

Course information:

- Online
- Instructor: Dr. Elizabeth Benedetto., C.Psych, BCBA-D
- Office: virtual
- Office hours: Tuesday/Thursday 7:30-8:30 by Appointment Only
- Email: benedee@mcmaster.ca

Table of Contents

[Course information:](#) 1

[Table of Contents](#)..... 1

[Course Overview](#)..... 1

[Course Description:](#)..... 1

[Course Objectives:](#) 1

[Required Texts:](#)..... 2

[Evaluation Components:](#) 2

[Virtual Classroom Dates \(all other expectations are online only\)](#)..... 3

[Assignment Submission Guidelines](#) 4

[Academic Integrity:](#)..... 5

[A Note About the use of Avenue to Learn in this Course:](#) 5

[Authenticity/Plagiarism Detection:](#) 5

[Online Proctoring:](#)..... 5

[Conduct Expectations:](#) 5

[Faculty of Social Sciences E-Mail Communication Policy:](#)..... 6

[Requests for Relief for Missed Academic Term Work](#) 6

[Academic Accommodations for Religious, Indigenous or Spiritual Observances \(RISO\):](#)..... 6

[Copyright and Recording:](#)..... 6

[Extreme Circumstances:](#)..... 6

[Course Schedule](#) 7

Course Overview

Course Description:

This course presents students with theories, terminology and applications underlying current approaches to teamwork and working with families of individuals with autism.

Course Objectives:

Upon completion of this course, students will be able to:

1. Use appropriate interpersonal skills and problem solving techniques in case studies with children, families, clinical teams and service providers in different clinical teams;
2. Apply techniques to evaluate and respond effectively to possible family variables that impact on the treatment of individuals with varying behavioural needs;
3. Apply in case studies, how to interact with individual clients and families with sensitivity and flexibility with regard to culture, race, ethnicity, language, religion and socio-economic status;

4. Communicate limitations of their expertise, role, or responsibility to families and service providers and refer to supervisors as appropriate.

Developing Transferable Skills

You will work on developing academic skills that are transferable to your other university courses as well as to the workforce. These skills include:

- critical reading and thinking;
- communication (oral, written and visual);
- self and peer evaluation;
- research skills; and
- group work skills.

Required Texts:

ISBN	Textbook Title & Edition	Author & Publisher
ISBN: 978-0-415-80067-9	<i>25 Essential Skills & Strategies for the Professional Behavior Analyst</i>	Jon Bailey and Mary Burch

Evaluation Components:

Assessment Activity	% of Grade	Due Date
Team Journal Article Review · Write up (5%) · Presentation (10%) · Meeting Minutes (5%)	20%	Meeting Minutes Due: Nov 2 nd Journal article sent for approval September 29 th Zoom presentation/hand-out on Nov 9 th , 16 th (as needed)
Behavioural Skills Training (BST) Demonstration BST Written Portion (10%) BST Demonstration (10%) Peer evaluation of BST (incidental)	20%	Skill needs to be selected and supporting journal article sent to instructor by September 29th Due via video October 26th
Participation Discussion Board/ Instructor Engagement	5%	Weekly discussion board question plus 4 mini assignments (1 page satisfactory/nonsatisfactory)
Mid-Term Test	25%	October 19th
FINAL EXAM Cumulative	30%	Exam Period

Virtual Classroom Dates (all other expectations are online only)

September 8	Professor meet and great
October 20	Midterm
November 9	Zoom presentations
November 16 (if required)	Zoom presentations

Team Journal Article Review**(Write up: 5%; Meeting Minutes: 5%; Presentation: 10%)**

Each group will select one empirical article from a peer-reviewed journal that pertains to group interactions. Groups must identify the behavioral principle applied in the article, provide a brief summary of the methods and procedure, and state the implications of the procedure, and how this principle might be relevant to working on a clinical team. This summary will be submitted as a handout and presented as a team to the class on their selected date. Presentation must be a maximum of 10 minutes in length and make use of the presentation techniques covered in class. All presentations need to be emailed to the professor the day prior to class presentations. Minutes from group meetings will be submitted for grading on the date listed in the outline. A template will be provided on Avenue2learn for the minutes.

**Final rubric and project instructions will be found on Avenue 2 Learn

Behavioural Skills Training Demonstration**(Written Portion: 10%; BST Demonstration: 10%)**

You will use behavioral skills training to teach one or more fellow students/housemates/adults a skill that they don't currently possess (theoretically – this is a role play).

The second part of this assignment consists of writing a succinct written description of the skill(s) to be taught (as described by Reid and Parsons). The skill should be broken down into a written task analysis (a series of easy to learn steps). Your written assignment should also indicate your method of teaching the skills (forward chaining, backward chaining or total-task training) and your rationale for choosing that particular teaching technique.

The third component of the assignment is for you to teach your chosen skill to at least one adult. In order to receive full credit you must (in the process of teaching).

1. Verbally describe the skill to be taught and the rationale to the learner.
2. Provide a succinct written description of the skills to be taught to the learner (from the first part of the assignment).
3. Demonstrate how to perform each skill in the task analysis to the learner.
4. Observe as the learner or learners practice performing each skill in the task analysis.
5. Provide feedback to the learner regarding their proficiency in performing each skill. Feedback may be verbal, video, or any other form we have learned about as long as the form of feedback makes sense based on the skills being taught.
6. Repeat steps 3-5 until the learner demonstrates proficiency with each skill of the task analysis.

****Final rubric and project instructions will be found on Avenue 2 Learn.**

DUE October 26th**Class Participation and Engagement (5%)**

Attendance will not be collected as this is now an online based course due to COVID-19 restrictions. You will however be expected to participate weekly in discussions on line.

Class participation and engagement is an important component of this course (and of active learning). Therefore, we expect all students to be 'active' participants in this course. This means answering all discussion questions and completing all assignments. Your participation will be significantly influenced by your active involvement in discussions and the quality of that involvement.

Midterm Exam

The midterm exam will include content derived from the lectures and readings from the beginning of the course up to the time of the exam. The midterm exam will be administered at the beginning of class on October 5th.

Final Exam

The final exam is cumulative and will include content covered in class and in the readings over the course of the semester. The final exam will be scheduled by the University.

Assignment Submission Guidelines

Written Assignments: All written assignments are to be typed and double-spaced. Please include a title page with your name, student number and email address, the topic title of the assignment and the date submitted. Please submit one file copy per group to the appropriate Dropbox in Avenue 2Learn.

Submitting Assignments Electronically: Individual assignments submitted electronically must include your last name in the filename: first initial plus last name PRFT assign 1 (ebenedetto PRFT assign 1 meeting min)

Late Submissions: All work is due on the date stated, by 11:59 pm, unless other arrangements have been made in advance with the instructor. A late penalty of 5 percentage points per day will apply after the due date (weekends included).

Group Assignments: For all group assignments, ALL students in the group must be contributing members of that assignment. The instructor will assign the group members. The expectation is that each student will be an active and respectful member of their group, and contribute to the assignment - in a fair and equitable way. Group work is sometimes challenging, but it can also be rewarding in a number of ways, including providing you with opportunities to develop valuable 'working-as-a-team' skills that will serve you well in this and other courses, as well as more broadly in your academic, professional, and personal life. As a rule, the same grade will be provided to all group members, however, it is at the instructor's discretion to modify this practice in extenuating circumstances.

Policy for Returning Assignments/Posting Grades: In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow the return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; all tests and assignments must be returned directly to the student.

And since it is important for student learning and skills development that students receive feedback on their assignments as they progress through the course, you can expect to receive feedback (comments and a grade) on each of your examinations and the group assignment in a timely fashion. This will allow you the opportunity to see how you performed on each assignment and time to discuss any questions you might have with your instructor.

Arrangements will be finalized for the return of assignments from the options listed above by the instructor during the first class.

Grades for examinations and the group assignment will be posted in Avenue2Learn. Final grades for the course will be posted on Mosaic.

Midterm and Final exams will not be returned but marks and can be discussed with instructor within final exam period.

Academic Integrity:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.** Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity), located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

A Note About the use of Avenue to Learn in this Course:

In this course we will be using Avenue to Learn for the online components of the course. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation, may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Authenticity/Plagiarism Detection:

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity

Online Proctoring:

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations:

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students

share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Faculty of Social Sciences E-Mail Communication Policy:

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Academic Accommodations for Religious, Indigenous or Spiritual Observances (RISO):

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording:

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course.

Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances:

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Course Schedule

Date (week of)	Topic, Lecture Details & Homework	Chapter	BACB Content Area
Sept 8 th	<p>Week 1 - Introduction to course and course requirements</p> <p>Bailey and Burch - Business Etiquette and Interpersonal Communications</p> <p>What is Behaviour Intervention (IBI, Focused, Comprehensive) and what is an Behavioral Team?</p> <p>About Organizational Behavior Management (OBM): http://www.obmnetwork.com/what_is_obm/definition_description_common_applications</p> <p>Wilder, D. A., Austin, J., & Casella, S. (2009). Applying behavior analysis in organizations: Organizational behavior management. <i>Psychological Services</i>,6(3), 202.</p>	Bailey and Burch, Ch. 1, 8	F-05, G-04, K-01,K-02, K-03, K-04 K-05, K-06, K-07, K-08, K-09, K-10
Sept 15 th	<p>Week 2 - Training, Coaching, and Mentoring</p> <p>Parsons, M.P., Rollyson, J.H., Iverson, J. & Reid, DH. (2012). Evidence-based staff training: A guide for practitioners, <i>Behavior Analysis in Practice</i>, 5(2), 2-11.</p> <p>Rosales, R., Stone, K., & Rehfeldt, R. A. (2009). The effects of behavioral skills training on implementation of the picture exchange communication system. <i>Journal of applied behavior analysis</i>, 42(3), 541-549</p> <p>Determine groups for team projects and begin discussing article selections for project</p>	Bailey and Burch, Ch. 24	F-05, G-04, K-01,K-02, K-03, K-04 K-05, K-06, K-07, K-08, K-09, K-10
Sept. 22 nd	<p>Week 3 - Bailey and Burch - Persuasion and Influence and Become a Trusted Professional</p> <p>Daniels, A. C. & Daniels, J. E. (2006). Chapter 12: Pinpointing. <i>Performance Management</i>. Tucker, GA: Performance Management Publications</p> <p>Reed, F. D. D., & Henley, A. J. (2015). A Survey of Staff Training and Performance Management Practices: the Good, the Bad, and the Ugly. <i>Behavior Analysis in Practice</i>, 8(1), 16-26.</p>	Bailey and Burch, Ch. 9, 18	F-05, G-04, I-01, I-02, I-03, I-04, I-05, K-01,K-02, K-03, K-04 K-05, K-06, K-07, K-08, K-09, K-10

Date (week of)	Topic, Lecture Details & Homework	Chapter	BACB Content Area
Sept. 29 th	<p>Week 4 - Measurement</p> <p>Daniels, A. C. & Daniels, J. E. (2006). Chapter 13: Measurement. <i>Performance Management</i>. Tucker, GA: Performance Management Publications.</p> <p>Choose and submit BST Skill and send supporting journal article</p>	Bailey and Burch, Ch. 14, 15	H-01, H-02, H-03, H-04, H-05, I-01, I-02, I-03, I-04, I-05, I-06, I-I-07, FK-47, FK-48
Oct. 5 th	<p>Week 5 - Performance Analysis and Performance Diagnostics</p> <p>Austin, J., & Carr, J. (Eds.). (2000). <i>Handbook of applied behavior analysis</i>. New Harbinger Publications. Chapter 14. Performance Analysis and Performance Diagnostics.</p> <p>Pampino Jr, R. N., Heering, P. W., Wilder, D. A., Barton, C. G., & Burson, L. M. (2004). The use of the performance diagnostic checklist to guide intervention selection in an independently owned coffee shop. <i>Journal of Organizational Behavior Management</i>, 23(2-3), 5-19.</p> <p>Presentation Skills How to avoid Death By PowerPoint: David JP Phillips at TEDxStockholmSalon #2/2014 Think Again http://tedxtalks.ted.com/video/How-to-avoid-Death-By-PowerPoin;TEDxStockholmSalon</p> <p>Choose Team Journal Article and submit for approval</p>	Bailey and Burch, Ch. 16	H-01, H-02, H-03, H-04, H-05, I-01, I-02, I-03, I-04, I-05, I-06, I-I-07, F-02, FK-47, FK-48, G-01, G-03, G-04, G-05, G-06, G-07, G-08
Oct, 12 th	Week 6 – Reading Week		
Oct 19 th	No class material – Midterm Oct 20 2020		
Oct. 26 th	<p>Week 7 - BST Demonstrations in Class/Assignments Due</p> <p>Feedback</p> <p>Bailey and Burch - Understanding and Using Power</p> <p>Mangiapanello, K. A., & Hemmes, N. S. (2015). An Analysis of Feedback from a Behavior Analytic Perspective. <i>The Behavior Analyst</i>, 38(1), 51-75</p> <p>BST video and paperwork due</p>	Bailey and Burch, Ch. 23	F-01, F-02,

Date (week of)	Topic, Lecture Details & Homework	Chapter	BACB Content Area
Nov., 2 nd	<p>Week 8 - Examples of Performance Management</p> <p>Richman, G. S., Riordan, M. R., Reiss, M. L., Pyles, D. A. M., Bailey, J. S (1988). The effects of self-monitoring and supervisor feedback on staff performance in a residential setting. <i>Journal of Applied Behavior Analysis</i>, 21, 401-409.</p> <p>Anderson, D. C., Crowell, C. R., Hantula, D., & Siroky, L. M. (1988). Task clarification and individual performance posting for improving cleaning in a student-managed university bar. <i>Journal of Organizational Behavior Management</i>, 9 (2), 73-90.</p> <p>Iwata, B. A., Bailey, J. S., Brown, K. M., Fosliee, T. J., & Alpern, M. (1976). A performance based lottery to improve residential care and training by institutional staff. <i>Journal of Applied Behavior Analysis</i>, 9, 417-431.</p> <p>Pampino, R. N., Jr., Heering, P. W., Wilder, D. A., Barton, C. G., & Burson, L. M. (2003). The use of the performance diagnostic checklist to guide intervention selection in an independently owned coffee shop. <i>Journal of Organizational Behavior Management</i>, 23, 5-19.</p> <p>Meeting Minutes Due</p>		H-01, H-02, H-03, H-04, H-05, I-01, I-02, I-03, I-04, I-05, I-06, I-I-07, F-02, FK-47, FK-48, G-01, G-03, G-04, G-05, G-06, G-07, G-08
Nov. 9 th	<p>Week 9 - Critical Skills</p> <p>Leadership, Negotiation and Lobbying, Handling Difficult People, Think Function</p> <p>Zoom Article Presentations 7:00 – 10:00 pm</p>	Bailey and Burch, Ch. 2, 3, 10, 12, 13, 14	
Nov. 16 th	<p>Week 10 - Cultural Diversity & Belief Systems</p> <p>Fong, E. H., & Tanaka, S. (2013). Multicultural alliance of behavior analysis standards for cultural competence in behavior analysis. <i>International Journal of Behavioral Consultation and Therapy</i>, 8(2), 17.</p> <p>Zoom Article Presentations 7:00 – 10:00 pm (only if required)</p>	Bailey and Burch, Ch. 11	
Nov. 23 rd	<p>Week 11 - Coping with challenges and family issues: What Professionals need to know</p> <p>Biglan, A. (2015). <i>The nurture effect: How the science of human behavior can improve our lives and our world</i>. New Harbinger Publications. Chapter 2, Nurturing Families.</p>		F-01, FK-02, FK-06, FK-07, FK-08, FK-09, FK-41, FK-42

Date (week of)	Topic, Lecture Details & Homework	Chapter	BACB Content Area
Nov. 30 th	<p>Week 12 - Applications of Acceptance and Commitment Therapy</p> <p>Blackledge, J. T. & Hayes, S. (2006). Using acceptance and commitment training in the support of parents of children diagnosed with autism. <i>Child and Family Behavior Therapy</i>, 28 (1), 1-18.</p> <p>Hayes, S. C. (2004). Acceptance and Commitment Therapy and the new behavior therapies: Mindfulness, acceptance and relationship. In S. C. Hayes, V. M. Follette, & M. Linehan (Eds.), <i>Mindfulness and acceptance: Expanding the cognitive behavioral tradition</i> (pp. 1-29). New York: Guilford</p>		E-01, E-01, E-03, E-06, F-01,FK-06, FK-07, FK-08, FK-09, FK-10,FK-11, FK-12, FK-25, FK-41, FK-42
Dec. 7 th	<p>Week 13 - Applications of Acceptance and Commitment Therapy</p> <p>Snyder, K., Lambert, J., & Twohig, M. P. (2011). Defusion: A behavior-analytic strategy for addressing private events. <i>Behavior analysis in practice</i>, 4(2), 4.</p> <p>Final Exam Review</p>		E-01, E-01, E-03, E-06, F-01, FK-06, FK-07, FK-08, FK-09, FK-10,FK-11, FK-12, FK-25, FK-41, FK-42
	FINAL EXAM – to be announced		