

# BEHV 5634

## Improving Staff Performance in Behavioral Practice

### Fall 2023 Course Syllabus

#### Instructor and Teaching Assistant Contact Information

**Instructor:** Kenda Morrison, Ph.D., BCBA-D

**Teaching Assistant:** Julianne Olivieri, B.A.

**Email:** [behv5634@unt.edu](mailto:behv5634@unt.edu)

**Office Hours:** Office hours are available for tutoring and will be held on 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 [behv5634@unt.edu](mailto:behv5634@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](mailto: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 provide students with an understanding of the components of evidence-based staff training within behavioral practice and then to integrate and apply these components. Through examples of research and practice across domains, students will examine performance expectations, measurement, performance systems, effective training strategies, and evaluation of training effectiveness. The themes of this course are to promote the value of effective staff training, especially relating to improved clinical outcomes and to prepare students for professional credentialing 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 most deadlines. **These activities do not have a grace period: activities due during the final week of class, and the Final Exam**

All other activities will be available for **one week after the deadline specified 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 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 (MA students only)

BEHV 5618 ABA Foundations, Concepts, and Principles II

BEHV 5619 Fundamentals and Techniques of Compassionate and Effective Behavior Change (may be taken concurrently)

BEHV 5622 Evidence-Based Practice: Understanding and Using ABA Research (may be taken concurrently)

BEHV 5624 Behavioral Practice in Autism (may be taken concurrently)

## BACB Course Hours

Content is based on the 5<sup>th</sup> edition BACB Task list. This course specifically covers the following academic requirements for the BCBA certification exam: 45 hours of Personnel Supervision and Management. For more information on the Verified Course Sequence distribution, see the [VCS Grid](#).

## Course Objectives

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

- Identify concepts relevant to improving staff performance.
- Evaluate the supervision of behavior analysts.
- Integrate and apply techniques relevant to improving staff performance.
- Demonstrate how to improve staff performance using the science of behavior analysis,
- Recall concepts relevant to improving staff performance using the science of behavior analysis.

## Materials

Reid, D. H., Parsons, M. B., & Green C. W. (2021). *The supervisor's guidebook: Evidence-based strategies for promoting work quality and enjoyment among human service staff*. Habilitative Management Consultants.

## 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) during a regular 15-week semester; more during the summer. In this course, contact time includes watching videos and answering questions. Additional effort includes reading and 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.
- 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 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 instructor or TA.

## Weekly Objectives and Activities

Module	Topic	5 <sup>th</sup> ed. Task List	Objectives	Study Guide and Practice	Application and Written Assignments
1	Importance of Behavior-Analytic Supervision	I-1	Describe rationales for using behavior-analytic supervision.	Interactive Assessments	Weekly Quiz Video Introduction
2	Assessment and Choosing Supervision Goals	I-6	Identify components of an assessment of environmental variables leading to non-proficient staff performance.	Interactive Assessments	Weekly Quiz
3	Performance Expectations	I-2	Describe characteristics of clear performance expectations for both supervisor and supervisee and identify examples of each.	Interactive Assessments	Weekly Quiz Integration: Create Performance Expectations
4	Measurement	I-3	Describe direct observation techniques for measuring behavior as applied to staff training.	Interactive Assessments	Weekly Quiz Practice: Discriminate Measurement Integration: Hall Application
5	Behavioral Skills Training	I-4	Describe the Behavioral Skills Training steps and suggestions for effective use.	Interactive Assessments	Weekly Quiz BST Video Application Questions
6	Coaching	I-4	Describe strategies for the effective use of Coaching.	Interactive Assessments	Weekly Quiz Roleplay Essay Questions
7	Models and Procedures	I-4	Describe strategies for the effective use of pyramidal training, modeling, Personalized System of Instruction, and self-management.	Interactive Assessments	Weekly Quiz Application Reflection Essay
<b>Mid-Term Examination</b>					
8	Antecedents	I-3, I-7	Describe antecedent strategies to improve staff performance.	Interactive Assessments	Weekly Quiz Video Checklist
9	Performance Management and Feedback	I-5, I-7	Describe effective strategies for ongoing training and feedback of staff.	Interactive Assessments	Weekly Quiz Roleplay Essay Questions
10	Motivational Systems	I-5, I-7	Describe motivational systems for improving staff performance and identify examples.	Interactive Assessments	Weekly Quiz Identify Types of Praise
11	Correcting Non-Proficient Performance	I-5, I-7	Describe corrections likely to improve staff performance and identify examples.	Interactive Assessments	Weekly Quiz Roleplay Essay Questions
12	Evaluating the Effects of Supervision	I-8	Describe strategies to evaluate the effectiveness of supervision on staff performance and client outcomes.	Interactive Assessments	Weekly Quiz Practice: Data and Graphing Integration: Graphing Practice: Social Validity Integration: Social Validity
13	Maintenance and Generalization	I-4, I-5, I-7	Describe strategies to facilitate generalization and maintenance of skills learned by staff.	Interactive Assessments	Weekly Quiz Final Project Essay Exam Final Video Simulation
14	Solving Common Problems	I-4, I-5, I-7	Describe strategies to solve staff training problems common to behavior-analytic settings.	Interactive Assessments	Weekly Quiz

15	Leadership	I-4, I-5, I-7	Describe strategies for improving staff performance through changes at a systems level.	Interactive Assessments	
Final Examination					

## Course Activities

### Module View

To be successful in course activities, please be sure to use the Module view and complete activities in order.

### Study Guide and Practice Activities

Each module contains videos, journal articles, and/or book chapters. These readings and/or videos 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.

Assigned Study Guides are included in each module. These cover readings and videos and are required of all students.

Student-Choice Readings appear in some modules. Students are provided with multiple articles over a topic and can choose the article for which they read and answer Study Guide questions within that grouping. You can also choose to read additional readings from each grouping, if you like. If you complete more than one study guide, Canvas will record the highest of your attempts.

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

### Weekly Quizzes

At the conclusion of each module, students will complete a quiz over the content covered that week. Quizzes may include multiple choice, matching, true/false, and/or fill-in-the-blank items. **Students may not look at any course or other materials during quizzes. During the summer semester, some weeks will have two quizzes.**

### Written Application Assignments

Essays allow students to apply what they have learned in some modules by either writing about some specified topic or by watching a videotaped role play scenario and then writing a short essay based on the video. Students may refer to the assigned materials when writing these essays.

Integration assignments allow students to apply the information from a module into a meaningful context. Students should review the instructions before starting the module and then complete all previous course menu activities before submitting an integration assignment. Students may refer to the assigned materials when preparing Integration assignments.

The Final Project will allow students to apply what they have learned throughout the course by preparing a written project and filming themselves applying what they have learned in within a role play.

### Comprehensive Examinations

Mid-Term and Final examinations will ask objective questions over all content previously covered in the course. **Students may not look at any course or other materials during examinations.**

**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.**

## Evaluation

### Grading

A grade of 'B' or better is required for this class.

The primary purpose of study guide and practice activities is to help you learn the content. You will receive immediate feedback on these. To identify areas where you need to study more, you will briefly be able to see the answers you got wrong immediately after taking weekly quizzes. Exams are purely for assessment purposes. To protect academic integrity, you will not receive any feedback on exams.

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% Assigned Study Guides, Choice, and Practice Activities
- 10% Essays
- 20% Weekly Quizzes
- 15% Integration Projects
- 10% Final Projects: Essay Exam and Video Simulation
- 10% Mid-Term Examination
- 15% Cumulative Final Examination

### 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. Utilizing the grace period will delay the feedback provided.

August 28	Introductory Video
September 11	Performance Expectations
September 18	Measurement – Application of the Hall article
October 16	Antecedents Checklist Video Assignment
November 13	Evaluate the Training – Graph
November 13	Evaluate the Training – Create a Social Validity Survey
November 20	Final Project Essay Exam
November 20	Final Project – Video Simulation

Activities in the last week of the course will be due by **December 7<sup>th</sup> at 11:59pm CT. There are no grace periods for these activities.**

**The final exam is due December 13<sup>th</sup> 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, email any assignments they are trying to submit, and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto: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.

## Quiz and Examination Policy

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

## Late Work Policy

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 Access (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](#).

## Emergency Notification and 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](https://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) (<https://it.unt.edu/eagleconnect>).

## Sources

### Course Designer

Kenda Morrison, Ph.D., BCBA-D and Shahla Ala'i, Ph.D., BCBA-D designed this course. Additionally, Janet Ellis, Ph.D., BCBA-D and Leslie Burkett, Ph.D. designed several activities. 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.

## References

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