BEHV 5616  
Effective Communication and Collaboration in Behavioral Practice  
Fall 2023 Course Syllabus

Instructor and Teaching Assistant Contact Information

Instructor: Ashley Lugo, PhD, BCBA-D  
Teaching Assistant: Ian Paterson, B. S. and Lisia Albuquerque, B.A.

Email: behv5616@unt.edu  
Office Hours: Office hours are available for tutoring and will be held via Zoom on a day and time listed on Canvas. You can access the Zoom office hours meeting by clicking on Office Hours in the Prerequisite Module. All Zoom calls (video and/or voice) will be recorded.

Course Assistance: If you have a question that is not answered in the syllabus or activity instructions, please email us anytime. We love hearing from students, and we are here to help! To contact your Instructor or Teaching Assistant, please email us at behv5616@unt.edu.

If you would like to know the answers to specific questions, please let us know the activity title, the item number, and provide some information about why you think certain answers are correct or incorrect. While we cannot provide specific correct answers, your information will help us to provide tutoring over the course content, which will then help you determine the correct answer. Students can expect a response before or during the next business day.

Other Assistance: If you experience problems with Canvas, please select “help” in the Global menu or visit the UNT help desk or Canvas Technical Support. If you believe Canvas is experiencing an outage, please go to the Canvas Status page to check.

If you require help registering for this or another course in the sequence, or if you need help with other administrative matters, please contact Micah Hope at behvDLinfo@unt.edu. We will either help you or forward your request for help to the appropriate personnel at UNT.

Please ensure that you are receiving emails from all “@unt.edu” addresses. Check your spam filters and your junk email folders. Change your email settings to allow emails from us to your inbox. We are not responsible for emails we send that you do not receive due to your email account settings. No extensions or exceptions will be granted based on this issue.

Course Description

The purpose of this course is to improve the written and verbal communication skills of students as applied to behavior analysis. Students will learn to construct understandable and clear documents, collaborate with caregivers and professionals, and present to professional audiences. Projects include a literature review and a professional presentation.

Course Structure

This course is fully online; all activities and assessments will be completed in Canvas.
Activities in the course should be completed in the order they are presented within each module. This course has weekly deadlines. To help students do well on the written assignment and in the course, students are required to complete activities by weekly deadlines. We understand that circumstances may sometimes prevent you from meeting a deadline. Therefore, we have a one-week grace period after each deadline. This means that each activity, with the exception of written assignments, activities due during the last week of class, and the final exam, will be available for one week after the deadline on the module header. After the one-week grace period ends, the activity will be deactivated, and students will no longer be able to earn any points on these activities. There will be no exceptions. Therefore, to do well, it is crucial to not only keep up with the course calendar, but to work ahead as much as possible in case of emergencies or other events. Working ahead also allows time for you to attend office hours or receive an email reply if you need to ask any questions about an assignment before it is due.

Course Prerequisites or Other Restrictions

BEHV 5610 (may be taken concurrently)
BEHV 5612 (may be taken concurrently)
BEHV 5613 (may be taken concurrently)

Course Objectives

By the end of this course, students will be able to:

- Identify and select the best answer when completing weekly quizzes over readings and videos relating to effective communication within behavioral practice.
- Synthesize the literature in a chosen area of behavioral practice and write a literature review of research findings using APA-style.
- Apply and demonstrate professional writing skills by preparing a reference letter and resume
- Design and construct a series of slides reviewing the literature in a chosen area of behavior analysis; demonstrate public speaking skills by presenting a videotaped presentation of the slides.
- Demonstrate and apply knowledge of communication skills relevant to the practice of behavior analysts by choosing the most appropriate answers on a mid-term and final examination.

Materials


Instructional Allocations

This course is a 3 semester credit hours (sch) graduate course. A typical college graduate course requires allocations of 3 hours of contact time (e.g., course lectures and/or engagement activities) per week and about 6 hours of additional effort (e.g., reading, writing, researching, studying). This totals 45 hours of instructional time and about 90 hours of additional activities. In this course, contact time includes watching videos and answering questions. Additional effort includes reading and written projects.
Success in an Online Course

Collaboration and civility are core values in the practice of behavior analysis.

Completing courses is part of your graduate education. How you engage in those courses is also part of your graduate education – because of that we emphasize professional etiquette as part of your preparation as a behavior analyst.

- Be kind, polite and respectful. Sometimes the impersonality of the computer makes it hard to remember that we are all humans trying to teach, learn, and make the world a better place. That is why we went into behavior analysis. Be patient with yourself, the process and us!
- Be a problem solver and contributor to improvement of situations. Communicating online is not always as easy because of time differences, technology challenges, and lack of context. Try to approach problems from a behavior analytic perspective and then work on solutions by changing the environment.
- Seek help when you are not able to resolve something on your own. Collaboration is an important skill in behavior analysis. Learn to know what you don’t know and when you need to ask for help. Respond to feedback and suggestions in a professional manner. Our courses are designed to help you succeed. That is why we exist.
- Remember the big picture and let that help you behave civilly when you feel discouraged. You are doing this because you will learn skills to help people. That is a goal worth all the hard effort you are putting into it.

Collaboration and civility are core values in the practice of behavior analysis.

Resources

At the beginning of the course on Canvas, there is a Resources module. This module contains valuable information for students including the following topics:

- BAO Registration Information
- Drop/Withdrawal Process
- Getting Help
- Requesting a Transcript
- Technology Information and Requirements

Please check this module to see if your question is answered there before contacting the instructor or TA.
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Objectives</th>
<th>Component Assessment Activities</th>
<th>Integration and Application Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectively Communicating Research Findings: Getting Started and Finding Resources</td>
<td>Describe strategies for getting started on a literature review and finding scholarly sources</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz Reference List and Keywords</td>
</tr>
<tr>
<td>2</td>
<td>Effectively Communicating Research Findings: Preparing to Write with a Purpose</td>
<td>Describe strategies for organizing a paper prior to writingDiscriminate citations and references in APA style</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz Literature Review Outline and APA-style references</td>
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<td>3</td>
<td>Effectively Communicating Research Findings: Patterns of Language</td>
<td>Describe and discriminate strategies and rules for writing with clarity and proper grammar</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz First Draft of Literature Review</td>
</tr>
<tr>
<td>4</td>
<td>Effectively Communicating Research Findings: Principles of Writing Well</td>
<td>Describe and discriminate rules for writing with proper punctuation, mechanics, and correct wording, and bias-free language</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz Editing Assignment</td>
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<tr>
<td>5</td>
<td>Effectively Communicating Research Findings: Proofreading</td>
<td>Describe strategies for effective proofreading</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz</td>
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<tr>
<td>6</td>
<td>Interpersonal Communication and Collaboration: Business Etiquette and Leadership</td>
<td>Describe strategies for using appropriate business etiquette, being assertive, being an effective leader, networking, and public relations</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz</td>
</tr>
<tr>
<td>7</td>
<td>Interpersonal Communication and Collaboration: Ethics, Persuasion, and Negotiation</td>
<td>Describe strategies for ethically and effectively communicating, being persuasive, and collaborative</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz</td>
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<td></td>
<td><strong>Mid-Term Examination</strong></td>
<td></td>
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<tr>
<td>9</td>
<td>Professional Writing: Correspondence</td>
<td>Describe strategies for writing professional emails and letters</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz Write a Letter of Recommendation</td>
</tr>
<tr>
<td>10</td>
<td>Becoming a Trusted Professional: Vital Work Habits</td>
<td>Describe strategies for time management, keeping commitments, managing stress, and using feedback to learn</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz</td>
</tr>
<tr>
<td>11</td>
<td>Professional Writing: Preparing a Resume</td>
<td>Describe strategies for preparing a resume</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz Prepare a Resume</td>
</tr>
<tr>
<td>12</td>
<td>Becoming a Trusted Professional: Advanced Consulting Skills</td>
<td>Describe strategies for critical thinking, problem solving, mentoring, and being curious</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz</td>
</tr>
<tr>
<td>13</td>
<td>Presenting to Professional Audiences: Designing Your Presentation</td>
<td>Describe strategies for planning a presentation</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz Outline of Presentation</td>
</tr>
<tr>
<td>14</td>
<td>Presenting to Professional Audiences: Building Your Presentation</td>
<td>Describe strategies for designing PowerPoint slides for a presentation</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz Slides for Presentation</td>
</tr>
<tr>
<td>15</td>
<td>Presenting to Professional Audiences: Giving Your Presentation</td>
<td>Describe strategies for delivering a presentation</td>
<td>Study Guide Questions</td>
<td>Weekly Quiz Recorded Presentation</td>
</tr>
</tbody>
</table>

**Cumulative Final Exam**
Course Activities

Study Guides and Practice
Each module contains readings and videos selected by the course designer. Some readings and/or videos have a corresponding Study Guide which consists of multiple-choice questions, which may have multiple correct answers. These activities are designed to be a roadmap through the material, directing the students’ attention to key important information in the material. Students may refer to the assigned material when answering Study Guide questions.

Practice activities give students an opportunity to learn through practicing application of a skill or concept learned during that week’s activities. Students may refer to the assigned material when answering Practice questions.

Integration Assessments
Throughout the course, there are several opportunities for students to integrate and apply what they have learned by answering application questions or completing projects. To do well on projects, students should read the application assignments before starting the module. This will allow students to identify content that may be useful when completing the project.

Specific instructions for each written assignment will be under the specific activity in the Canvas Module.

All feedback provided within this course assumes that scenarios in the course and provided by the student are hypothetical. No feedback should be taken as clinical advice or consultation.

Weekly Quizzes
At the conclusion of each module, students will complete a quiz over the content covered that week. Students may refer to the assigned material when answering quiz questions.

Examinations
This course includes two examinations, each of which will ask questions over all content previously covered in the course, but with a focus on the content covered since the most recent exam.

Grading
A grade of ‘B’ or better is required for this class.

You will have immediate feedback on all activities, with the exception of written assignments. Grading for written assignments will begin on the due date. Students will receive feedback within two weeks of the assignment deadline.

Each activity on Canvas indicates the number of points that can be earned within the activity. The Grades link in your Course Menu will provide you with information about your score for each activity and your grade in the class. Please note that assignments that are not completed by the due date will automatically be counted as missing and assigned a grade of 0. If the assignment is then completed during the grace period, the grade will be updated to reflect the highest score earned on the activity.

For more information on how to navigate the Grades page on Canvas, please see the Canvas Student Guide.

Grades are based on the percentage of possible points that a student earns:
• A = 90-100%
• B = 80-89.9%
• C = 70-79.9%
• F = below 70%

Coursework will be weighted as follows:
• 15% Study Guides and Practice Activities
• 30% Weekly Quizzes
• 30% Integration Assignments
• 10% Mid-Term Exam
• 15% Final Exam

Course Evaluation
Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT evaluations will be available near the end of the semester.

Course Policies
Assignment Policy
Please complete the first module of the course, Preparatory Activities, the first week of the semester. You must complete this module in order to unlock the rest of the modules in the course.

Students must submit the Integration Assignments by the following deadlines; there are no grace periods on these assignments, so please notate the due dates in your calendar.

August 28    Selecting a Topic and Appropriate Resources
September 5  Evaluating Sources
September 11 Outline and APA-Style References
September 25 Outline and APA-Style References Revisions
October 16    First Draft of Literature Review
October 23    Letter of Recommendation
October 30    Proofread Literature Review
November 6    Resume
November 13    Final Literature Review
November 20    Outline of Presentation
December 4    PowerPoint Slides
December 7    Recorded Presentation and Revised PowerPoint Slides

Activities in the last week of the course will be due by December 7th at 11:59pm CT. There are no grace periods for these activities.
The final exam is due December 13th at 11:59pm CT. **There is no grace period for the final exam.**

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

**Examination and Quiz Policy**

Quizzes require the use of Respondus Lockdown Browser, which will be available in Canvas. Students may refer to the assigned material when answering quiz questions.

Examinations must be completed on a laptop or desktop computer using a webcam as exams require the use of Respondus Lockdown Browser and Respondus monitor. **Students may not look at any course or other materials during examinations.**

**Late Work**

No credit is given for late assignments.

**Attendance Policy**

This course is fully online; all activities and assessments will be completed in Canvas. No attendance at any specific day or time is required.

**Syllabus Change Policy**

The instructor reserves the right to make changes and updates to the syllabus as needed. Any updates to the syllabus will be posted on Canvas and an announcement will be made regarding relevant changes.

**BAO Academic Integrity Policy**

Honesty is a core value in the practice of behavior analysis. Progress depends on honesty in data collection, reporting, and documenting. For that reason, plagiarism is especially troublesome for behavior analysts in training.

Please note that all work in this course must be completed independently and must be your own work in your own words. Plagiarism, including submitting content identical or highly similar to other student’s papers and copying content from journal articles, websites or other sources, is strictly prohibited. Using your own previous work without citation is also considered plagiarism.

The Integration assignments will be submitted through Turnitin on Canvas. Turnitin is a program that will systematically detect any plagiarism. If plagiarism is detected, you will not receive points for the activity. If more than one assignment is plagiarized, you will receive an “F” in the course. If you plagiarize in more than one course, you will be dropped from the program.

**Artificial Intelligence (AI) Policy**

Artificial Intelligence is defined as any text-generating software (e.g., ChatGPT, iA Writer, Marmot or Botowski). We recognize the significant value of such technology and that our students will likely use it during their careers. At the same time, for those you serve, there is value in being able to produce independent work demonstrating skills such as integration, reflection, analysis, and application of the content being taught.
**Acceptable use.** It is acceptable to use AI as an additional support when studying course content (e.g., seeking clarification about a concept). However, please keep in mind that AI has limitations of which to be aware:

- AI may generate content that is inaccurate or incomplete.
- AI models have built-in biases since they may be based upon limited, unreliable, or problematic sources.
- AI may have limitations such as evaluating information and thinking critically.

**Unacceptable use.** It is never acceptable to submit projects or any written work that is partially or fully generated by text-generating software. Turnitin scans for content generated by AI; such content will be considered plagiarism and subject to the consequences specified in the Academic Integrity Policy. An additional risk is submitting content that is irrelevant to the assigned topics or lacks citations. This also can lead to a substantial deduction of points.

You are responsible for reading and understanding Academic Integrity Policy and the UNT Student Academic Integrity Policy.

**UNT Policies**

**Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://studentaffairs.unt.edu/office-disability-access).

**Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

**Access to Information - Eagle Connect**

Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).
Course Designer

Kenda Morrison, Ph.D., BCBA-D designed this course. Our outstanding staff conducts testing and reliability on course activities.

Copyright Information

All activities, lectures, and PowerPoints in the course are copyrighted by UNT and may not be reproduced or utilized by any means, electronic or mechanical, without permission of the copyright owners. Students are expressly prohibited from copying course questions and/or uploading them to websites. This is both a violation of copyright and a violation of the Academic Integrity Policy.
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