HSC 4580 FUNCTIONAL APPLICATIONS OF BEHAVIOR ANALYSIS IN HEALTH SCIENCE

3 Semester Undergraduate Course Credit Hours / 45 Content Hours
BACB 5th Edition Task BCaBA Task List
QAB QASP-S Standards
Syllabus Effective Date: August 1, 2021

Prerequisites

Students must be eligible to enroll in Bachelor level courses and have completed HSC 3991/3102, 3992/3114, and 4720 with a grade of 82% (B) or higher.

Course Description.

Building on the basic concepts of behavior analysis, functional assessment, and systematic measurement, this course serves as an overview of functional applications of behavior change procedures in health contexts from leadership and management to individual clinical and therapeutic practice. This course is the fourth in a series designed to provide students with the necessary knowledge to be eligible for a career as a Board Certified assistant Behavior Analyst (BACB) or a Qualified Autism Service Practitioner-Supervisor. The content is based on the Behavior Analyst Certification Board (BACB) Task List and consists of (45) hours of behavior change procedures. The content is also based on the QABA QASP-S standard and consists of (10) Hours Core Principles of ABA, (33) hours of antecedent interventions, skill acquisition programming, and behavior reduction interventions, and (2) hours Autism Spectrum Disorder Basics. This course is offered independently 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. Evaluate and provide examples and non-examples of each vocabulary term related to fundamental elements of behavior change and procedures.
2. Apply appropriate terminology related to behavior change procedures.
3. Compare and contrast (when appropriate) fundamental elements of behavior change procedures.
4. Integrate fundamental elements of behavior change and procedures.
5. Apply required readings by interpreting and discussing concepts related to behavior change procedures.
6. Organize concepts under all via cumulative assessments throughout the course sequence.

Topics Covered

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.
G-9	Use discrete-trial, free-operant, and naturalistic teaching arrangements.
G-10	Teach simple and conditional discriminations.
G-11	Use Skinner's analysis to teach verbal behavior.
G-12	Use equivalence-based instruction.
G-13	Use the high-probability instructional sequence.
G-14	Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).
G-15	Use extinction.
G-16	Use positive and negative punishment (e.g., time-out, response cost, overcorrection).
G-17	Use token economies.
G-18	Use group contingencies.
G-19	Use contingency contracting.
G-20	Use self-management strategies.
G-21	Use procedures to promote stimulus and response generalization.
G-22	Use procedures to promote maintenance.

H. Selecting and Implementing Interventions

H-1	State intervention goals in observable and measurable terms.
H-2	Identify potential interventions based on assessment results and the best available scientific evidence.
H-3	Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.
H-4	When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
H-5	Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.
H-6	Monitor client progress and treatment integrity.
H-7	Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.
H-8	Make data-based decisions about the need for ongoing services.
H-9	Collaborate with others who support and/or provide services to clients.

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

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)
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)

Required Texts and Materials

Miltenberger, R.G. (2016). *Behavior modification: Principles and procedures* (6th ed.) Boston, MA: Cengage Learning. ISBN-10: 1305109392

Grading System
Points will be allocated using the following weighted system
   1. Participation in weekly assignments (40% of final grade)
   2. Exams (60% 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.

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

Special Technology Requirements

Each student is expected to activate a MyUWF account and access it 2-3 times per week and access their UWF email account 2-3 times per week. Students will need broadband internet (laptop or desktop computer preferred) via a compatible web browser (complete list in Canvas). Students are expected to participate in the online learning environment by downloading files from Canvas and uploading and attaching files to send to others. Students will need audio input, built-in, or external computer speakers, as well as an internal or external webcam (recommended) in order to actively participate in the on-line live classroom and check ins.

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.

Other support links

- Canvas Support Hotline (Open 24/7) - 1-844-866-3349
- CR Institute Help Desk - institute-support@centralreach.com
- 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)

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 and submit a semester request each semester. Appropriate academic accommodations will be determined based on the documented needs of the individual. 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.

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.](#)

Military and Veterans' Resource Center

The [UWF Military & Veterans Resource Center (MVRC)](#) serves as a leading campus advocate for military and veterans students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill ® education benefits, active-duty tuition assistance, out-of-state fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising, and referral to state /federal resources and services. The MVRC is located in bldg. 38. For more information on MVRC service, call 474-2550

Mental Health Support

At the University of West Florida, we recognize that to learn, thrive, and flourish, you may need a little assistance. Please take advantage of the free resources online or on campus.

- For health concerns, contact Student Health Services at (850) 474-2172.
- For mental health or substance use concerns, contact Counseling and Psychological Services at 850-474-2420.
- For 24/7 crisis counseling, call 850-474-2420 and press option 6.

All students are encouraged to utilize Therapy Assistance Online (TAO) to strengthen skills to cope with anxiety, depression, stress management, and more. TAO is an interactive web-based self-help program that is available 24/7. Access TAO anonymously at [uwf.edu/tao](#).

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 where members are anonymous and can share how they are feeling and support each other. Learn more and join TogetherAll at [uwf.edu/togetherall](#)

Mental Health is one aspect of holistic health, which encompasses all of the 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 here to help you make the healthy choice, the easy choice, and support you in your wellness journey. [Meet 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.