HSC 4936 ACCELERATED TOPICS IN BEHAVIOR ANALYSIS IN HEALTH SCIENCE

2 Semester Course Credit Hours

Based on the BACB 5th Edition Task List

10 hours Measurement

5 Hours Experimental Design

15 hours Identification of the Problem and Assessment

Syllabus Effective Date: August 1, 2021

Prerequisites

Students must be eligible to enroll in Bachelor level courses and have completed HSC 3102, HSC 3114, HSC 4720, and HSC 4580 with a grade of 82% (B) or higher.

Course Description

For those interested in pursuing a career path in the field of health, this course is among the final two in a series of courses designed to meet the curriculum requirements to become a Board Certified assistant Behavior Analyst (BACB) or a Qualified Autism Service Practitioner-Supervisor. This course utilizes previous knowledge of behavior analysis and synthesizes key components into a comprehensive application of expertise regarding measurement, assessment, behavior change procedures. The content is based on the Behavior Analyst Certification Board (BACB) Task List and consists of (10) Hours of Measurement, Data Display and Interpretation, (5) Hours Experimental Design and (15) Hours Identification of the Problem and Assessment. The content is also based on the QABA QASP-S Standards and consists of (5) Data Collection, (20) hours of assessment, and (5) hours of training and supervision. This course is offered independently of the BACB and QABA.

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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. Apply topics related to ethics, measurement, behavior change, and personnel supervision and management.
2. Interpret and discuss concepts related to ethics, measurement, behavior change, and personnel supervision and management.
3. Justify appropriate procedures and outcomes based on case studies.
4. Formulate best practice procedures when addressing behavior assessment and change.

BCaBA Topics Covered.

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.

D. Experimental Design

D-1	Distinguish between dependent and independent variables.
D-2	Distinguish between internal and external validity.
D-3	Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).
D-4	Describe the advantages of single-subject experimental designs compared to group designs.
D-5	Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).
D-6	Describe rationales for conducting comparative, component, and parametric analyses

F. Behavior Assessment

F-1	Review records and available data (e.g., educational, medical, historical) at the outset of the case.
F-2	Determine the need for behavior-analytic services.
F-3	Identify and prioritize socially significant behavior-change goals.
F-4	Conduct assessments of relevant skill strengths and deficits.
F-5	Conduct preference assessments.
F-6	Describe the common functions of problem behavior.
F-7	Conduct a descriptive assessment of problem behavior.
F-8	Conduct a functional analysis of problem behavior.
F-9	Interpret functional assessment data.

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.

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

Brodhead, M. (2020). *A workbook in behavioral systems analysis and ethical behavior*.
ISBN 978-1-7346228- 0-5

O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2014). Functional assessment and program development. Cengage Learning. ISBN 978-1285734828

Packback Questions - Discussion Platform

Grading System. Points will be allocated using the following weighted system:
1. Participation in weekly applied assignments and quizzes (100% 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 lecture for each week, a 10% response cost to the **final grade** will be administered. 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.

Grading scale.

A	92-100
A-	90-91
B+	88-89
B	82-87 *Grades higher than 82% are a prerequisite for the next course in the sequence.*
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.