurement (e.g., frequency/rate, duration, force/magnitude, response latency, and inter-response time)
2.	types of ABA graphs
3.	data collection methods
4.	continuous vs. discontinuous measurement systems (e.g., partial interval recording, whole interval recording, momentary time sampling)
5.	types of IOA (e.g., total count IOA and trial by trial IOA)
6.	visual analysis (e.g., trend, level, and variability)
7.	characteristics of trustworthy measurements (e.g., reliability, accuracy, and validity)

H. Assessment

1.	types of preference and reinforcement assessments (i.e., limitations and benefits, implementation)
2.	components of functional behavior assessment (e.g., including direct (descriptive) and indirect assessments and their advantages and limitations, definition and components of a FBA)
3.	behavior assessment scales (interviews and scales)
4.	conditional probability components
5.	environmental analysis components
6.	criteria for operational definitions

H. Training and Supervision

1.	Identify the elements to Behavior Skills Training (BST)
2.	Identify systems for monitor treatment and program integrity.
3.	Identify systems for evaluating staff performance.
4.	Identify effective strategies for providing support for staff and family.
5.	Identify methods to mitigate observer drift and reactivity.
6.	Identify effective feedback that is clear, concise, and timely.

7.	Identify elements of poor supervision.
8.	Identify the need for cultural values awareness.

Required Texts and Materials

Tarbox, J., & Tarbox, C. (2016). *Training manual for behavior technicians: Working with individuals with autism*. Academic Press. ISBN 978-0128094082

Grading System

Points will be allocated using the following weighted system

1. Participation in weekly assignments (50% of final grade)
2. Exams (50% of final grade)

Exams

All exams are cumulative and are available on the UWF eLearning system. Computers must be able to take the exam using a lock-down browser and monitor.

Assignments

Content hours earned towards BACB requirements and QABA requirements have been carefully calculated. If a student neither attends the live virtual class nor views the recorded lectures for each week, a 10% response cost to the final grade will be administered for each missed session or recording. If 3 or more class sessions are missed, this will result in an automatic (F) failing grade assigned for the course. Students must also complete weekly assignments to receive a passing grade in the course. Assignments submitted beyond one week from the due date will not receive points, but assignments still must be placed in eLearning by the end of the course in order to earn a passing grade. If any assignments are not submitted to eLearning by the end of course, a 10% response cost to the final grade per missing assignment will be administered. If 3 or more assignments are missed, this will result in an automatic (F) failing grade assigned for the course.

Virtual Class

Our students have choices in attendance and participation: Students are encouraged to attend all live, real-time, class sessions. If students cannot attend live, they must watch the recording each week, in addition to any other pre-recorded lectures.

Grading scale

A	92-100
A-	90-91
B+	88-89
B	82-87 - Grades of 82% or higher are required for courses with prerequisites in the program
B-	80-81
C+	78-79
C	72-77
C-	70-71
D	60-69
F	59 or below

Incomplete grades (I) will not be given except under very extreme circumstances. Please see the UWF catalog for rules about Incomplete grades

Minimum Technical Skills Needed

UWF prepares students for current and future business and life applications using basic technology. Each UWF student is expected to do the following:

- Activate a MyUWF student account
- Access the MyUWF portal a minimum of 2-3 times a week
- Access UWF email account (Gmail) 2-3 times a week
- Have basic word-processing knowledge

Additional technical skills and technology requirements may vary by college, department, and course. Student use of UWF information technology resources is governed by the [Computing Resources Usage Agreement](#) and the Student Communications Policy* (also see the [My Account](#) app in MyUWF).

Visit the [Minimum Technical Skills and Special Technology Utilized by Students](#) to learn more about additional technology requirements for fully online or hybrid courses, general web browser requirements, supported operating systems, additional software you may need, and accessibility and privacy statements for approved UWF technology tools.

Technical Support

ITS offers support to online students via phone (850.474.2075), online request form, and through email (helpdesk@uwf.edu) for non-Canvas (eLearning) questions or problems. Visit the [Help Desk website](#) to learn more about their resources and services.

Helpful support links

- [New to UWF?](#)
- [Computer Specifications for eLearning \(Canvas\)](#)
- [MyUWF & ArgoNet](#)
- [Computer Security](#)
- [Files Storage](#)
- [Google Apps](#)
- [Internet Access](#)
- [Software](#)
- [Student Guide](#) (helpful links to various technology support topics organized by tool)

eLearning (Canvas)

UWF's online courses are made available through eLearning, which is hosted by Canvas, one of the leaders in online learning. eLearning is widely used by UWF instructors for fully online courses and to supplement traditional courses with online content. Visit the [eLearning Help for Students](#) page to get started and find support for Canvas. **Canvas Support is available 24/7 at the Canvas Support Hotline for Students: 1-844-866-3349.**

Zoom

Zoom is a cloud-based software that allows your instructor to moderate an online meeting with students. Learn more about [using Zoom as a student](#).

Respondus Lockdown Browser and Monitor

Respondus LockDown Browser is a client-based application that "locks down" a computer or device during an online exam delivered on a third-party assessment platform, such as a Learning Management System (LMS). [Privacy information for Respondus LockDown Browser.](#)

Respondus Monitor is a companion product for LockDown Browser that enables students to record themselves with a webcam and microphone during an online exam. The recordings and other data from the exam session are processed automatically; summary information is provided to the instructor, such as if the student left the video frame during the exam session. [Privacy information for Respondus Monitor.](#)

Using LockDown Browser and a Webcam for Online Exams

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this [short video](#) to get a basic understanding of LockDown Browser and the webcam feature.

Follow this link for [instructions for downloading and installing LockDown Browser.](#)

Student Accessibility Resources

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined on an individual basis with careful consideration of course design, course learning objectives, individual documentation of disability and the academic barriers experienced by the student. Accommodations may vary from one course to the next course and from one semester to the next semester. For information regarding the registration process, visit [the SAR website](#), e-mail sar@uwf.edu, or call 850.474.2387.

Expectations for Academic Conduct

The Student Code of Conduct sets forth the rules, regulations, and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code of Conduct and comply with these expectations. The Student Code of Academic Conduct defines various forms of academic misconduct including cheating and plagiarism and describes the process for addressing allegations of academic misconduct. More information and links to the University regulations governing both student conduct and academic conduct can be found on the Dean of Students website listed under the Office of Student Rights and Responsibilities

UWF maintains a university license agreement for an online text matching service called Turnitin. At our discretion, we may use the Turnitin service to evaluate the originality of student papers. We also may employ other services and techniques to evaluate your work for evidence of appropriate authorship practices as needed.

Unacceptable Use of AI

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts or completing any assignments in the course.

- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Any assignment that is suspected to have been composed with generative AI tools in unauthorized ways may result in a penalty of zero points on the assignment as well as a resubmission requirement. When in doubt about permitted usage, please ask for clarification. Your use of AI tools must be appropriately documented and cited to stay within university policies on [academic honesty](#).

Military and Veterans' Resource Center

The [UWF Military & Veterans Resource Center \(MVRC\)](#) serves as a leading campus advocate for all military-affiliated students (Active Duty, Veterans, Reservists, Guardsman, and Spouses/Dependents of those above), working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The MVRC assists with the following: GI Bill[®] education benefits, Active Duty Tuition Assistance, EDD, out-of-state fee waiver, tutoring, mentoring, disability accommodation assistance, coordinating academic advising, and referral to state /federal resources and services. The MVRC is located in Building 38, Room 147. For more information on MVRC services, call 850-474-2550.

Physical Health

All enrolled students have access to The Student Health Clinic, which is a primary care clinic where students can receive medical care or advice. Contact [Student Health Services](#) at (850) 474-2172 for health concerns.

Mental Health Support

UWF resources are here to help you thrive, learn, and flourish. Please take advantage of the free resources online or on campus. Contact [Counseling and Psychological Services](#) at (850) 474-2420 for concerns about mental health or substance use. For 24/7 crisis counseling, call (850) 474-2420 and press option 6.

- **Therapy Assistance Online (TAO)** All students are encouraged to use Therapy Assistance Online (TAO) to strengthen their interpersonal and coping skills, learn more about sleep and wellness, and better cope with anxiety, depression, stress management, and more. TAO is an interactive web-based self-help program that is available 24/7 and has video courses on mindfulness, relationships, anxiety, depression, and other mental health concerns. Access TAO anonymously at uwf.edu/tao.
- **TogetherAll** If you feel like you need somewhere to talk anonymously to others who can support you, peer support is available to all students 24/7 via TogetherAll. TogetherAll is an online community monitored by trained clinicians to keep it safe. Members are anonymous and can share how they are feeling and support each other. It is an asynchronous platform where you can respond to other's posts and share your posts if you like. Learn more and join TogetherAll at uwf.edu/togetherall.
- **ArgoWell** Mental Health is one aspect of holistic health that encompasses all eight wellness dimensions. The eight dimensions do not have to be equally balanced. Instead, you should strive to achieve your own authentic personal harmony. You have unique goals, priorities, and aspirations. You determine how to live your best life. ArgoWell is a UWF campus-wide initiative that brings student wellness to the forefront. Learn how ArgoWell can help you make the healthy choice the easy choice and support you in your wellness journey at uwf.edu/argowell.

Discrimination or Harassment Reporting

The University of West Florida faculty members are committed to supporting students and upholding the University's non-discrimination and harassment policies. Under Title IX, discrimination and harassment based upon sex or gender (including sexual violence and sexual misconduct) are prohibited. If you experience an incident of sex/gender-based discrimination or harassment, you do not have to go through the experience alone. Know that while you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty are required to notify the University's Title IX Coordinator so that support services can be provided to you. If you would like to speak with someone confidentially, you may schedule an appointment with the UWF's Counseling and Psychological Services at (850) 474-2420. This service is free for students. Faculty can also help direct you, or you may refer to the [University's Title IX website](#).

Emergency Information and Course Continuity Statement:

In the case of severe weather or another emergency, the campus might be closed and classes canceled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.