BEHV 4900.713

Culturally Responsive Ethics and Professionalism in Applied Behavior Analysis

Course Syllabus

Class time: Monday 9-11:50am
Class location: CHIL 245
Class format: Face-to-Face

Professor: Shahla Alai-Rosales, Ph.D. BCBA-D, CPBA-AP
Pronouns: she/her
Office location: Chilton 361D
Office hours: Mondays and Wednesdays, 1-2:30 and by appointment via zoom
Email: Shahla.alai@unt.edu
Communication Expectations: Please feel free to email me with any questions you have between class meetings. Emails will be answered within 24 hours during the weekdays. I usually will check email and answer over the weekend but may occasionally be unavailable to answer weekend emails. **Please do not write me using Canvas messaging! It often goes to junk and I may miss your message**☺

Teaching Assistant: Sarah Owen, BA
Pronouns: she/her
Office location: zoom
Office hours: Tuesdays and Thursdays, 10:30am-12pm via zoom
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Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus. Please also see course policies on respect and communication.

We are so happy you are here in this class and we look forward to being part of your education.

Course Description

"The first step in the evolution of ethics is a sense of solidarity with other human beings."
Albert Schweitzer

The purpose of this course is to provide students with an understanding of a) culturally responsive decision making in a rapidly diversifying practice context; b) the benefits, complexities, and characteristics of ethical conduct within the science and practice of Applied Behavior Analysis; and c) their own core values and cultural biases. The themes of this course are to promote the value of ethical behavior, to provide guidelines for ethical decision making, to promote well-being across care recipients of diverse skills and life experiences, to prepare students to adhere to the ethical code of a Board Certified Assistant Behavior Analyst, and to promote the development of professional behavior including perspective taking, addressing bias, constructive and respectful problem solving, and collaboration.

Course Structure

This is a face-to-face course with the capacity to go online if needed. **It is not a hybrid course.** If you are not able to attend class, this may not be the semester to take the course. If you have to miss a few classes, there are many extra points and activities built into the class to help alleviate stress and still allow room to earn a high grade.

Each class period we will start out with a short **discussion-based overview**. During this time, the instructor will highlight the main points of the unit, expand on some concepts and provide related examples and stories. This is also the time students are encouraged to ask clarifying questions and get help. Following the overview, there will be **individual and/or group integration activities**.

Course Prerequisites

 BEHV 2300 Behavior Principles I or BEHV 3150 Basic Behavior Principles

BACB Course Hours

Content is based on the 5th edition BACB Task list. This course specifically covers the following academic requirements for the BCaBA certification exam: 15 hours of BACB Compliance Code and Disciplinary Systems in a freestanding course. The "Ethics" sections of the task list are directly addressed and integrated into the course (Behavior Analyst Certification Board, 2017). and we will review sections 1-4, 6 and 7 of the Ethics Code, with a heavy emphasis on *1.07 Cultural Responsiveness in Behavioral Practice*.

> ### Task List Section E. Ethics
> Behave in accordance with the *Ethics Code for Behavior Analysts*
>
> E-1 Introduction
> E-2 Responsibility as a Professional
> E-3 Responsibility in Practice
> E-4 Responsibility to Clients and Stakeholders
> E-6 Responsibility in Public Statements
> E-7 Responsibility in Research

Course Objectives

By the end of this course, students will be able to:
- Apply standards regarding the ethical practice of applied behavior analysis when presented with a scenario and discriminate the most appropriate course of action.
- Evaluate the ethical behavior of behavior analysts as portrayed in video simulations, then explain what the behavior analysts should have done instead, and support answers with the applicable Ethics Code.
- Describe, apply, and reflect upon how course materials relate to the student's core values, cultural biases, and application of the ethics code to a hypothetical ethical challenge in a series of written assignments.
- Develop skills associated with professionalism in a variety of contexts.

Materials

Please purchase: Bailey, J. S. & Burch M. R. (2022). *Ethics for behavior analysts (4th ed.)*. Routledge.

We will provide pdfs of other required journal and chapter readings, films and website links

Student Evaluation

A grade of 'C' or better is required for this class to apply towards the BCaBA examination. You will have immediate feedback on all activities, except for written assignments. Grading for written assignments will begin on the due date. Students will receive feedback within two weeks of submission.

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.

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%

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.

Assignment Expectations & Point Allocations

Type Of Assignment	Assignment Topics	Points
On-line Pre-Assessment This is designed to informally and reflectively assess incoming knowledge. Points are assigned for answering the questions as best as possible☺	Students will answer several questions related to ethical contemporary concerns in behavioral practice, ethical decision making, culture and values.	20 points
In Class Activities Each of these is designed to help students integrate and understand concepts and objectives within central ethical themes. Points are allocated for participation and completion.	1. Ethics and Culture 2. 10 Values 3. Ethics Timeline 4. Values Matrix 5. HIAT & Social Location 6. Ethical Decision Making 7. Lifespan Rights, Opportunities, Risks & Responsibilities 8. Conflicting Values 9. Expansion Game 10. ¡Ojo! for Novices and Experts 11. Skilled Dialogue	110 points total (10 points each)
Reading Summary and Reflection (350 words) Each of these is to help students integrate the readings and develop understanding and viewpoints within central ethical themes. Points are assigned for completion and originality (turn it in originality and AI scores)	1. How we make ethical decisions 2. Ethics and the Science of Behavior Change 3. Values are shaped 4. Relationships come with responsibility 5. There are many paths 6. Humans have rights 7. Humans are part of systems 8. Expand, not contract, life 9. Data & wisdom ethics 10. We are interconnected	100 points total (10 points each)
Topical Presentations (5 slides) The is designed so students have an in-depth understanding of one contemporary ethical issue in ABA. Points are assigned for completion and ppt presentation (summary, tensions, scenarios and discussion questions)	*In depth student led discussions on contemporary issues. Each student picks one topic and organizes presentation and discussion. Starting resources provided*☺	100 points
Reading and peer reflection papers (350 words) This is designed to help students reflect on the in-depth work of peers and to reflect on at least two other issues.	A summary and reaction to one peer presentation on 11.27 and one presentation on 12.4	40 points (20 points each)
Final reflection paper (1000 words) This is designed to be a summary of the semester's learnings.	Guiding Values and Decision-Making Principles	40 points
Final Points		**400 points total**
Optional Extra Credit Final Exam – earn up to 50 points		

Class Schedule

	Unit Topics	Readings *Purchase Bailey & Burch 4th edition, all other readings will be provided on canvas*	Before class and in class assignments/points
8.21	Assessment		• (10 points) On-line assessment
8.28	Ethics and Culture	*None*☺	• (10 points) In class discussion (Adichie; Schur) discussion
9.4 NO CLASS, Labor Day Holiday			
9.11	Why and how we make intentional decisions	Brown University 2013 *Overview* Kidder 2009 Ch 1 *Right versus Right* Kidder 1994 Ch 1& 7 *Shared Values* hooks 2000 *Living by a Love Ethic*	• (10 points) In class 10 Values • (10 points) Before class upload summary and reflection
9.18	Ethics and the Science and Practice of Behavior Change	B&B 4th Ed p 3 to 12 BACB Code p 3-6 Sellers, et al 2023 *The Code Iterations* Pritchett et al 2023 *From Fuller to Fawcett* Flowers & Dawes 2023 *Dignity*	• (10 points) In class ethics timeline • 10 points) Before class upload summary and reflection
9.25	Value 1: Values are shaped by our environment, experiences and heartfelt reflection	B&B 4th Ed p 39 to 66 BACB Code Core Values p 4 Rodriguez et al 2023 *ACT with Compassion* Mathur Rodriguez et al 2021 *Cultural Responsiveness* Wright 2019 *Cultural Humility* Finely 2008 *Reflective Practices*	• (10 points) In class matrix on away/towards values events • (10 points) Before class upload summary and reflection • **SELECT TOPICS**
10.2	Value 2: All relationships come with responsibility	B&B 4th Ed p 69 to 122 BACB Code 9 &10 Bannerman et al, 1990 *Rights & Responsibilities* Lynch & Hansen 2011 Ch 1 *Intro to Culture* Brodhead 2018 *Scope of Competence*	• (10 points) In class HIAT & social location exercises • 10 points) Before class upload summary and reflection

10.9	Value 3: There are many paths to the center	B&B 4th Ed p 123 to 172 BACB Code p 11& 12 Rosenburg & Schwartz 2016 *Guidance* Fong et al 2016 *Culture* Alai-Rosales et al 2022 *Be Humble* *Uher et al 2023 Cultural Responsiveness in Action*	• (10 points) In class ethical decision-making flow chart with scenario examples • (10 points) Before class upload summary and reflection
10.16	Value 4: Every human being deserves the right to develop with happiness, love and understanding	*UN Declaration Human Rights; Children's Rights* Lazzara & Overstreet 2020 *Lifespan Development* Wolf 1978 *The Heart of Applied Behavior Analysis* Roher et al 2021 *Keeping Heart* Kirkham 2017 A*buse and Intervention*	• (10 points) In class timeline of lifespan rights, opportunities, risks and responsibilities • (10 points) Before class upload summary and reflection
10.23	Value 5: Human beings are part of family systems, communities and society	B&B 4th Ed p 173 to 210 BACB Code 13-16 Perspective Film (from choices or proposed) Bornstein 2012 *Cultural Approaches to Parenting* Lutzker & Campbell 1996 *Ecobehavioral Systems* Baires et al 2021 *Language* Brodhead et al 2018 *Ethics in organizations*	• (10 points) In class conflicting values & tensions • (10 points) Before class upload summary and reflection
10.30	Value 6: Expansion, not contraction, is the goal of intervention	Van Houten et al 1988 *Right to Effective Treatment* Singer, Gert & Koegel 1999 *A Moral Framework* Friman 2021 No such thing as a bad boy Gover et al 2022 *Happy, Relaxed & Engaged* Alai-Rosales, 2018 *Big Four* Schwartz & Kelly 2022 *Quality of Life*	• (10 points) In class scenario expansion game • (10 points) Before class upload summary and reflection
11.6	Value 7: Practice without data is superstitious, practice without wisdom is dogma	BACB Code 17 &18 Slocum et al 2014 *Evidence-Based Practice* Rosenberg & Schwartz 2021 *Guidance v Compliance* LeFrance et a 2019 *Collaboration* Brodhead & Higbee 2012 *Teaching ethics*	• (10 points) In class ¡ojo! for novices and experts • (10 points) Before class upload summary and reflection

11.13	Value 8: We are interconnected	B&B 4th Ed p 379 to 392 BACB Code 16 &17 BACB Code Enforcement & Violations Barrera & Kramer 2012 *Skilled Dialogue* Lynch & Hansen 2011 *Children of many songs* Hollins & Morris 2021 *Brutality* Karlberg & Sims 2006 *Global Citizenship*	• (10 points) In class scenario skilled dialogue • (10 points) Before class upload summary and reflection • *(100 points) Upload topical presentations* (summary, tensions, scenarios and discussion questions) by 11.19
**11.20   NO CLASS Thanksgiving Break**
11.27 & 12.4		***Topical Presentations*** 1. Assent/consent 2. Language 3. Trauma Informed Care 4. Viral Justice/Technology/AI 5. Social Media 6. Mandated reporting 7. Supervision 8. Disparities & Access 9. Specific cultures (open choice) 10. Anti-racism 11. Implicit Bias 12. Gender Affirming Care 13. Race/Ethnicity Affirming Care 14. Religion Affirming Care 15. Disability Affirming Care	• (20 points) Upload 11.27 peer reaction paper • (20 points) Upload 12.4 peer reaction paper
12.11		On-line, lock down browser, optional, extra credit final exam over Bailey & Burch (50 points)	(40 points) Upload by 12.11 Post Assessment, Reflection Paper: **Guiding Values and Decision-Making Principles**

Course Policies

Attendance
Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor prior to being absent, so you and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

Specific Attendance Policy:
- You can miss one class with no ill effect on your ability to earn an A in the course.
- If you need to miss more than one class due to an excused absence that is verified with the professor, an alternative activity will be given for the in-class activity.
- There will be enough extra credit available to make up to 50 extra credit points. However, these are based on your ability to earn points on a rigorous final exam based on the Bailey & Burch textbook.

Class Participation
Students are expected to attend class and participate in discussions and in-class activities. Submission of the in-class paper activity will act as the record of your attendance and participation.

Late Work
Late work will not be accepted except in rare circumstances.

Examination Policy
The final examination must be completed on a laptop or desktop computer using a webcam as the exam requires the use of Respondus Lockdown Browser and Respondus Monitor. **Students may not look at other course materials during the examination.**

Assignment Policy
All assignments will be submitted on Canvas and due dates are also listed on Canvas.
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.

Syllabus Change Policy

The professor 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.

Basic Needs Policy

Your basic safety and well-being are more important than anything in this class. If you are experiencing any food or housing insecurity or personal adversity, please contact the Dean of Students https://deanofstudents.unt.edu. If you want to talk or need help with making contacts,please feel free to reach out. I will help as best as I can.

Respect for Diversity and the Importance of Communication

> *This is adapted from a statement developed from colleagues in Behavior Analysis: Corina Jimenez-Gomez (Auburn University), Lynn Hernandez (Brown University) and Marlesha Bell(Cal State).*

Although scientific endeavors strive to be objective, it is important to acknowledge these endeavors are the work of individuals whose unique perspective and experiences impact their work and interpretations of scientific findings. I acknowledge scientific work in the field of behavior analysis is disproportionately built by and influenced by a small subset of privileged individuals. As a result, it is possible there may be both overt and covert biases in the material assigned for this course due to the lens through which it was written, even though the material appears to be of a primarily scientific and objective nature. I invite you to critically consider issues of diversity as you read these texts and evaluate the potential implications for the work of applied behavior analysts. Integrating a diverse set of experiences is important so that science is reflective of the context, questions and methods that advance understanding and action for all.

It is my intent and sincere hope that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. I hope to present materials and activities that are respectful of diversity: gender identity, sexuality, ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important Note:

Applied behavior analysis is a science of behavior and environment interactions and encompasses many areas of inquiry and action. Throughout the semester we will discuss the science of applied behavior analysis across research and practice arenas. Because the class is primarily discussion based, there will be diverse points

of views, fluid understandings and, hopefully, learning.

It is imperative that there be an atmosphere of trust and safety in the classroom for learning to occur.

I will do my best, and continually try to improve, to foster an environment in which each class member is able to talk, listen and respect each other.

It is critical that each class member show respect for the diversity and value of worldviews expressed in class.

It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own.

Please let me know if something is said or done in the classroom, by either myself or other students, that is particularly troubling or causes discomfort or offense. While our intention may not be to do so, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

- o Discuss the situation privately with me. I try to be open to listening to students'experiences and want to work with students to find acceptable ways to process andaddress the issue.

- o Discuss the situation with the class. Chances are there is at least one other student inthe class who had a similar response to the material. Discussion enhances the ability forall class participants to have a fuller understanding of context and impact of course material and class discussions.

- o If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue. This might include your academic advisor, a trusted faculty member, or a peer.

Acceptable and Unacceptable Use of AI

(Adapted from Temple University & Dr. Kenda Morrison)

Artificial Intelligence is defined as any text-generating software (e.g., ChatGPT, iA Writer, Marmot or Botowski). There is significant value of such technology and yo will likely use it during your 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* and *unjus*t frameworks since they may be based upon limited, unreliable, or problematic sources.
- AI may have limitations such as evaluating information and thinking critically.

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas; Finding information on your topic; Drafting an outline to organize your thoughts; and Checking grammar and style.

The use of generative AI tools is NOT permitted in this course for the following activities:

- Writing a draft of a summary/reflection paper assignment.
- Writing entire sentences, paragraphs to complete a summary/reflection paper assignment.
- You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content use). Your use of AI tools must be properly documented and cited *See these resources for* APA guidance. Any assignment that is found to have used generative AI tools in unauthorized ways *through "Turn it in" originality or AI detection will receive a "0".*
- When in doubt about permitted usage, please ask for clarification. This is new and exciting, but complicated territory. We will learn together☺

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. In this course, engaging in academic dishonesty will result in a 0 on the assignment where academic dishonesty occurred.

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).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

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.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct to learn more.

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).

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940.565.2648.

Academic Support & Student Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center
- Counseling and Testing Services
- UNT Care Team
- UNT Psychiatric Services
- Individual Counseling

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card

- UNT Email Address
- Legal Name

UNT EUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:
- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person's pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services
- Registrar
- Financial Aid
- Student Legal Services
- Career Center
- Multicultural Center
- Counseling and Testing Services
- Pride Alliance
- UNT Food Pantry

Academic Support Services
- Academic Resource Center
- Academic Success Center
- UNT Libraries
- Writing Lab

Sources

Shahla Alai-Rosales designed this course in collaboration with Sarah Owens. It is heavily influenced by courses designed by Micah Hope, M.S., BCBA, LBA-TX, Mary Jane Weiss, Ph.D., BCBA-D, and LABA Kenda Morrison, Ph.D., BCBA-D. Several graduate students contributed to the creation of application scenarios and questions throughout the course. Scholarly references for each module are posted on the canvas home page.