BEHV 5616
EFFECTIVE COMMUNICATION AND COLLABORATION IN BEHAVIORAL PRACTICE
Spring 2020 COURSE SYLLABUS

Instructor Information

Kenda Morrison, Ph.D., BCBA-D is the course moderator and instructor. To learn more about your instructor, please see the Home page in your course. Jared Armshaw, an advanced graduate student, is the Teaching Assistant. Jared will answer questions about course content and technology, provide requested tutoring, and grade some written assignments.

Course Prerequisites

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

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.

Student activities include textbook and other readings, viewing lectures and other videos, answering study guide questions over individual sources and answering weekly quiz questions. Students will integrate and apply what they learn in a series of written projects and a videotaped presentation. Finally, this course includes a mid-term and cumulative final exam.

Course-Level Objectives

- 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.

Communications Course Objectives and Learning Competencies

Week	Topic	Objectives	Component Assessment Activities	Integration and Application Assessments
1	Effectively Communicating Research Findings: Getting Started and Finding Resources	Describe strategies for getting started on a literature review and finding scholarly sources	Study Guide Questions	Weekly Quiz Submit reference list and keywords for chosen topic
2	Effectively Communicating Research Findings: Preparing to Write with a Purpose	Describe strategies for organizing a paper prior to writing Discriminate citations and references in APA style	Study Guide Questions	Weekly Quiz Submit Literature Review Outline and APA-style references
3	Effectively Communicating Research Findings: Patterns of Language	Describe and discriminate strategies and rules for writing with clarity and proper grammar	Study Guide Questions	Weekly Quiz Submit first draft of literature review
4	Effectively Communicating Research Findings: Principles of Writing Well	Describe and discriminate rules for writing with proper punctuation, mechanics, and correct wording, and bias-free language	Study Guide Questions	Weekly Quiz Transcription Assignment
5	Effectively Communicating Research Findings: Proofreading	Describe strategies for effective proofreading		Weekly Quiz
6	Interpersonal Communication and Collaboration: Business Etiquette and Leadership	Describe strategies for using appropriate business etiquette, being assertive, being an effective leader, networking, and public relations	Study Guide Questions	Weekly Quiz
7	Interpersonal Communication and Collaboration: Ethics, Persuasion, Negotiation	Describe strategies for ethically and effectively communicating, being persuasive, and collaborative	Study Guide Questions	Weekly Quiz
Mid-Term Examination				
8	Interpersonal Communication and Collaboration: Applying Behavioral Knowledge	Describe strategies for transforming challenging interactions and effective performance management	Study Guide Questions	Weekly Quiz Revise literature review
9	Professional Writing: Correspondence	Describe strategies for writing professional emails and letters		Weekly Quiz Write a Letter of Recommendation
10	Professional Writing: Preparing a Resume	Describe strategies for preparing a resume	Study Guide Questions	Weekly Quiz Prepare a Resume
11	Becoming a Trusted Professional: Vital Work Habits	Describe strategies for time management, keeping commitments, managing stress, and using feedback to learn	Study Guide Questions	Weekly Quiz
12	Becoming a Trusted Professional: Advanced Consulting Skills	Describe strategies for critical thinking, problem solving, mentoring, and being curious	Study Guide Questions	Weekly Quiz
13	Presenting to Professional Audiences: Designing Your Presentation	Describe strategies for planning a presentation	Study Guide Questions	Weekly Quiz Submit Outline of Presentation
14	Presenting to Professional Audiences: Building Your Presentation	Describe strategies for designing PowerPoint slides for a presentation	Study Guide Questions	Weekly Quiz Submit Slides for Presentation
15	Presenting to Professional Audiences: Giving Your Presentation	Describe strategies for delivering a presentation	Study Guide Questions	Weekly Quiz Submit Videotaped Presentation
Cumulative Final Exam				

Instructional Allocations

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, as well as written and video projects.

Required Textbooks

Bailey, J. S. & Burch M. R. (2010). *25 essential skills and strategies for behavior analysts.* New York, NY: Routledge, Taylor and Francis Group.

Hacker, D., & Sommers, N. (2019). A *Pocket style manual: APA version* (8th ed.). Boston, MA: Bedford/St. Martin's.

Schwabish, J. (2017). *Better presentations: A guide for scholars, researchers, and wonks.* New York: Columbia University.

Students must have software that will allow them to create a PowerPoint presentation for successful completion of this course. If you do not have this software, please access a free version of Microsoft Office 365 available to UNT students.

Course Activities

Readings, Lectures and Study Guides

Modules contain readings and videos selected by the course designer. Readings are available in the assigned textbooks or on the Course Menu. Sources are listed at the end of this syllabus. Textbook readings and some articles have a corresponding set of study guide questions. Each study guide contains multiple-choice questions. The questions are designed to facilitate and demonstrate comprehension of the content and are not tests. *You can refer to the assigned readings and videos when answering the questions.*

Practice Activities give students an opportunity to learn through practicing application of a skill or concept learned during that week's activities.   *You can refer to the assigned readings and videos when answering the questions.*

Study Guide and Practice questions may have **multiple correct answers.** For each item, Canvas assigns points by dividing a point by the number of correct answers and then assigning partial credit for each correct answer chosen and subtracting partial credit for each incorrect answer. For instance, if a question has five possible answers, but only three are correct, each correct answer chosen is worth .33 points. If a student selects an incorrect answer, .33 points are deducted from the total earned. Using this example, if a student chooses two of the three correct answers and one of the incorrect answers, a total of .33 points would be awarded for this item. This reflects .66 points earned for selecting two of the three correct answers and -.33 for selecting one of the incorrect answers. Canvas will record the highest score of your allowed attempts.

Integration and Application 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, read the application assignment before starting the module. This will help you to identify content that may be useful when you complete your project. Using the activity instructions, you will submit your assignments to Turnitin within the corresponding Canvas activity for evaluation and credit. Grading will be based on the degree to which the student follows instructions, the accuracy of responses, and the clarity of the answer. Students must work independently and use their own thoughts and words. Please see the Syllabus link in Canvas for assignment deadlines. **Assignments will not be accepted after the specified deadlines.**

Weekly Quizzes
At the conclusion of each week, students will complete a quiz over the content covered that week. Quizzes require the use of Respondus Lockdown Browser which will be available in Canvas. Lockdown Browser will prevent you from opening anything other than the quiz on your device. Quizzes may have multiple correct answers. Points for quizzes are assigned in the same way that points are assigned for study guide questions. *You can refer to the assigned readings and videos when answering the questions.*

Cumulative Examinations
This course includes two examinations, both of which will ask questions over all content previously covered in the course. 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 other course materials during examinations.***

Assistance
If you have a question that is not answered in the syllabus or activity instructions, we are here to help! To contact your Instructor or Teaching Assistant, please email us at behv5616@unt.edu. Include the activity title in the subject field of your email when you are asking about a specific activity. Students can expect a response before or during the next business day.

If you experience problems with Canvas, please select "help" to the left side of your screen or visit the [UNT helpdesk](#) or the [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 Mariah Hope at behvDLinfo@unt.edu. She will either help you or forward your request for help to the appropriate personnel at UNT.

Please ensure that you are receiving email 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 Etiquette
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.

Academic Integrity
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 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.

Turnitin 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 plagiarized in more than one course, you will be dropped from the program.

You are responsible for reading and understanding [Academic Integrity Policy](#) (also found in the Preparatory Module of the course) and the [UNT Student Academic Integrity Policy](#)

Student Feedback
Feedback will be collected at the end of the semester. At that time, we will ask you to evaluate the content, instruction, and delivery of the course.

Course Calendar and Timelines
- The Syllabus link on the Course Menu lists the dates when each assignment in the course is due. The Calendar in the Global Navigation Menu on Canvas will also show you all the assignments due on each day. Please use these resources to make a notation of all deadlines in your personal calendar.
- **Please complete the first module of the course, Preparatory Activities – which includes the Student Attestation and the Syllabus quiz, during the first week of the semester.** You must complete this module in order to unlock the rest of the modules in the course.
- **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 exceptions noted below**, will be available for one week after the deadline on the calendar. 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.
- Students must submit the following assignments by the date listed below; **there is no grace period for these assignments.**
    - January 20   Selecting Appropriate Resources
    - January 27   Submit Outline and APA-Style References
    - February 3   Submit First Draft of Literature Review
    - February 10   Transcription Assignment
    - February 17   Proofread and Submit Literature Review
    - March 9   Submit Revised Literature Review
    - March 23   Letter of Recommendation
    - March 30   Resume
    - April 20   Outline of Presentation
    - April 27   Power Point Slides
    - April 30   Videotaped Presentation and Revised PowerPoint Slides
- *Students must complete the entire course, with the exception of the final exam, by the course deadline, April 30, 2020. There is no grace period for activities due the last week of class.*
- **The Cumulative Final Exam will remain open until May 7, 2020. This will be the only activity available after April 30, 2020. There is no grace period for the final exam.**

Tutoring
If you have questions about the course materials, please email us anytime. We love hearing from students and we are here to help! If 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 to determine the correct answers.

Course Grades
The grading system and feedback are designed to set you up for success if you complete the activities in order and as instructed. A grade of "B" or better is required in this course.
- ***No credit is given for late assignments.***
- You will have *immediate* feedback on all on-line activities, with the exception of written assignments.
- Grading for written assignments will begin on the due date. Students will receive feedback within two weeks.
- Each activity indicates the number of points that can be earned within the activity.
- Coursework will be weighted as follows
    - 15%   Study Guides and Practice Activities
    - 30%   Weekly Quizzes
    - 30%   Written Assignments
    - 10%   Mid-Term Exam
    - 15%   Final Examination
- The Grades link on the left side of your Course Menu will provide you with information about your score for each activity and your grade in the class. Select "Calculate based only on graded assignments" if you would like to see how well you have performed on assignments which have been completed and graded. Or, deselect this option to see your current overall grade in the class.
    - We recommend using the first option (selecting "Calculate based only on graded assignments") for the majority of the course as this will give you a fairly accurate picture of how you are currently doing in the class. However, as it gets close to the end of the semester, **we recommend that you deselect that option and look at your overall grade in the course** as this will help you to determine how well you need to do on the remaining assignments in order to earn the grade you would like in the course.
    - Please note that assignments that are not completed by the due date will automatically be counted as missing and assigned a 0 in the grade book. If the assignment is then completed during the grace period, your grade will be updated to reflect what you scored on the assignment.
- Grades for the course 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%

Course Credit
Successful completion of this course earns the student 3 semester hours of graduate credit or 45 continuing education credits. A grade of "B" or better is required before proceeding to the next course and to fulfill the requirements for the Master of Arts in Applied Behavior Analysis, the Graduate School, and BEHV Continuing Education requirements.

Course Design
Kenda Morrison, Ph.D., BCBA-D designed this course.

Permission to Use Copyrighted Materials

Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility.

If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, *ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class.*

Since this is an online program, you may email accommodations letters and requests to the course instructor. Instructors have the authority to ask students to discuss accommodations letters during an arranged appointment time to protect the privacy of the student. For additional information see the Office of Disability Accommodation website. You may also contact them by phone at 940.565.4323.

Important Notice for F-1 Students Enrolled in a UNT Degree Program

Federal Regulation To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to Electronic Code of Federal Regulations. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads: (G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

1/15/04 Rev. 7/22/2016

Course Textbook and Instructional Content

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