



COURSE OUTLINE

SOC SCI 2UF3

Professional Relationships with Families and Teams

Fall 2018

Day of the Week: Wednesday 7-10pm

Location: KTH B124

**McMaster University
Faculty of Social Sciences**

Instructor: Ramona Mathew, BCBA

Office: KTH 208

Contact: mather7@mcmaster.ca

**Office Hours: Wednesday 5:30-6:30
By Appointment ONLY**

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 Textbook:

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

Evaluation Components:

Assessment Activity	% of Grade	Due Date
Team Journal Article Review · Work share and accountability (5%) · Presentation (10%)	15%	Journal article submitted by Oct 10th In-class presentation/hand-out on Nov 7th, 14th and 21st.

<p>Behavioural Skills Training (BST) Demonstration</p> <ul style="list-style-type: none"> • BST Written Portion (10%) • BST Demonstration (15%) • Work share and accountability (5%) 	<p>30%</p>	<p>Skill needs to be selected and supporting journal article sent to instructor by Sept 26th</p> <p>Due in-class presentation on Oct 17th and 24th, 2018</p>
<p>Participation</p> <p>Attendance/ Class Discussion/ Instructor Engagement</p>	<p>5%</p>	<p>Must attend at least 10 classes and demonstrate participation</p>
<p>Quizzes (4 X 5%)</p>	<p>20%</p>	
<p>FINAL EXAM</p>	<p>30%</p>	<p>Exam Period</p> <p>Dec 5th - 20th, 2018</p>

Team Journal Article Review

Each group will select one empirical article from a peer-reviewed journal that pertains to **group interactions, parent coaching, or staff training**. Groups must identify the behavioural principle applied in the article, provide a brief summary of the methods and procedure, and state the implications of the procedure, and how make recommendations for future research or future application to real-life settings. 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. Team members will be required to provide a break down of tasks assigned to group members and a system to ensure accountability. The purpose is the ensure that work load is shared evenly and students can be held accountable for their assigned task. Each group will be required to evaluate the other groups' presentations by providing one positive and at least one constructive comment in their feedback. The group should consist of **no more than 3-4 students**.

Behavioural Skills Training Demonstration

You will use behavioural skills training to teach one or more fellow students a skill that they don't currently possess.

The first 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 second component of the assignment is for you to teach your chosen skill to at least one student in our class. 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.

The groups should consist of **no more than 2-3 students** (1 trainer or 1 co-trainer/model and 1 student). Each student should have an active role in the demonstration.

The BST demonstration can be done live in-class or videotaped and submitted to the instructor.

Team members will be required to provide a break down of tasks assigned to group members and a system to ensure accountability. The purpose is to ensure that work load is shared evenly and students can be held accountable for their assigned task.

Class Participation and Engagement (5%)

Attendance will be collected at the end of class. You will be expected to attend and participate in at least 10 classes throughout the term, not including exams.

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 attending all classes, being actively involved in class activities and thoughtful discussion, and completing all assignments.

Your participation will be significantly influenced by your active involvement in class, and the quality of that involvement. Lack of participation, or 'negative participation', will also

significantly influence your participation grade (but in a negative way)! And so you are aware of the types of activities or behaviours that will be considered 'negative' class participation, they include the following: missing classes, talking to classmates about things that are not a contribution to the class discussion, general non-participation in or disruption of class/class activities, sleeping during class, coming to class late or leaving early, and using any of the following electronic devices: cell phones, mp3 players, ipods, ipads, and other electronic devices. Computers may be used in class but ONLY for note taking purposes. Evidence of using the computer for anything other than note taking will be considered negative class participation.

Quizzes

There will be a total of 4 quizzes. Quizzes will be multiple choices. These will include material learned (cumulatively) up to the date of quiz. Quizzes will be completed online, unless instructed otherwise.

Final Exam

The final exam is **cumulative**, although heavily focused on the final half of the term, and will include content covered in class and in the readings over the course of the semester. The final exam will be scheduled and administered through the testing centre on the date provided 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: e.g. Smith_Assignment_5_Article_Assessments.rtf.

Late Submissions: All work is due on the date stated, at the beginning of class, 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 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.

The following possibilities exist for return of graded materials:

1. direct return of materials to students in class;
2. return of materials to students during office hours;
3. students attach a stamped, self-addressed envelope when submitting the assignments for return by mail (for final capstone assignment only); and
4. submit/grade/return papers electronically.

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.

Final exams will not be returned but marks can be discussed with instructor within final exam period, by December 22nd.

UNIVERSITY POLICY ON ACADEMIC DISHONESTY:

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. 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, 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 2 LEARN IN THIS COURSE:

In this course we will be using Avenue 2 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.

A NOTE ABOUT THE USE OF TURNITIN.COM IN THIS COURSE

In this course we may be using a web-based service (Turnitin.com) to reveal plagiarism. If announced by the Instructor, students will be expected to submit their work electronically to Turnitin.com as well as in hard copy so that it can be checked for plagiarism. Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of their work to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com policy, please go to www.mcmaster.ca/academicintegrity

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.

McMaster Student Absence Form (MSAF):

This on-line self-reporting tool is for undergrad students to report one absence of up to 3 days per term. The MSAF gives you the ability to request relief for any missed academic work during that one absence (that is less than 25% of the course grade). Please note: this tool cannot be used during any final examination period.

You may submit only 1 MSAF per term. This online MOSAIC form should be filled out as soon as possible before you return to class after your absence. It is YOUR responsibility to follow up with your instructor immediately (within 48 hours of submitting the MSAF) in person or by email regarding the nature of the relief that is possible for the missed work.

If you are absent more than 3 days or exceed 1 request per term, are absent for a reason other than medical, or have missed work worth 25% or more of your final grade, you **MUST** visit the office of the Associate Dean in your Faculty. You may be required to provide supporting documentation to the Faculty office. You must **NOT** submit any medical or other relevant documentation to your instructor. Your instructor may **NOT** ask you for such documentation. All documentation requests will only come from the Faculty office.

Access Copyright Regulations:

McMaster University holds a licensing agreement with Access Copyright, the Canadian Copyright Licensing Agency. Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>

Student Accessibility Services (SAS) *formerly Centre for Student Development (CSD):*

If you have an accommodation letter from SAS, you are required to provide a copy of that letter to your instructor. Please be sure that you arrange academic accommodations through SAS as early as possible in order that the instructor can receive the accommodation letter as early as possible in the term.

What are my responsibilities as a student registered at SAS? Students are responsible to identify themselves to Student Accessibility Services on an annual and regular basis in order to receive accommodations and services. Students are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss specific needs in relation to the course and their disability; and
- providing the course instructor with their accommodation letter from SAS.

For more information, see the SAS website: <http://csd.mcmaster.ca/sswd/faqs.html>

TENTATIVE COURSE SCHEDULE

Date	Topic, Lecture Details & Homework	Chapter	BACB Content Area
Sept 5, 2018	<p>Introduction to course and course requirements</p> <p>Bailey and Burch - Business Etiquette and Interpersonal Communications</p> <p>What is Intensive Behaviour Intervention (IBI) and what is an IBI 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 12, 2018	<p>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

<p>Sept 19, 2018</p>	<p>Quiz 1</p> <p>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>	<p>Bailey and Burch, Ch. 9, 18</p>	<p>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</p>
<p>Sept 26, 2018</p>	<p>Measurement</p> <p>Daniels, A. C. & Daniels, J. E. (2006). Chapter 13: Measurement. <i>Performance Management</i>. Tucker, GA: Performance Management Publications.</p> <p>Submit BST Skill and send supporting journal article and Choose Team Journal Article</p>	<p>Bailey and Burch, Ch. 14, 15</p>	<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, FK-47, FK-48</p>

Oct 3, 2018	<p>Quiz 2</p> <p>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</p> <p>How to avoid Death By PowerPoint: David JP Phillips at TEDxStockholmSalon #2/2014 Think Again https://www.youtube.com/watch?v=lwpi1Lm6dFo</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 10, 2018	Fall Break- No Class		
Oct 17, 2018	BST Demonstrations in Class		
Oct 24, 2018	<p>BST Demonstrations in Class</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>	Bailey and Burch, Ch. 23	F-01, F-02,

Oct 31, 2018	<p>Quiz 3</p> <p>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>		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 7, 2018	<p>Critical Skills</p> <p>Leadership, Negotiation and Lobbying, Handling Difficult People, Think Function</p> <p>Article Presentations 8:30-10pm x6</p>	Bailey and Burch, Ch. 2, 3, 10, 12,	

Nov 14, 2018	<p>Bailey and Burch, Ch. 11, 13 and 14</p> <p>Article Presentations 8:30-10pm x6</p>	Bailey and Burch, Ch. 11, 13 and 14	
Nov 21, 2018	<p>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> <p>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>Article Presentations 8:30-10pm x6</p>		F-01, FK-02, FK-06, FK-07, FK-08, FK-09, FK-41, FK-42

Nov 28, 2018	<p>Quiz 4</p> <p>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> <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, 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
	<p>FINAL EXAM</p> <p>Dec 7 - 20, 2018</p>		

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email