BEHV 5636
Capstone: Application and Analysis 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.

Email: behv5636@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 behv5636@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 the Associate Director at behvDLinfo@unt.edu. They 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 integrate and extend student understanding of the philosophical underpinnings and the basic principles and concepts underlying the science of behavior in ways that will help establish foundations for effective and successful careers in applied behavior analysis. Objectives of the course are 1) to review and improve fluency with important concepts, principles, and applications of behavior analysis; 2) evaluate each student’s current skills, abilities, and knowledge in applied behavior analysis; 3) to use the results of this evaluation to identify strengths and gaps in students’ skills, abilities, and knowledge; 4) to develop a plan to promote professional growth; and 5) to help students integrate their understanding of concepts, principles, and procedures to develop a comprehensive, individualized assessment and intervention plan for a hypothetical practice case in their chosen area of practice. The
overarching themes of the course are to facilitate fluent use of concepts and principles across areas of professional engagement, and to prepare the student for professional credentialing and a successful career as a Board-Certified Behavior Analyst.

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 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 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 ABA Foundations, Concepts, and Principles I
BEHV 5612 Meaningful Assessment in Behavioral Practice
BEHV 5613 Culturally Responsive Ethics in Behavioral Practice
BEHV 5616 Effective Communication and Collaboration in Behavioral Practice (only required for MA students)
BEHV 5618 ABA Foundations, Concepts, and Principles II
BEHV 5619 Fundamentals and Techniques of Compassionate and Effective Behavior Change
BEHV 5622 Evidence-Based Practice: Understanding and Using Applied Behavior Analytic Research
BEHV 5627 Behavioral Practice in Autism (may be taken concurrently)
BEHV 5634 Improving Staff Performance in Behavioral Practice (may be taken concurrently)

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

- Define and provide examples of basic concepts, how they are applied, and how they relate to one another within the scope of the science and practice of applied behavior analysis.
- Assess basic concepts and skills repertoires and identify areas for development and improvement in the context of professional goals.
- Develop a comprehensive professional development plan, specifically targeting areas for further development, plans for continuing learning and engagement with the state of the discipline, development and maintenance of ethical communities of practice, contributions to society, and means of measuring progress toward goals.
- Produce a capstone project that emphasizes meaningful problem identification and assessment, behavior change systems, implementation techniques, design and evaluation, and a conceptually systematic framework.
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 addition 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
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
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Objectives</th>
<th>Component Assessment Activities</th>
<th>Integration and Application Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course</td>
<td>Meet Your Instructor and Classmates. Learn about the structure of the class and projects.</td>
<td>Study Guide Questions, Discussion Board</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Basics Revisited: Miltenberger Ch. 1 - Roots and Characteristics of ABA</td>
<td>Define behavior, describe behavior modification, its characteristics, historical roots, areas of application, and credentialing.</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Professional Development: Professional Profile</td>
<td>Instructor and Student Introductions, Review Syllabus and course requirements.</td>
<td>None</td>
<td>Professional Plan Part 1: Submit Professional Profile</td>
</tr>
<tr>
<td>3</td>
<td>Basics Revisited: Miltenberger Ch. 2 &amp; 3 - Measuring and Graphing Behavioral Data</td>
<td>Describe methods for direct and indirect assessment, behavioral recording, and the challenges of selecting and evaluating measures, graphing behavioral data.</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Capstone Project</td>
<td>Initiate Project Plan – Identify general topic/overall goals, define general project parameters.</td>
<td>None</td>
<td>Submit project proposal</td>
</tr>
<tr>
<td>4</td>
<td>Basics Revisited: Miltenberger Ch. 4 – Reinforcement</td>
<td>Define and provide examples of reinforcement, factors affecting its effects, and schedules of reinforcement.</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Capstone Project</td>
<td>Complete general project parameters.</td>
<td>Proposal review</td>
<td>Individually scheduled meeting with instructor – approve general project parameters</td>
</tr>
<tr>
<td>5</td>
<td>Basics Revisited: Miltenberger Ch. 5 – Extinction</td>
<td>Define and provide examples of extinction, its characteristics, and factors affecting its effects.</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Capstone Project: Ongoing project development</td>
<td>Develop introduction section.</td>
<td>None</td>
<td>Ongoing writing</td>
</tr>
<tr>
<td>6</td>
<td>Basics Revisited: Miltenberger Ch. 6 – Punishment</td>
<td>Define and provide examples of punishment (positive and negative), its characteristics, and factors affecting its effects. State problems with punishment.</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Capstone Project: Ongoing project development</td>
<td>Complete introduction.</td>
<td>None</td>
<td>Submit introduction</td>
</tr>
<tr>
<td>7</td>
<td>Basics Revisited: Miltenberger Ch. 7 – Stimulus Control and Generalization</td>
<td>Define and provide examples of discrimination and generalization. Describe the general discrimination training process.</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Professional Development: Professional Skills Assessment</td>
<td>Mock BCBA exam to estimate current professional repertoire.</td>
<td>None</td>
<td>Professional Plan Part 2: Mock Exam</td>
</tr>
<tr>
<td>Week</td>
<td>Task</td>
<td>Description</td>
<td>Study Materials</td>
<td>Notes</td>
</tr>
<tr>
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<tr>
<td>8</td>
<td>Capstone Project: Ongoing project development</td>
<td>Use feedback on introduction to review and revise, initiate development of method section.</td>
<td>None</td>
<td>Ongoing writing</td>
</tr>
<tr>
<td></td>
<td>Basics Revisited: Miltenberger Ch. 8 – Respondent Conditioning</td>
<td>Define and provide examples of respondent conditioning, its characteristics, and factors affecting its development.</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Professional Development: Analysis of Skills Assessment Outcomes 1</td>
<td>Analyze exam results across areas of competence in the practice of behavior analysis.</td>
<td>None</td>
<td>Professional Plan Part 3: Skills Assessment: Analysis of Professional Skills Assessment</td>
</tr>
<tr>
<td></td>
<td>Capstone Project: Ongoing project development</td>
<td>Continue developing method section.</td>
<td>None</td>
<td>Ongoing writing</td>
</tr>
<tr>
<td>9</td>
<td>Professional Development: Analysis of Skills Assessment Outcomes 2</td>
<td>Identify areas in need of further skill development – specify relevant chapters to be engaged/reviewed. Analyze current skill set in context of proposed area of practice and professional goals. Develop plan for further professional development.</td>
<td>None</td>
<td>Professional Plan Part 4: Target skills for immediate remediation – identify at least 4 chapters in Miltenberger text to be engaged. Professional Plan Part 5: Skills Assessment: Analysis of Professional Skills Assessment in the Context of Area of Practice</td>
</tr>
<tr>
<td></td>
<td>Capstone Project: Ongoing project development</td>
<td>Continue developing method section.</td>
<td>None</td>
<td>Ongoing writing</td>
</tr>
<tr>
<td>10</td>
<td>Basics Revisited: Miltenberger Chapter</td>
<td>Provide remedial support for skill area in need of further development.</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Capstone Project: Ongoing project development</td>
<td>Complete method section</td>
<td>None</td>
<td>Submit method (with revised introduction)</td>
</tr>
<tr>
<td>11</td>
<td>Basics Revisited: Miltenberger Chapter</td>
<td>Provide remedial support for skill area in need of further development.</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Professional Development: Essential Skills</td>
<td>Analyze and identifying current skills and skill deficits. Create a plan for accessing resources and supports to promote ongoing professional development and satisfaction.</td>
<td>None</td>
<td>Professional Plan Part 6: Essential Skills Reflection</td>
</tr>
<tr>
<td></td>
<td>Capstone Project: Ongoing project development</td>
<td>Develop Graphic Displays and Discussions of Potential Results</td>
<td>None</td>
<td>Ongoing writing</td>
</tr>
<tr>
<td>12</td>
<td>Basics Revisited: Miltenberger Chapter</td>
<td>Provide remedial support for skill area in need of further development.</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Capstone Project: Ongoing project development</td>
<td>Complete Graphic Displays and Discussions of Potential Results</td>
<td>None</td>
<td>Submit Graphic Displays and Discussions of Potential Results</td>
</tr>
<tr>
<td>13</td>
<td>Basics Revisited: Miltenberger Chapter</td>
<td>Provide remedial support for skill area in need of further development</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Revise, combine, and integrate previous components into a coherent professional plan.</td>
<td>None</td>
<td>Ongoing writing</td>
<td></td>
</tr>
<tr>
<td>Capstone Project: Ongoing project development</td>
<td>Revise project for final submission, develop General Discussion and Reflection</td>
<td>None</td>
<td>Individually scheduled meeting with instructor – discuss final revision process</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Basics Revisited: Miltenberger Chapter</td>
<td>Provide remedial support for skill area in need of further development.</td>
<td>Study Guide Questions</td>
<td>None</td>
</tr>
<tr>
<td>Professional Development: Final Project – Goals, Pathways, and Measures of Success</td>
<td>Revise, combine, and integrate previous components into a coherent professional plan</td>
<td>None</td>
<td>Professional Plan Part 7: Final Project – Submit final document summarizing and integrating the professional development process and setting forth a comprehensive professional plan</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Capstone Project: Final Project Completion</td>
<td>Complete Capstone Final Project</td>
<td>None</td>
<td>Submit Capstone Final Project</td>
</tr>
</tbody>
</table>
Course Activities

Study Guides
Some modules contain textbook chapters selected by the course designer. These readings have a corresponding Study Guide which consists of multiple-choice questions. 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.

Integration Assessments
Students will submit a series of Integration Component Assignments throughout the course and a Final Integration Assignment at the end of the course. These activities provide an opportunity to apply what you have learned in the course readings and videos to real-world situations. Please complete all previous course menu activities before submitting an integration assignment to earn the best possible grade. 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.

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 regular or grace period deadline, whichever they use.

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:

- 20% Study Guides (15% required Study Guides, 5% 4 Miltenberger Review Study Guides)
- 20% Professional Development Plan
- 30% Capstone Project Components
- 30% Capstone Final Project
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 course.

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.

Please notate the due dates of the following assignments. These assignments have a grace period but utilizing this will delay the feedback provided.

- September 5: Professional Development: Professional Profile
- September 11: Capstone Project: Proposal
- October 2: Capstone Project: Introduction
- October 9: Professional Development: Mock Exam
- October 16: Professional Development: Skills Assessment
- October 23: Professional Development: Skills Assessment in Context
- October 30: Capstone Project: Method
- November 6: Professional Development: Essential Skills Reflection
- November 13: Capstone Project: Graphic Displays and Discussion of Potential Results
- December 4: Professional Development: Final Project (Grace period ends December 7)
- December 11: Capstone Project: Final Project (NO GRACE PERIOD)

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.

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
Rick Smith, 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.