PSY 587: Practicum in Applied Behavior Analysis
Spring 2020

Instructor:	Michael Cameron, Ph.D, BCBA-D, LBA
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Office, Office Hours, and Classroom	SGM By appointment. Our class will meet in the GFS classroom 210. Our class will meet from 8:00 AM to 9:50 AM on Monday of each week.
Academic Calendar:	Class starts on Monday 01/13/20. We will not have class on: 01/20/20 for Martin Luther King's Birthday, 02/17/20 for President's Day, or 03/16/20 for Spring Break. Our last class will be on 04/27/20.

Official Course Description

This course will provide supervised practical experience in implementing behavior analytic assessment and treatment services. The course meets the supervision requirements for the Board Certified Behavior Analyst exam. The students will meet with a course instructor to present and discuss cases for 1 hour per week every semester, including one summer session.

Practicum hours in the field will vary from 10-20 hours per week during the academic year to 30 hours per week during the summer. The exact number of hours worked per week may vary depending on individual student needs and practical factors. Keep in mind that if a student desires to accrue the entire 1,500 hours required to sit for the BCBA examination by the date of graduation, then you will have approximately 90 weeks to accrue 1,500 hours of work experience, which amounts to 16.66 hours per week, if no weeks were missed due to vacation and illness. If a reasonable 4 weeks were taken off across the two academic years, that would amount to an average of 17.44 hours per week needed to complete 1,500 by the time of graduation. It is the responsibility of the student to track their accrual of experience hours toward this total of 1,500 but it is not a requirement that the student complete all 1,500 in order to graduate with their MS degree.

Course Learning Objectives and Outcomes

The purpose of this course is to provide you with supervised practical experience implementing all of the assessment and intervention procedures you learn about in your coursework throughout the master's program. The total practicum sequence consists of 10 course credits across five semesters. By the end of your last semester of practicum, you will have implemented and reported upon all major Applied Behavior Analysis procedures (see Competencies below).

Course Requirements

Class will meet twice each week for 110 minutes (i.e., from 8:00 AM to 9:50 AM).

Format of Class Meetings/ Supervision: In order to meet the requirements of the Behavior Analyst Certification Board for supervised field experience, this course meets in two formats: 1) group, and 2) individual. Group class meetings will be held for 110 minutes, once per week. Individual meetings will be held every two weeks and will be conducted one-on-one with a site-based instructor and a student. In order to comply with BACB requirements (and to ensure the highest levels of quality), students must arrange for the instructor to observe them implementing behavioral interventions during individual meetings. This can be accomplished via live in-person observation, live videoconference, or by watching prerecorded video clips during the individual meetings. During the Summer semester, meeting durations (both group and individual) will be increased to 1.5 hours in order to accommodate sufficient supervision hours for students to complete 30 hours of field work per week.

In-Class Participation: Practicum classes will meet every week and attendance is mandatory in order to accrue supervision hours toward BCBA certification, as well as to pass the class. At each class meeting, all students are expected to bring client data (i.e., for privacy purposes, do not have any identifying information associated with the data) for presentation and discussion. For graphs of data, make sure to exclude real client names, addresses, social security numbers, and any other identifying information (age, diagnosis, and behavior data are not considered identifying information). For videos, make sure to obtain written consent from the client (if over 18) or his/her parent or legal guardian to share videos with the class (sample consent forms to be provided by the instructor) and make sure no identifying information (name, address, and so on) is discussed in the videos. The purpose of discussion is to provide a constructive and supportive forum for peer review. Hostile participation will not be tolerated. Discussion and feedback must be frank but supportive, constructive, and solution-oriented.

Syllabus Summary Points

1. The practicum class will meet once per week for 110 minutes.
2. Class will include the following activities: (a) lecture, (b) class discussion, and (c) Competency Performance Testing (CPT), (d) article reviews, and (e) the Think Aloud procedure.
3. Students will meet with their on-site Board Certified Behavior Analyst supervisor once every two weeks.
4. All students will maintain their documentation (i.e., for supervision) in accordance with the standards and requirements of the Behavior Analyst Certification Board (BACB).

Required and Optional Texts and Electronic Reserves

Required Text and On-Line Tutoring Materials:

- Behavior Analyst Certification Board. Professional and Ethical Compliance Code for Behavior Analysts. http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf

- Behavior Analyst Certification Board Fifth Edition Task List.

Supplemental Articles and Chapters:

- Available on Blackboard and assigned individually, based on clinical needs and competencies

NOTE: The professor reserves the right to modify and adjust this syllabus.

Syllabus Summary Points

1. Throughout the practicum class, continuous reference will be made to the BACB's Professional and Ethical Compliance Code and the 5th Edition Task List for Board Certified Behavior Analysts.
2. Additional readings (i.e., articles and book chapters) will be assigned during the course of the semester. The supplementary readings, when assigned, will be uploaded to Blackboard.

Competencies

Over the course of five semesters of practicum in applied behavior analysis, you will complete 40 competencies. These competencies represent the major procedures that are broadly considered to constitute the primary assessment and intervention repertoire of professional behavior analysts. Each competency must be completed with a real client for whom it is clinically appropriate. The methods and results of each competency must be described and submitted in a written form that would be suitable for practice in the real world. The written submissions will vary in length, depending on the nature and needs of the individual competency but most will consist of 1-3 typed pages (prose and/or bulleted) plus at least one graph, where appropriate. Additional detail regarding the requirements for each competency will be provided each semester.

Each competency will also involve a Competency Performance Test (CPT). Performance Tests will occur subsequent to the submission of your written assignment and will involve: (1) an evaluation of your verbal abilities, (2) an assessment of your listening literacy skills, (3) an assessment of your text-based literacy skills, (4) an evaluation of your analytic and problem-solving abilities, (5) an evaluation of your motor skills (where appropriate), and (6) an evaluation of your fluency (i.e., speed and accuracy).

Performance Tests will occur in a group setting and also in the context of a one-to-one meeting.

Please note that many competencies overlap with assignments in the other courses in the Masters in Applied Behavior Analysis Program. The difference is that course assignments are hypothetical and competencies are real, to be designed and carried out with real clients. It is acceptable for a single piece of work to satisfy both a course requirement and a competency, if indeed the piece of work

satisfies both sets of requirements and is submitted according to the timelines and requirements of both.

In addition, please note that a single real-life intervention can combine many individual competencies, since top-quality ABA services always require more than one competency to be executed simultaneously. It is acceptable to satisfy the requirements of multiple competencies in a single piece of work, provided the practicum supervisor views the work as satisfying the requirements of all. Be sure to clearly indicate which competencies you address in each submission.

Approximately 8-9 competencies should be completed per semester, in order to keep pace with the program (i.e., 8 competencies x 5 semesters = 40 competencies). Therefore, students will receive 20 course points for each competency submitted, up to a limit of 8. Students are encouraged to complete competencies at a rate higher than 8 per semester. Doing so will help students stay ahead of the pace needed to complete the competencies on time but it will not improve the course grade, above and beyond earning the maximum points possible for competencies. In cases where students complete all of their competencies earlier than the final semester of practicum, they will not be required to earn points for competencies toward their course grade for that semester and their course grade will instead depend entirely on attendance and participation in discussion and supervision. At the end of the final semester of practicum, students will submit a portfolio of all of their competencies.

Syllabus Summary Points

1. You will complete, at a minimum, eight (8) competencies per semester.
2. You are allowed, if you choose, to complete more than eight competencies within a semester.
3. You will demonstrate your understanding of each competency within a paper (one to three pages in length) that includes at least one data display.
4. Subsequent to the submission of your paper, your Competency Performance Test (CPT) will be scheduled.
5. You will create a portfolio to display your accumulated competencies.

List of Competencies

The following list of competencies do not need to be completed in the order in which they are listed below but the following list maps roughly onto the order in which students will learn about each concept and procedure in their coursework in the program:

1. Evaluate a sample intervention plan in terms of the degree to which it satisfies Baer, Wolf, and Risley's (1968) seven characteristics of Applied Behavior Analysis.
2. Using Microsoft Excel™, make a graph of hypothetical data depicting an ABAB design (including baseline, treatment, return to baseline, and then return to treatment), a multi-element design, and a multiple baseline design (these templates will provide the bases for the graphs that will be required for most of the remaining competencies).
3. Use positive reinforcement on a continuous schedule and thin to an intermittent schedule
4. Token system / conditioned reinforcement
5. Manipulate motivating operations
6. Stimulus control / discrimination training
7. Chaining / task analysis
8. Shaping
9. Extinction

10. Differential reinforcement of alternative behavior / functional communication training (if you implement extinction also, this can subsume the extinction competency)
11. Differential reinforcement of other behavior
12. Verbal behavior training (any verbal operant)
13. Self-management (client, graduate student, or friend/family member)
14. Generalization and maintenance (this can be subsumed within the last phase of another competency)
15. Ethical dilemma involving Responsibility to the Client
16. Ethical dilemma involving Behavior Analysts as Supervisors
17. Ethical dilemma involving Behavior Analysts and the Behavior-Change Program
18. Collect data on behavior using frequency/rate, duration, percent correct, partial interval, and momentary time sampling (these requirements can be met by other competencies in which you are already collecting data with one or more of these methods)
19. Train to reliability with another data collector and collect inter-observer agreement (IOA) data using frequency and percent correct data, documenting agreement above 80% for three consecutive sessions
20. Procedural integrity data documenting greater than 80% integrity for at least three consecutive sessions
21. Functional assessment via structured indirect assessment (e.g., the Motivation Assessment Scale or the Questions About Behavioral Function)
22. Functional assessment via antecedent-behavior-consequence data
23. Functional assessment via experimental functional analysis (brief or discrete trial functional analysis is acceptable if clinically appropriate)
24. Ecological assessment for challenging behavior (the three types of functional assessment and the ecological assessment can be combined within a single functional behavioral assessment report, where appropriate)
25. Assessment of family or organizational resources and support for behavioral intervention
26. Skill assessment (e.g., direct observation, Verbal Behavior Milestones Assessment Placement Program or PEAK Relational Training System, etc.)
27. Identify and select skill acquisition target based on cognitive development literature
28. Identify and select skill acquisition target based on social development literature
29. Assess social validity of goals, procedures, and outcomes of an intervention
30. Use an ABAB design to evaluate the effectiveness of an intervention
31. Use a multi-element design to compare treatments or in the context an experimental functional analysis
32. Use a multiple baseline or multiple probe design across clients (concurrent or nonconcurrent) or across settings, behaviors, or people (concurrent) to evaluate the effectiveness of an intervention
33. Use a parametric design to assess the relative effects of various levels or parameters of an intervention
34. Paired choice and multiple stimulus without replacement preference assessments
35. Discrete trial training (can easily be combined with the stimulus control / discrimination training competency, if desired)
36. Natural environment training (e.g., Pivotal Response Training, incidental teaching, etc.)
37. Train a parent or other family member of a client in a behavioral intervention procedure
38. Train one or more staff members in a behavioral intervention procedure
39. Train and test for derived relational responding in accordance with stimulus equivalence or relational framing

40. When given a diagnostic or assessment report consisting primarily of results of standardized tests and recommendations from a clinical psychologist, neuropsychologist, or medical doctor, select goals and procedures for behavioral intervention

Class Schedule, Assignments, & Due Dates

Date	Comments and Competencies	Agenda	Assignments
Week 1 01/13/20	Planning for PSY 587: Practicum in Applied Behavior Analysis Review of the syllabus and class expectations	None	None
Week 2 01/27/20	Behavior Analysis and Project Management	Project Management Article: *Information Processing as an Integrating Concept in Organizational Design* BCBA Test Preparation	Competency 1 due on 01/27
Week 3 02/03/20	Behavior Analysis and Acceptance and Commitment Therapy	Acceptance and Commitment Training (ACT) Article: *Acceptance and Commitment Therapy for the Treatment of Music Performance Anxiety: A Pilot Study with Student Vocalists* BCBA Test Preparation	None

Date	Comments and Competencies	Agenda	Assignments
Week 4 02/10/20	Evaluating Treatment Effectiveness	Tau-U Calculation: http://www.singlecaseresearch.org/calculators/tau-u Article: *Tau-U: A Quantitative Approach for Analysis of Single-Case Experimental Data in Aphasia* BCBA Test Preparation	Competency 2 due on 2/10
Week 5 02/24/20	Psychological Testing: Guest Lecture	Understanding psychological tests and test results	None
Week 6 03/02/20	Psychological Testing: Guest Lecture	Understanding psychological tests and test results	Competency 3 Due on 03/02
Week 7 03/09/20	Instructional Design and Staff Training	Instructional Design and Staff Training Article: *Instructional Design as Knowledge Management: A Knowledge-in-Practice Approach for Choosing Instructional Methods* BCBA Test Preparation	None

Date	Comments and Competencies	Agenda	Assignments
Week 8 03/23/20	Machine Learning	Deep Learning	Article: *Application of Supervised Machine Learning in Autism Spectrum Disorder Research: A Review* BCBA Test Preparation	Competency 4 due on 3/23
Week 9 03/30/20	Organizational Health and Cultural Diversity	Article: *Performance Measures and their Benchmarks for Assessing Organizational Cultural Competency in Behavioral Healthcare Service Delivery* BCBA Test Preparation	None
Week 10 04/06/20	Leadership and Culture	Article: *How Effective Leadership can Facilitate Change in Organizations through Improvement and Innovation* BCBA Test Preparation	Competency 5 due on 4/06
Week 11 04/13/20	Professional Liability and Legal Issues for Board Certified Behavior Analysts	BCBA Test Preparation	None

Date	Comments and Competencies	Agenda	Assignments
Week 12 04/20/20	Reputation Management	Article: *Personal Reputation: Effects of Upward Communication on Impressions of New Employees* BCBA Test Preparation	Competency 6 due on 04/20
Week 13 04/27/20	BCBA Test Preparation	BCBA Test Preparation	None

Grading

Grading for this course is as follows:

Learning Objective	Assignment	Measurement	Expected Result	Percent of Grade
Participation	In-Class Participation	10 points @ 15 classes = 150 points	Students contribute to class discussions by making interesting or insightful comments and/or asking thoughtful questions.	48%
Competency	Demonstration	20 points @ 8 = 160 points	Students will demonstrate understanding of interconnections and extensions of information from the 4th Ed Task List for Board Certified Behavior Analysts	52%
TOTAL POINTS = 310				

University Policy on Religious Observance

University policy grants students excused absences from class for observance of religious holy days. Faculty are asked to be responsive to requests when students contact them IN ADVANCE to request such an excused absence. The student should be given an opportunity to make up missed work because of religious observance.

The Deans of Religious Life recommend that faculty not schedule an exam on a major holy day or plan something that cannot be made up afterwards. They are also asked to keep in mind that some holy days require additional time for preparation or travel before and/or after the actual observance.

Students are advised to scan their syllabi at the beginning of each course to detect potential conflicts with their religious observances. Please note that this applies only to the sort of holy day that necessitates

absence from class and/or whose religious requirements clearly conflict with aspects of academic performance.

Should you have any questions or concerns, please contact the Office of Religious Life (213-740-6110) or the Office of Equity and Diversity. A listing of holy days and occasions also appears on the Office of Religious website, which is at http://orl.usc.edu/.

Class Presence, Participation, and Follow-Up: Active participation is crucial to the learning process. The point of attending class is to attend to the class. Texting and browsing the Internet are just two examples of behaviors that are incompatible with attending to the class content. Engaging in these behaviors during class may result in you being asked to leave. Unless you are notified that there is a school -wide systems problem, you are responsible to post on time, all the time. Plan to have back-up systems-computers at work, library, or commercial access point.

Late Assignments: Assignments are to be submitted on time. **NO late assignments will be accepted without documentation of the family or medical emergency.**

<table>
<tr><td align="center">**Recommended Best Practices**</td></tr>
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ELECTRONIC COMMUNICATION ETIQUETTE
Learning and working online means that communication often lacks the benefit of visual support of body language and tone of voice. This can easily lead to misunderstandings or unintentional offense. Reviewing what is written in an email or posted in a discussion forum will serve to better support successful online participation.

Students are advised to observe the below guidelines when participating in an online course or communicating with others. Professional behavior is an institutional learning goal, and all are expected to behave as professionals in all aspects of communication.

- Be respectful, professional, and careful about what is said and how it is said.
- Be aware of the image being projecting online. Use clear writing and good form.
- As others cannot read nonverbal cues such as facial expressions or easily interpret the tone of written communication, words and manners of expression must clearly indicate the intended meaning. This is particularly important when using humor (e.g. sarcasm may not be apparent in words alone).
- Respect the time of others. Keep communication short and to the point. Also, be sure to stay on topic.
- With disagreeing with others, be polite and gracious.
- On message boards or in discussion forums, use the subject line appropriately, employing meaningful and succinct labels so that receivers may immediately grasp the topic being advanced.
- When someone else errs and/or does not follow proper protocol, consider whether it is necessary to provide correction. If correction is in order, be polite and, if discretion is advised, address the issue privately rather than in a public way.
- Avoid using ALL CAPS, especially when you are disagreeing! This is perceived as shouting and is considered rude.
- Comply with copyright laws.
- Be mindful of compatibility concerns. Be sure that others can view files uploaded to online platforms.

- Be aware of issues that might arise due to cultural and languages differences.
- Do not to violate the privacy of others. Do not send commercial advertisements or SPAM to other students, instructors, or staff.

Statement on Academic Conduct and Support Systems

A. Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

B. Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
https://engemannshc.usc.edu/counseling/

C. National Suicide Prevention Lifeline: *1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

D. Relationship & Sexual Violence Prevention Services (RSVP): *(213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

E. Sexual Assault Resource Center:

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

F. Office of Equity and Diversity (OED)/ Title IX Compliance: *(213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.
https://equity.usc.edu/

G. Bias Assessment Response and Support:

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response.https://studentaffairs.usc.edu/bias-assessment-response-support/

H. **Student Support and Advocacy:** *(213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

I. **Diversity at USC:** https://diversity.usc.edu/

Diversity Statement

The Master of Science in Applied Behavior Analysis program at the University of Southern California values diversity and equity in all aspects of graduate education in applied behavior analysis, the provision of behavior analytic services to the community, and in society more broadly. We believe that the value of diversity derives from the basic tenet that all humans are created equal and are equally deserving to be treated with dignity and respect. We believe that we, as a program, have a duty and an opportunity to contribute to a more kind and compassionate world by living our values of diversity and equity in all of our daily operations as a program. Therefore, we value the input from all members of our community, regardless of sexual orientation, gender identity, race, ethnicity, religion, disability status, socioeconomic background, first language, country of birth origin, or country of legal emigration status. We value diversity, not only for the sake of creating a more equitable future, but because when we provide a more diverse learning environment for our students, we provide a richer and more meaningful educational experience for all.