Department of Psychology
Master of Science in Psychology
Behavior Analysis Major

STUDENT HANDBOOK
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You will receive a fillable PDF version of this page via email to be completed and signed electronically. Please submit the PDF Student Attestation and Agreement form by the end of the first week of the semester.

Student Attestation and Agreement

By signing below, I attest that I have read the handbook of the Master of Science in Psychology, Behavior Analysis major in its entirety, including the terms and conditions of the program. I have had the opportunity to ask questions about information it contains. Any questions I have asked to date have been answered.

I further attest that I understand my responsibilities as a student and the structure, expectations, and requirements of the program. I further understand that I must maintain an overall GPA of at least 3.0 in the program and must earn a grade of B- or higher in order to remain in good standing, make academic progress and graduate from the program. I am willing and able to participate fully in the courses and fulfill the requirements of the program. I agree to the terms and conditions stated below, and I understand that changes may be made based on changes in University policies and State of Florida laws, rules, and regulations. I further understand that changes may be necessary as stated in the COVID-19 Notice below.

____________________________  ______________________  _________________
Student Name (print)  Student Signature  Date

Semester and Year Admitted
Message from the Department of Psychology Chair

Welcome to the Department of Psychology! We are delighted that you have selected us for the next step in your educational and professional development. We are especially delighted to welcome you as the inaugural cohort of the relaunch of our Behavior Analysis Master of Science (BAMS) program. BAMS builds on the department’s tradition of excellence in behavior analysis spanning four decades. Along with the world class faculty who will guide you through the program, you are now an important part of that tradition!

You also are now valued members of a vibrant department community that includes eight graduate programs and tracks. FIU Psychology is a leader in education, research, and impact, using our knowledge, expertise, and abilities to improve the well-being of our community. We serve the educational needs of more students from underrepresented minority backgrounds than any other psychology department in the country, we are a top 5 producer of psychological research in the country according to the National Science Foundation, and we provide behavioral/mental health services to over 3,000 families in South Florida every year! There is a wealth of opportunities in our department and I encourage you to take advantage of them.

As valued members of our department community, know that my (virtual) door is open to you. I welcome your input and encourage you to reach out if I can enhance your experience in any way. I wish you all the best as you begin the program!

Best regards,

Jeremy Pettit, PhD
Chair, Department of Psychology
Welcome Message from the Program Director

Welcome Fall 2020 class of the FIU behavior analysis master’s program! You are a very special group of 30 students, and your arrival has been much anticipated. It is thrilling to admit students once again and relaunch this program after a long hiatus. The new Behavior Analysis Master of Science program, affectionately referred to as BAMS, has been redesigned with one objective in mind, to develop superior behavior analysts who display excellent skills, a strong commitment to profession, and a passion for serving others. This will be emphasized throughout the program. You will be guided to graduation by faculty who share this commitment and passion. We will always do our best to model excellence because we expect only excellence from you. We will help you succeed and expect you to do the same for your fellow students. We know you will develop behavior analytic knowledge and skills and hope you will also develop long-lasting relationships that will form part of your future professional community.

Of course, while excited about welcoming you to the new BAMS, we realize these are difficult times. The COVID-19 pandemic has caused major disruptions to the learning environment. We have responded to these new conditions by making necessary adjustments to ensure you receive an outstanding educational experience. Although the fall will be limited to remote learning and communication, there are many resources available to you through the program, the Department of Psychology and other university offices. I encourage you to take full advantage of these offerings.

As you embark on your journey of scholarly and professional development, I hope that you are ready for the work that lies ahead, eager to learn, and filled with excitement.

I look forward to meeting each of you in person very soon.

Sincerely,

Maricel Cigales, Ph.D., BCBA-D
Behavior Analysis Program Director
Mission Statement
The mission of the Behavior Analysis M.S. program is to produce graduates with superior behavior analytic skills who engage in highly effective and ethical behavior analysis practice as Board Certified Behavior Analysts.

Vision Statement
The vision of the Behavior Analysis M.S. program is a world in which every individual in need has access to effective and ethical behavior analytic services.

Diversity Statement
The Behavior Analysis M.S. program holds diversity as a core value. Diversity in all its human forms – age, race, ethnicity, culture, gender identity, socioeconomic status, physical ability, and spiritual or religious beliefs, etc. – enriches the human experience. The program insists on a learning environment in which ideas are freely and respectfully exchanged in a manner that preserves individual dignity and equity.

COVID-19 Notice
Due to disruptions caused by the ongoing COVID-19 pandemic, deviations from the program, as described in this handbook, may be necessary in order to comply with guidelines from health officials and FIU. This may include modifications of the course schedule and internship experience and requirements. Students will be notified of deviations in a timely manner.

Your success is our top priority. Reasonable effort will be made to help students remedy learning disruptions due to circumstance beyond their control. Students who experience a hardship that interferes with the ability to meet the program expectations and requirements should promptly notify the program.

Program faculty and students alike are expected to remain current with COVID-19 updates and follow the latest guidelines for the FIU community, which are available at: https://www.fiu.edu/coronavirus/

All students are required to complete “COVID-19 Training for Students”, an important component of FIU's Panthers Protecting Panthers plan. In this course, you will gain the knowledge and information needed to keep yourself safe and protect our university community. This course is required for all students regardless of course modality, and must be completed no later than Sunday, August 23rd. The training can be found here: https://develop.fiu.edu/browse/shwad/courses/p3-students
## Faculty & Staff Directory

### Department of Psychology

Jeremy Pettit, Ph.D.  
Professor  
Chair, Department of Psychology  
[ipettit@fiu.edu](mailto:ipettit@fiu.edu)

Leslie Frazier, Ph.D.  
Associate Professor  
Director of Graduate Studies  
[frazier@fiu.edu](mailto:frazier@fiu.edu)

Jackie Pena  
Psychology Department Office Manager  
[jmpena@fiu.edu](mailto:jmpena@fiu.edu)

### Behavior Analysis Program

Maricel Cigales, Ph.D., BCBA-D  
Teaching Professor  
Behavior Analysis Program Director  
[mcigales@fiu.edu](mailto:mcigales@fiu.edu)

Tara Loughrey, Ph.D., BCBA-D  
Teaching Professor  
[tloughre@fiu.edu](mailto:tloughre@fiu.edu)

Logan McDowell, Ph.D., BCBA-D  
Teaching Professor  
[lsmcdowe@fiu.edu](mailto:lsmcdowe@fiu.edu)

Jenilee Acevedo-Medina, M.S., BCBA  
Adjunct Faculty  
[jmedina@firststepsint.com](mailto:jmedina@firststepsint.com)

Paloma Pedraza Rodriguez, Ph.D., BCBA-D  
Visiting Professor  
Behavior Analysis Assistant Program Director  
[ppedraza@fiu.edu](mailto:ppedraza@fiu.edu)

Rosemary San Nicolas, M.S., BCBA, LMHC  
Assistant Teaching Professor  
Behavior Analysis Program Administrator  
[sannicor@fiu.edu](mailto:sannicor@fiu.edu)

Haydee Toro, Ph.D., BCBA-D  
Adjunct Professor  
Email Address: [htoro@fiu.edu](mailto:htoro@fiu.edu)

General program contact: [behavior@fiu.edu](mailto:behavior@fiu.edu)
Behavior Analysis Faculty Bios

Maricel Cigales, Ph.D., BCBA-D
Director, Behavior Analysis Program
Associate Dean of Undergraduate Studies

Dr. Cigales holds a Ph.D. and M.S. in psychology from FIU and a B.S. in psychology from Louisiana State University. She has worked in the field of behavior analysis for nearly 30 years, and has served individuals of all ages, with a broad range of diagnoses. Dr. Cigales directed the Behavior Analysis Services Program in Miami-Dade County, a State of Florida program to provide behavior analytic services to children in Florida’s foster care system. She was also the Program Director for a state-funded program that provided behavior analytic services to individuals with developmental disabilities in Miami-Dade County and was the founder and President of Behavior Services Inc. Dr. Cigales has been a professor at FIU since 2008, where she has and taught graduate and undergraduate courses in behavior analysis. She was Associate Chair of the Department of Psychology and currently serves as Associate Dean of Undergraduate Studies for the College of Arts, Sciences and Education and Director of the Behavior Analysis Program.

Tara Loughrey, Ph.D., BCBA-D
Adjunct Professor

Tara Loughrey was introduced to early intensive behavioral intervention while completing her B. Sc. at McMaster University in Hamilton, Canada. During her doctoral studies at Florida Institute of Technology, Dr. Loughrey was active in conducting and disseminating ABA research. Several of her research projects were presented at regional and national conferences, published in peer-review journals and received research awards. Dr. Loughrey received additional training as a Post-Doctoral Fellow at the Munroe-Meyer Institute, University of Nebraska Medical Center in treating pediatric feeding disorders and sleep disturbances in children with autism. Following completion of a Post-Doctoral Fellow, Dr. Loughrey directed an ABA school program in South Florida for over 6 years. During her tenure, she was instrumental in the overall growth of the program in terms evidence-based service delivery, training and mentoring practitioners, and research activity. Currently, Dr. Loughrey teaches behavior analytic coursework and mentors supervisees worldwide on their path to BACB certification often using a telehealth model. Dr. Loughrey considers her qualifications to be a fundamental opportunity to share her knowledge and expertise to advance the science of behavior analysis and its clinical outcomes. Her specializations and research interests are teaching verbal behavior, parent training, video-based instruction and more recently, telehealth as a modality for effective delivery of ABA treatment.
Logan McDowell, Ph.D., BCBA-D  
Assistant Teaching Professor

Logan McDowell obtained her Ph.D. in Psychology with a focus on Developmental Science from Florida International University, where she also completed her graduate work in Behavior Analysis. While at FIU, she helped found an Early Intensive Behavioral Intervention program and discovered her passion for both mentorship and working with individuals on the Autism Spectrum. Dr. McDowell further pursued this passion through her position as the Assistant Director at an ABA-based school for individuals with Autism. She later worked as the Director of Special Education at an inclusion-based elementary school where she focused on disseminating the inclusion model to both families and fellow educators. In addition, Logan been an Adjunct Professor at FIU for several years, teaching courses in Behavior Analysis, Human Growth and Development, and a Senior Seminar she developed on Autism and Early Intervention. Dr. McDowell's research interests include: video-modeling, early intervention, and inclusion. Her research has been presented at both regional and national conferences as well as published in peer-reviewed journals. Dr. McDowell also remains active in clinical services both locally and internationally providing supervision to individuals en route to board certification.

Jenilee Acevedo-Medina, M.S., BCBA  
Adjunct Professor

Jenilee Acevedo-Medina is the Founder and President of First Steps Interventions, Inc. In 2008, out of a desire to provide a more well-rounded program to the children whom she serviced, Jenilee created a small but powerful team who shared her dedication for creating lasting change in the lives of the children and families that have been affected by a developmental disability. She has been working in the field of behavioral intervention and autism for over 10 years and has dedicated her career to maximizing her knowledge and skills to train therapists, newly certified individuals, caregivers and children. She received both a Bachelor of Science in Psychology from Florida International University with a Minor in Social Work and a Master of Science degree in Applied Behavior Analysis. Jenilee has presented on the benefits of continued supervision and the importance of caregiver training at various Florida Association for Behavior Analysis (FABA) conferences. Jenilee is also a member of the Multicultural Special Interest Group which is dedicated to disseminate ethical and effective behavior analysis practices across the globe. In 2017, she had the opportunity to become an Invited International Professor at Universidad del Istmo in Guatemala, teaching Masters level Applied Behavior Analysis students through highly supervised practicum. In 2018, she contributed to the well-established ABA masters program at abaScool in Spain as a Professor. As the field of ABA grows in South Florida, Jenilee is putting First Steps Interventions, Inc. at the forefront of effective and ethical applied behavior analysis interventions.
Paloma Pedraza Rodriguez, Ph.D., BCBA-D
Visiting Professor, Department of Psychology
Assistant Director, Behavior Analysis Program

Paloma Pedraza Rodriguez is a Miami native that has been in the field of behavior analysis since 2002. She received her B.S. in Psychology at Florida State University while studying under Dr. Jon Bailey. She earned her M.S. in Applied Behavior Analysis from the Florida Institute of Technology under Dr. Martinez-Diaz, and her Ph.D. in Developmental Psychology from Florida International University under Drs. Jack Gewirtz and Anibal Gutierrez. During her time as a doctoral student she earned a research grant from the Organization for Autism Research and went on to publish her research in the Development and Behavior Bulletin. She has been teaching undergraduate behavior analysis courses as an adjunct at FIU since 2008 and was recently promoted to a full-time instructor. Dr. Rodriguez has been heavily involved with maintaining the undergraduate behavior analysis program at FIU, updating courses to ensure they meet the current BACB task list, and moving courses from in-person to online and hybrid formats. She has a tremendous passion for disseminating and advocating for ethical and effective application of behavior analysis procedures. Along this vein, Dr. Rodriguez is an active member of the Multicultural Special Interest Group at the Florida Association for Behavior Analysis and promotes the dissemination of ABA to Latin American and other cultures that are represented in South Florida by providing translated materials and trainings in different languages. Her clinical and research interests involve early intervention for children with autism, in particular the importance of social interaction during the early stages of learning. She is also the clinical director for a local ABA agency and provides clinical supervision to BCaBA and BCBA candidates.

Rosemary San Nicolas, M.S., LMHC, BCBA
Program Administrator

Rosemary San Nicolas earned her B.A. and M.S. in Psychology from Florida International University. Mrs. San Nicolas has been involved with the University, in different roles, for just over 20 years. She started her applied work in psychology in the field of Counseling Psychology when she completed her graduate training and earned her license as a Mental Health Counselor in 2008. While working as a psychotherapist, Mrs. San Nicolas was offered a position with the graduate programs in counseling as well as behavior analysis at FIU. It is because of this opportunity that she was introduced to Drs. Jacob Gewirtz, Maricel Cigales, and Paloma Pedraza Rodriguez. Dr. Gewirtz encouraged her to pursue her certification in behavior analysis and with the support of Drs. Cigales and Rodriguez she completed the coursework and supervised training and became certified as a behavior analyst in 2015. Since then, Mrs. San Nicolas has been providing behavior analytic services and supervision to BCaBA and BCBA candidates alongside her work as a psychotherapist and qualified supervisor to registered mental health counselor interns, domestically and abroad. Additionally, she has been teaching undergraduate courses in behavior analysis, as well as clinical and developmental psychology as an adjunct at FIU since 2006.
Haydee Toro, Ph.D., BCBA-D
Adjunct Professor

Haydee Toro obtained her Ph.D. in Psychology with a specialty in developmental disabilities at the University of Vermont. She was a post-doctoral fellow at the Kennedy-Krieger Institute affiliated to the Johns Hopkins University School of Medicine. There she trained in behavioral pediatrics and applied behavior analysis. Haydee Toro had a lengthy career as a behavior analyst for state government social services in South Florida. She occupied one of the first clinical oversight positions within Florida’s developmental disabilities services. Dr. Toro has served as instructor in professional development programs for special education teachers at Pennsylvania State University and for staff in state institutions for individuals with developmental disabilities in the Commonwealth of Virginia. She has taught introductory courses in behavior analysis at Florida International University, also ethics courses in behavior analysis at Universidad del Istmo in Guatemala and at the Abascool of Universidad Complutense of Madrid. Dr. Toro is a licensed psychologist in Florida and a Board-Certified Behavior Analyst. She is a past president of the Florida Association of Behavior Analysis (FABA), chaired its multicultural interest group and also served as a member of the Behavior Analyst Certification Board (BACB) for two consecutive terms. Dr. Toro was the recipient of FABA’s Charles Kimber Public Service Award for her years of work in the community. She frequently presents on topics related to ethics and behavior analysis at professional continuing education events.
Dr. Jacob L. Gewirtz
Founder of the Behavior Analysis Master’s Program at FIU

Dr. Jacob L. Gewirtz is Professor Emeritus in the Department of Psychology at Florida International University. Prior to retiring in 2013, Dr. Gewirtz had an extraordinary career that spanned almost 70 years. As a true pioneer in the field, he began conducting research on child development from a behavior analytic perspective in the early 1950s, publishing seminal work in the areas of mother-infant interaction, attachment, and infant learning. He arrived at FIU in 1981, where he taught graduate and undergraduate courses in developmental psychology and behavior analysis.

In 1992, Dr. Gewirtz established the master’s program in behavior analysis and served as the program director for almost 20 years. As a fervent advocate for the discipline and the certification program, he contributed to countless students becoming certified behavior analysts.

Because of his insight, dedication, and tireless work, FIU has offered undergraduate and graduate level courses in behavior analysis since the 1980s. The Behavior Analysis Master’s Program that exists today was built on the foundation he laid. It is his legacy and his gift to the profession of behavior analysis, the FIU community and all those who will be served by graduates of this program.
Introduction

This handbook is your guide to successfully graduate from the FIU Master of Science in Psychology with a major in Behavior Analysis (BAMS). While the program will notify students of any important announcements made by the Behavior Analyst Certification Board (BACB) that can impact the certification process, it is ultimately the responsibility of the student to stay current with BCBA certification requirements. The BACB publishes a monthly newsletter where upcoming changes and other important information are published. The newsletter is available at: https://www.bacb.com/newsletter/

The BAMS program affords students the opportunity to advance their intellectual and professional development. The curriculum focuses exclusively on the science of behavior, the derived principles of applied behavior analysis, and the ethical and professional standards of the discipline. You are considered a behavior analyst upon entry to the program. As such, you are expected to adhere to these standards of practice and conduct at all times. Participation in program events as well as attendance and presentation at professional conferences is highly encouraged.

The various teaching methods, courses, and internship experiences provided by the program will require you to develop and demonstrate behavior analytic skills. You will receive constructive feedback throughout the course of study from faculty and peers about your academic and clinical strengths and weaknesses as a behavior analyst. You are also expected to provide feedback to others and engage in discussion in a manner that is respectful, conducive to a supportive learning environment in which all can thrive, and which contributes to the quality of the program.
Program Terms and Conditions

The terms and conditions of the Florida International University, Department of Psychology Master of Science in Psychology with a Major in Behavior Analysis are specified below. Each student participating in the program must accept the terms and conditions outlined below by submitting the Student Attestation and Agreement form (found on page 3 of this handbook) by the end of the first week of the semester.

Structure

A. Hybrid Modality – Approximately 50% of the program content will be provided in an online, asynchronous modality and 50% will be face-to-face, classroom-based, synchronous modality. Most courses will include both online work and face-to-face class meetings. Some courses may be offered fully online.

B. Course Schedule – The course schedule for the upcoming semester will be announced as early as possible in the current semester. Most courses offered in the same semester will meet for the face-to-face component on the same day, with the exception of practicum supervision courses, which may be offered on a flexible schedule to accommodate students.

C. Cohort, Lock-step Model – The program follows a lock-step, cohort model in which all students admitted in the same semester (cohort) must complete the courses on the schedule they are offered each of the four semesters of the program. Failure to enroll in and successfully complete courses as scheduled will delay the student’s academic progress and may jeopardize the student’s standing in the program.

D. Supervised Experience Hours – Students are required to complete a minimum of 20 hours per month of supervised experience hours. If a student is unable to complete these hours, the student will fall out of compliance with program requirements and may be withdrawn from the program. Students must receive a passing grade in the experience course each semester.
Curriculum

The Behavior Analysis major consists of core, knowledge-based courses, seminars and practical experience. Through the practicum placement program, students have opportunities to gain supervised experience at local organizations.

Credits. This is a 45-semester hour, lock-step graduate program. The program consists of 4 semesters (3-4 courses per term).

Location and Scheduling of Course Offerings. All of the program courses will be offered at the Modesto Maidique Campus. Most courses will be hybrid, with both an online and on-campus component. Some courses may be online only. Courses that meet on-campus will vary in days and times each semester. Students are expected to be able to be on campus for various program components during the day and evenings, as well as on the weekends.

Program Objectives
• Offer a science-based curriculum in behavior analysis
• Train students in the ethical practice of behavior analysis
• Provide students supervised internship experience with local organizations
• Help students progress to certification and employment

Coursework
All coursework is completed in the following sequence over the course of an 18-month academic plan. Courses that are not part of the approved Verified Course Sequence (VCS) are subject to change.

Semester 1
• EAB 6780 Ethical Code in BA (VCS)
• EAB 6770 Behavioral Technologies (VCS)
• EAB 5655 Advanced Methods of ABA (VCS)

Semester 2
• EAB6707 Learning and Development (VCS)
• EAB6717 Applications of Verbal Behavior (VCS)
• EAB 6941 Practicum in Behavior Analysis
• PSY 5918 Supervised Research (in ABA)

Semester 3
• EAB5098 Proseminar in EAB (VCS)
• EAB5797 Single Case Research Methods (Core) (VCS)
• EAB 6941 Practicum in Behavior Analysis
• PSY 5918 Supervised Research (in ABA)

Semester 4
• DEP 5796 Methods of Developmental Research
• PSY5939 Special Topics
• EAB 6941 Practicum in Behavior Analysis
• PSY 5918 Supervised Research (in ABA)
Course Descriptions

DEP 5796 Methods of Developmental Research or other course approved by the program director (3). Survey of issues and methods at all stages of life-span developmental research including theory, methods, design, and data reduction.

EAB 5098 Proseminar in the Experimental Analysis of Behavior (3). An advanced survey of the principles of respondent and operant conditioning and the bases of action in both social and non-social settings.

EAB 5655 Advanced Methods of Behavior Change (3). An intensive study of selected methods of modifying human behavior, emphasizing the applications of the principles of respondent and operant conditioning, as well as those derived from modern social learning theories. Practice and role playing opportunities are provided in behavior therapy, relaxation therapy, behavior modification, biofeedback or similar behavioral approaches.

EAB 5797 Single-Case Research Methods (3). Intensive study of designs, strategies, and methods of single-case behavioral research. Prerequisites: Graduate standing or permission of the instructor.

EAB 6707 Learning and Development (3). A survey of the application of the principles, methods, and applications of experimental behavior analysis to various life-span segments and developmental themes.

EAB 6717 Applications of Verbal Behavior for Autism and Asperger Syndrome (3). Verbal behavior is analyzed by function. Structural and developmental issues as well as implications for language training and ethical application to autistic populations are integrated throughout. Prerequisite: Graduate standing.

EAB 6770 Behavioral Technologies (3). Evaluating interventions, staff training, managing treatment teams, as well as, data-based evaluation of teaching procedures, behavior outcomes and team member performance. May be taken twice for credit.

EAB 6780 Ethical Code in Behavior Analysis (3). Ethical issues in clinical Behavior Analysis are examined including selecting behavior targets, monitoring intervention success and transferring control to existing environmental contingencies.

EAB 6941 Practicum in Applied Behavior Analysis (3). This course provides students with supervised experience in designing and implementing behavior plans.

PSY 5939 Special Topics in Psychology (3). Quantitative Methods 1 and other special topics will be announced in advance.

PSY 5918 Supervised Research (3). Dedicated to supervised research in applied behavior analysis including for the non-thesis completion project.
## Course Content Allocation for Certification

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Practicum

Students will be required to attend a practicum orientation before the placement process begins, at which time they will be provided a practicum manual that includes additional information and needed forms that are not included in this handbook.

Students will enroll in EAB 6941 Practicum in Behavior Analysis during the second (spring), third (summer) and final (fall) semester of the program, for a total of 9 credits of practicum. Students may accrue up to 1,500 hours of Concentrated Supervised Fieldwork, and thus graduate from the program having met all the requirements to sit for the BCBA exam. Students must complete the minimum practicum requirements to graduate from the program.

Minimum Practicum Requirements

- No fewer than 20 practicum hours accrued in a calendar month
- Monthly supervision of at least 5% of total experience hours
- Individual supervision must be at least 50% of all supervision hours
- Unrestricted activities must be a minimum of 60% of total hours
- A minimum of 4 supervisory contacts per calendar month, for at least 15 minutes each time
- At least one direct observation conducted by the supervisor each calendar month
- Earn a passing grade in the course

Certification Exam-Ready Option

The following is required to complete 1,500 hours of Concentrated Supervised Fieldwork in order to graduate with all of the requirements necessary to sit for the BCBA exam:

- Accrual of 125 -130 hours per month to reach 1500 hours from January through December (this requires working during semester breaks)
- Monthly supervision of at least 10% of total experience hours
- Individual supervision must be at least 50% of all supervision hours
- Unrestricted activities must be a minimum of 60% of total hours
- A minimum of 6 supervisory contacts per calendar month, for at least 15 minutes each time
- At least one direct observation conducted by the supervisor each calendar month
- Earn a passing grade in the course

Please note, not all agencies available for student placement will be able to provide the hours and supervision required for Concentrated Supervised Fieldwork.

Regardless of the number of practicum hours worked per month, the following BACB requirements must be met:

- No fewer than 20 practicum hours accrued in a calendar month
- One supervisory observation per calendar month
- Monthly supervision of at least 5% of total experience hours
- Individual supervision must be at least 50% of all supervision hours
- Unrestricted activities must be a minimum of 60% of total hours
Please note, it is not required to accrue all 1,500 hours of fieldwork hours while enrolled in the program to successfully graduate with your degree.

**Capstone Case Study Project**

Students will complete an applied research project during practicum. It will be a behavior-analytic case study with a client selected from the practicum experience and approved by the program and practicum supervisor. Student will be registered for PSY 5918 (Supervised Research in ABA) during the Spring, Summer and Fall 2 semesters while completing the project.

**Timeline for project:**
Semester 1: Practicum placement identified
Semester 2: Capstone project approved and designed
Semester 3: Intervention implemented, and data collected
Semester 4: Project written and defended


**Student Responsibilities**

You are expected to adhere to the FIU Student Code of Conduct and the Behavior Analyst Certification Board © Professional and Ethical Compliance Code for Behavior Analysts and to conduct yourself in a manner consistent with the program’s diversity statement at all times, regardless of setting or context. Failure to do so may result in disciplinary action, including dismissal from the program.

**Professional Conduct**

As a student in the Behavior Analysis program, you represent the program and university any time you participate in a program activity or interact with others in the community, including on social media. You are therefore expected to behave in a professional manner at all times throughout your training. Students are expected to arrive on time for class, supervised experience and meetings, follow the rules or guidelines of FIU and the internship setting, dress appropriately, communicate with others in a calm and respectful manner, whether vocally or in writing.

Evidence of unethical behavior in research, clinical work, or classes (e.g. cheating on exams, or plagiarism, unethical or inappropriate behavior at practicum site) will be dealt with according to the policies of the university. Students violating professional conduct policies may be referred for remediation, which could lead to dismissal from the program.

**Ethical Conduct**

Your professional training at FIU includes becoming socialized to the role of a behavior analyst. As a behavior analyst in training you must conduct your clinical, and personal activities in a manner that is consistent with the Behavior Analysis Certification Board Professional and Ethical Compliance Code for behavior Analysts. As a graduate student (effective immediately) you are required to know and abide by the BACB ethics guidelines and standards. You may download a free copy of the guidelines at any time by going to the BACB Website: [https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-210106.pdf](https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-210106.pdf)

**Maintenance of Good Standing**

In order to remain in good standing in the program, students must meet the standards of Satisfactory Academic Performance and Satisfactory Professional Conduct.

**Satisfactory Academic Performance**

In order to maintain Satisfactory Academic Performance students must:

- Maintain a 3.0 GPA per semester
- Maintain a 3.0 GPA throughout the program
- Complete the courses offered in each semester

Failure to achieve one (1) or more of the standards above in any semester will result in unsatisfactory academic performance.

**Unsatisfactory Academic Performance**

A student who fails to achieve satisfactory academic performance will receive academic counseling and support from the program, as may be reasonably possible, to help the student regain good standing in the program. At the same time, one or more of the following consequences will be imposed:

a. **Warning** – A student whose cumulative GPA falls below 3.0 will be on academic warning during the next semester. Warning indicates academic difficulty. An academic counseling...
meeting will be held with the student, during which a remediation plan will be developed. Remediation planning will involve identifying functional variables that led to the student’s cumulative GPA falling below a 3.0, specifying strategies, and setting goals to restore the student’s good standing in the program. The plan may also include referrals to appropriate university resources. Responsibility for monitoring the cumulative GPA falls to the individual student. Failure on the part of the program to notify the student of their academic warning status will not preclude any associated consequences. A student whose cumulative GPA has fallen below a 3.0, but who has not received written notice from the program one week after final semester grades have posted, should contact the program to request a remediation planning meeting.

b. Probation – A student whose cumulative GPA remains below a 3.0 for a second consecutive semester will be on academic probation. Probation indicates serious academic difficulty. An academic counseling meeting will be held with the student to review the remediation plan, if one exists, and to attempt to identify additional strategies and supports that may help restore the student’s good standing in the program. If a remediation plan does not exist, one will be developed as described above. Students on academic probation will have one semester to raise his/her cumulative GPA to a 3.0 or above.

c. Dismissal – A student on academic probation who does not improve his/her cumulative GPA above the 3.0 level during the next term will be dismissed from the program. The dismissal will be for a minimum of one year. After one year, the student may apply for readmission to the University in the same or a different program.

d. Forgiveness – A student who earns a grade below a B- or fails to complete a course, may be temporarily withdrawn from the program and allowed to rejoin the program the following year to repeat the course. Forgiveness will only be allowed once, for only one course.

e. Withdrawal – A student who is earns a grade below a B- or fails to complete more than one course will be withdrawn from the program and may re-apply for the next admission term.

Decisions will be made on a case-by-case basis, at the discretion of the Program Director in consultation with faculty. The student will be notified in writing of the decision.

Satisfactory Professional Conduct
Although class meetings will take place over the internet, students are expected to present and conduct themselves as if they were in physical classroom meeting in person with their peers and professor. In order to maintain Satisfactory Professional Conduct students must:
- Attend all class meetings, arrive on time, and stay for the duration
- Communicate with instructor if an absence is anticipated and as soon as possible when an unanticipated absence occurs
- Participate in class discussions
- Use clear and respectful oral communication, including appropriate tone at all times
- Use clear and respectful written communication, including appropriate tone at all times
- Maintain a professional appearance, including appropriate attire and grooming
- Demonstrate an upright, attentive posture at all times.

Failure to achieve one (1) or more of the standards above in any semester will result in unsatisfactory professional conduct.

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Essential Practices for Remote Class Meetings
1. Arrive on time – Allow yourself a few extra minutes to log on.
2. Turn on the Camera – You are expected to be “in class.”
3. Be Present and Engaged – Avoid distractions and do not multi-task.
4. Dress Appropriately – Present yourself in the best possible light. A professional and groomed appearance is important.
5. Avoid Noise and Distractions – This may be challenging but do the best you can to find a quiet place. Background noise and other people on camera are distracting to your classmates and professors. If you will not be in a room alone, try to sit with your back to the wall.
6. Raise Your Hand – Please do speak up! Sharing your questions and ideas is essential to a rich and interesting classroom experience. But please raise your hand first, either physically or using the Raise Hand feature.
7. Use a Cue – Let others know when you are finished speaking by giving a cue such as, “thank you,” or “that’s all.”
8. Mute Yourself – Unless otherwise instructed by the professor, mute your mic when you are not speaking.

Please note that your instructor may have additional class decorum rules.
Other tips:
• Closing unneeded applications may improve the video function.
• Use a headset with a mic to hear better and reduce background noise.

Sources:
https://education.depaul.edu/covid-19-resources/Pages/zoom-etiquette-forstudents.aspx

Conduct Remediation
A student who engages in or is alleged to have engaged in behavior that is incompatible with the standards for Satisfactory Professional Conduct may be referred for review and conduct remediation. A faculty committee will review the performance evaluations, record, and behavior of the student and will determine if a remediation plan is necessary. A conduct remediation plan may include counseling the student with the aim of helping the student improve performance, referring the student for services from other university offices, and/or temporary or permanent suspension of the student’s participation in some or all practicum activities.
Student Success Resources & Information

Program Communication
The Behavior Analysis M.S. Program (BAMS), and the psychology department in general, depend on e-mail as the main method of communication. You must use your active FIU e-mail account. This email must be checked daily. It is your responsibility to ensure that you receive important communications.

Accessibility and Accommodation
The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

University Graduate School
Florida International University's Graduate School assists both prospective and current graduate students in the pursuit of graduate-level programs of study. At the UGS website you can find information and forms for many things, including but not limited to:

- Time limits for Graduation
- Transfer Credit Limits
- Leave of Absence
- Graduation
- Graduate Student Catalog
- Graduate Policies & Procedures

Please take some time to visit their website (http://gradschool.fiu.edu/), as you will find it useful for addressing many different issues. The UGS website also includes important deadlines for graduate students. All of the information in this section is found in the Graduate Course Catalog. It is highly recommended that you download a copy of the Graduate Course Catalog.

Academic Calendar
It is important that you stay up to date with university dates and deadlines. You can find all important University deadlines are available on the Academic Calendar. This is the same calendar that faculty, instructor, and administrators use to plan their courses. The academic calendar also includes dates in which the University is closed (i.e. holidays). You are responsible for obtaining a copy of the academic calendar and adhering to the university’s deadlines for registration, drop/add, graduation application, etc.

Emergency Information
In the event of any type of emergency, we would like our students to be prepared. Our main concern is the safety of our students! Please become familiar with the University’s policies in cases of emergencies. FIU's Office of Emergency Management has information to help you personally prepare for emergencies (including hurricanes), as well as notify the university community about any emergencies. Please visit the Department of Emergency Management website.

They will provide you with definitions of emergencies, notification procedures, and resources. Some quick resources include:
• FIU’s emergency hotline: 305-348-HELP (available 24/7)
• FIU’s emergency website: www.fiu911.org (goes live as soon as the university has declared an emergency situation)
• FIU Alert is an emergency notification system used to notify the FIU community of any imminent or immediate threat to life safety. It is designed to reach as many people as possible in a timely manner while also maintaining redundancy should one or several of the methods fail. Students who are in cohort programs must login to http://my.fiu.edu (instructions) and provide their cell phone number to receive FIU Alerts.

Student Wellness
If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with https://studentaffairs.fiu.edu/get-support/panthers-care/.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don’t wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

Tips for Avoiding Plagiarism
Plagiarism is considered Academic Misconduct by the University, is not tolerated, and can lead to dismissal from the program if not properly addressed. Academic Misconduct is defined as: "Any act or omission by a Student, which violates the concept of Academic Integrity and undermines the academic mission of the University in violation of the Code1." This means that even by inadvertently committing plagiarism, you may still liable for Academic Misconduct. In other words, you are responsible for actively preventing any instances of plagiarism and other forms of academic misconduct.

As members of the Behavior Analysis Master’s Program you are expected to uphold the standards of academic integrity and student conduct outlined in the university Student Affairs’ Webpage. In order to best support our students, we have created this tip sheet to help you avoid engaging in any form of plagiarism.

Plagiarism2
1. The deliberate use and appropriation of another’s work without any indication of the source and the representation of such work as the Student’s own.
2. Assisting another Student in the deliberate use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own.

Avoid plagiarism by understanding what it is, and by learning how to effectively paraphrase. The following online resources are available to help you identify plagiarism, practice

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paraphrasing, and even test your own work to determine if it meets criteria to avoid being flagged for plagiarism.

**FIU Library Plagiarism Resources**

**Plagiarism Detection Software**
Be aware that your professor may use plagiarism detection software (PDS) such as Turnitin, in order to help them identify improperly sourced materials. If you have concerns with the instructors’ use of PDS, please communicate directly with your instructor or program administration.

**Campus Resources**
There are excellent resources on campus for students who need additional support in mastering the art of academic writing. Be proactive and take advantage of these resources prior to turning in your assignments to avoid potential mishaps.

**The Writing Center** provides online resources for everything from how to use APA style, to writing your literature review and even using Refworks to help with building your references list. They also provide workshops and offer individual consultation for major writing projects, such as the capstone research project.

**The Center for Academic Success** provides tutoring and study tips and guides, and also has a video on paraphrasing and other useful skills for graduate students.

**Graduation Information**

**Eligibility**
To be eligible for the Masters of Science in Psychology with a major in Behavior Analysis, the student must meet the following requirements:

1. Satisfactory completion of all required courses in the curriculum (45 credit hours)
2. Receive approval of the completed Capstone Case Study Project

**Application for Graduation**
The student must complete and submit the Application for Graduation Form (found at my.fiu.edu), by the deadline established by the University, during the beginning of the final semester of study. Students who do not graduate their final semester must re-submit an Application for Graduation for the semester in which they plan to graduate.

**Obtaining Certification as a Board Certified Behavior Analyst**

- Complete a Master's degree from an accredited university in behavior analysis, psychology, education or related field.
- Complete 315 hours of coursework in behavior analysis that meets the 5th edition Task List standards.
- Complete Supervised Experience (1500-2000 hours depending on the type of field work experience you are completing)
___ Complete the BCBA Certification Application found in your BACB account, submit payment and supplemental documents. For more information on how to apply: https://www.bacb.com/bcba/#BCBAApply

___ Register for and take the certification exam once you have received the “authorization to test” email. For more information on examination visit https://www.bacb.com/examination-information/

Professional Associations

The program highly recommends that students join professional associations in behavior analysis to build their professional identity and become active members of the community of behavior analysts. We recommend the following groups:

Association for Behavior Analysis International (ABAI)  
https://www.abainternational.org/welcome.aspx

Florida Association for Behavior Analysis (FABA)  
www.fabaworld.org

FABA Multicultural Special Interest Group  
https://es.abaconexion.com/

Association of Professional Behavior Analysts (APBA)  
https://www.apbahome.net/

Miami Association for Behavior Analysis (MiABA)  
www.mi-aba.com
Practicum Manual
Practicum Description

BAMS provides graduate students practical experience in applied behavior analysis involving the assessment, definition, observation and treatment of socially significant behaviors. The practicum experience must be supervised by a BoardCertified Behavior Analyst (BCBA) and must meet the BACB experience standards.

Professional and Ethical Behaviors

Practicum students, BCBA supervisors, and practicum site coordinators must adhere to the Professional and Ethical Compliance Code for Behavior Analysts, effective January 1, 2016. The Code includes 10 sections relevant to professional and ethical behavior of behavior analysts. Additionally, all parties must be responsible for updating themselves accordingly with the newly revised ethical code, Ethics Code for Behavior Analysts, which goes into effect January 1, 2022. See description of professional behaviors related to practicum and supervision requirements.

Practicum students must meet the requirements as outlined by the Behavior Analyst Certification Board. You are expected to attend each supervision meeting scheduled with your practicum site supervisor at your practicum site and faculty supervisor via your practicum courses.

You may not have any unexcused absences. All anticipated absences or schedule changes must be approved by your site and faculty supervisors at least one week in advance (or more, depending on your site). You may miss no more than two of these meetings in the semester, with prior notice of at least 24 hours given for each. Should circumstances necessitate tardiness, you are expected to notify your supervisor by phone or email. You will be responsible for making up any time lost due to absence or tardiness.

At the end of each supervised session, students will be evaluated on punctuality and attendance by their supervisor. Please note that students must meet 80% of the performance standards to earn a passing grade.

When an absence is unavoidable, the student must notify their supervisor in advance, typically a 24-hour notice is appropriate. Students who miss three consecutive supervision meetings are at risk of failing practicum.

Personal Appearance and Professional Conduct

Students must dress professionally and exhibit professional behavior in their assigned site at all times. Students will be evaluated on professional attire and demeanor by their practicum site supervisor. Please note that students must meet 80% of the performance standards for to earn a passing grade.

In addition to those expectations that are specific to the practicum, students are expected to adhere to all expectations set forth by Florida International University and the College of Arts, Science, and Education, to include the following:

- Students must adhere to the guidelines of the FIU 2501 Student Code and Honor Code (see https://studentaffairs.fiu.edu//about/student-handbook/_assets/ fiu-student-handbook-2020-2021-0714.pdf)
Holidays and Vacations
Students must follow the calendar of their assigned practicum site as there may be differences between the FIU academic calendar and practicum site calendar. Please schedule vacations and personal leave time with your practicum site supervisor and Practicum Site Coordinator beforehand, to ensure that clients are not adversely impacted and that the required practicum hours are met by the end of the semester.

Important Considerations
If students do not comply with practicum site expectations, the practicum site coordinator may discontinue the student’s placement. There is no guarantee that the student will be assigned to an alternative practicum placement. Students who do not uphold the professional and ethical standards promoted by the practicum site and BAMS may be removed from practicum and/or referred to the Office of Student and Academic Affairs as needed.

Students Receiving Practicum Credit for Work Experience
A student who currently works at a company that provides behavior analysis services but is not affiliated with FIU may request approval from the program to fulfill the practicum requirements at their place of employment. Students who request this option must obtain signatures from their employer on two documents: The Practicum Credit for Work Experience and the Practicum Credit for Employment Experience Company and Student Attestation. These documents specify the conditions and requirements for using work experience to fulfill practicum requirements and are provided in the appendix of this handbook.
Practicum Registration

Step 1: Applying for & Selecting a Site

Students must fill out the Application for Practicum Placement (found in the appendix of the handbook) and submit it to the BAMS Program Administrator within a week of the practicum orientation.

Students wishing to complete practicum at your place of employment, skip to Step 3.

Step 2: Interview with Site

Students will be matched with two or more practicum sites based on their responses to the Application for Practicum Placement and practicum site availability. The BAMS Program Administrator will notify each student which sites may be contacted to request an interview. The interview should be conducted by the Site Supervisor or a designee. The Student Site Interview Guide must be taken to interview.

Step 3: Site Notification and Form Submitted

The practicum site will notify the BAMS Program Administrator once a placement has been secured. The following forms must then be completed, signed and submitted to the BAMS Program Administrator: Release of Assumption of Risk, BAMS Practicum Supervision Contract, Practicum Acknowledgement Form, level 2 background clearance.

Students who wish complete the practicum requirements at their place of employment must obtain signatures from their employer on two documents, in addition to providing proof of level 2 background clearance and professional liability insurance: The Practicum Credit for Work Experience and the Practicum Credit for Employment Experience Company and Student Attestation.

Step 4: Register for Practicum

The program will then register you into the practicum course.

The program will provide the university maintained professional liability insurance coverage with a single limit of $1,000,000.00 and an annual aggregate of $3,000,000.00 per year for students who enrolled in practicum unless their employer is providing it.
Student Site Interview Guide

Students must use this summary of requirements as a guide during interviews with prospective practicum sites and must provide it to the Site Supervisors with whom they interview. Students must take this guide to the interview and provide it to the Site Supervisor. Please provide a copy of this guide to the Site Supervisor interviewing you.

Practicum Experience

1. After adequate orientation and training, students should be involved in a range of activities and services offered by the site including:

   a. Conducting preference assessments, functional assessment and/or other assessments related to the need for behavioral intervention
   b. Conducting functional analysis
   c. Designing and implementing task analyses, discrete trials, differential reinforcement, and other skill acquisition procedures
   d. Developing, implementing, modifying and systematically monitoring the implementation of behavior support plans
   e. Designing behavioral systems
   f. Overseeing the implementation of behavior-analytic programs by others
   g. Staff and parent training
   h. Performance management
   i. Developing data collection systems
   j. Collecting and graphing data
   k. Calculating interobserver agreement
   l. Programming for generalization and maintenance
   m. Communicating and collaborating effectively with caregivers and other professionals
   n. Maintaining records
   o. Participation in case planning and review meetings

3. In order to satisfy the requirements of the program, students will enroll in EAB 6941 Practicum in Behavior Analysis during the second, third and final semester of the program, for a total of 9 credits of practicum.

4. Students must complete the minimum practicum requirements to graduate from the program. The minimum requirements include, 20 hours per month of experience, 4 supervisor/trainee contacts per month, 1 observation per month, 50% of the supervision time must be individual (rather than group), supervision makes up 5% of monthly hours and unrestricted activities make up 60% of the trainees experience. Students may, with approval from the practicum site, accrue up to 1,500 hours of Concentrated Supervised Fieldwork, and thus graduate from the program having met all the requirements to sit for the BCBA exam.

3. If the practicum site permits, and with written consent from the client, students may wish to consider video or audio recording practicum sessions. Recordings may be used for supervision purposes in the EAB 6941 course and may be helpful for the on-site supervision as well. Clients' anonymity must be guaranteed.

4. All students are to receive a minimum of one observation and four supervisor/trainee contacts per month. The Site Supervisor must be a Board Certified Behavior Analyst,
must have completed the supervisor training required by the BACB, and have at least two years of professional supervision experience.

6. The student and supervisor will be asked to complete an evaluation form at the middle and end of the semester.

7. The program will stay in phone contact with the field site supervisor as necessary and desirable. We may visit the site during the semester to discuss the student’s progress and consider any problems that may arise.

8. Students will maintain a log that outlines all practicum activities. Students will also submit monthly verification forms (the same used by the BACB) signed by their supervisors.
Roles of Students, Supervisors, and Coordinators

Students

*Start of Practicum*

At the beginning of the semester, student will meet with practicum site personnel (supervisor) to discuss responsibilities, sign supervision contract, determine practicum schedule, and discuss practicum goals that will help the student acquire new behavior analytic skills related to the BACB Task list. The goal is to work together to facilitate in-depth discussion/understanding of issues affecting practice – both personally and professionally – and developing a high level of behavior-analytic expertise.

*During Practicum*

The students must be supervised based on the number of hours worked. A standard supervised fieldwork practicum student receives 5% of supervised time per week. A Concentrated supervised fieldwork practicum student receives 10% of supervised time per week. All students, regardless of the type of practicum experience (standard or concentrated) must accrue a minimum of 20 hours per calendar month. The student will maintain a log of practicum hours and activities. Activities must be analytic and that hours worked match the hours of supervision. Supervision experiences must be in line with the BACB experience standards required starting January 1, 2022, including any adjustments made to supervision requirements in their newsletters.

- Restricted hours (time spent delivering services to clients) are limited to 40% of the total fieldwork hours. Therefore, unrestricted activities must comprise at least 60% of the total fieldwork hours. Unrestricted activities may include, but are not limited to:
  - Observation and data collection
  - Training staff and caregivers on behavior-analytic programs or content
  - Conducting assessments related to the need for behavioral intervention
  - Meeting with clients about behavior-analytic programming and services
  - Conducting behavior-analytic assessments (e.g., functional analyses, stimulus preference assessments)
  - Data graphing and analysis
  - Researching the literature relevant to a current client’s programming
  - Writing and revising behavior-analytic programs

- Examples of activities that will not count as experience include: attending meetings with little or no behavior-analytic content; providing interventions that are not based in behavior analysis; performing nonbehavioral administrative activities; and completing nonbehavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis, attending professional conferences, workshops, or university courses, didactic-course assignments

*Tasks to Complete*

Practicum students must show evidence of successful completion of tasks related to the most recent BACB Task List. The student is responsible for completing and submitting required tasks.
1. Read the Student Handbook and the course syllabus
2. Login to Canvas course
3. Review syllabus and submit required initial documents via Canvas. Complete consent forms if needed
4. Organize Electronic File Folder: Task List Tracker, Ethical and Professional Behavior Code, Supervision forms, Log of Hours, additional paperwork as required
5. Meet with BCBA to complete required initial documents, identify and create plan for practicum goals
6. Follow practicum site and course schedule
7. Document all direct and indirect worked hours during the Practicum and provide access for the BCBA supervisor to review and sign
8. Document evidence of activities on Task List items
9. Take data, determine your progress toward goals- continue, modify, or reassess.
10. Communicate with your site and faculty supervisor
11. Review worked hours and supervised hours to check on progress toward total hours for the semester (ex: 80 hours) and the match with supervised time (5% or 10%)
12. SUBMIT Semester summary via Canvas

Supervisors will provide specific verbal and written feedback to the practicum student about their performance at the middle and end of the semester.

Supervisee and supervisor both agree to maintain a copy of each signed supervision document including all feedback forms, and the signed contract for supervision. Both parties will agree to protect the time and space for supervision, by keeping to agreed appointments and the time allotted. Privacy will be respected, and interruptions avoided.

The program will provide a unique documentation system (UDS) that needs to be completed and submitted on a weekly basis via Canvas. This documentation system will also be referred to as the “hours log”. The hours log is the only acceptable form of UDS for the practicum course. If the student’s site uses another UDS, the student will have to log their hours twice, once for the agency and once for the practicum course.

Every student will need to submit the Monthly Verification Form (M-FVF) by the 15th of the following month. Students who have multiple supervisors in the same organization will submit the multiple supervisor verification form instead of the individual supervisor verification form.

**End of Practicum**

At the end of the practicum experience students will either have met all of their supervised fieldwork experience hours, or they will continue to accrue supervised fieldwork hours after graduating from the program.

If a student has completed their supervised fieldwork experience, they must submit their Final Fieldwork Verification Form directly to the BACB to apply for the certification exam.

Those who have not completed their supervised fieldwork hours at the time of graduation should have a plan for timely and organized transitions of clients to another provider. The student should meet with their site supervisor to plan for termination of their practicum experience.
Supervisors and Practicum Site Coordinators

BCBA Supervisors serve as liaisons between the practicum site and Florida International University. They provide support and guidance to the practicum student via supervision feedback and evaluations. They facilitate communication among all parties, primarily with the Faculty Supervisor when there are possible concerns with practicum arrangements and accommodations.

Site Supervisors play an important role in the training of students for our program. As BCBAs, they must meet the standards set forth by the BACB in the Ethics Code for Behavior Analysts. Therefore, they must stay up to date with supervision and ethical CEUs.

1. Complete an 8-hour Supervision Training Workshop from a BACB approved Type 2 ACE provider
2. Pass the competency-based Supervision and Experience Training Module on the BACB website
3. Complete 3 CEUs for Supervision during each subsequent recertification cycle

The role of practicum sites is to provide students with a safe working environment. Students are gaining experience in the field and must be provided with tasks that are within their level of competence. Specific tasks include part are not limited to:

- Meeting with BCBA supervisor and practicum student to discuss responsibilities, sign supervision contract, determine practicum schedule, and discuss practicum goals that will help the student acquire new behavior analytic skills related to the BACB Task List
- Providing safe working conditions for the practicum student
- Assigning work to the practicum student that is consistent with developing their skills and repertoire in behavior analytic skills and related to the Task List items
- Providing a minimum of 20 hours a month of activities that will help the practicum student to expand behavior analytic experiences with clients
- Providing any the student any materials needed to served the clients
- Providing the student regular spoken and/or written performance feedback
- Maintain student confidentiality and disclosing only to appropriate university personnel information that is necessary for training purposes or as required by law

Please note, students may not complete the practicum experience at a site that is owned or managed by a relative or other person with whom the student has a personal relationship. Students also may not be supervised by a relative or other person with whom the student has a personal relationship.
Practicum Documentation

All students are responsible for maintaining a Practicum Experience Electronic File Folder. The Practicum Experience File Folder is a record of all the training experience that the student was involved in throughout the program. The file must contain the following for each semester a student is enrolled in practicum:

A. FIU Practicum Supervision Contract or Employment as Practicum Contract
B. Release of assumption of liability
C. BAMS Hours Log (UDS)
D. Task List Tracker
E. BACB Monthly Fieldwork Verification Forms, signed by the on-site practicum supervisor
F. Copies of any documents you are required by the practicum site to sign or fill out
G. Student Evaluation of the Site & Supervisor
H. Site Evaluation of the Student
I. Semester Summary

Students must keep an electronic log of their practicum experiences. The purpose of the practicum log is to provide a dated detailed record of all practicum activities. The log serves as an official record of the student's field activities. The electronic notebook will be reviewed at the end of each semester as part of the requirements for successfully completing EAB 6941.
Appendices
Application for Practicum Placement

Application for Practicum Placement must be submitted by email (to behavior@fiu.edu) within a week after the practicum orientation. Priority will be given to those students who submit the application in a timely manner. When completing this form, please keep in mind that we will do our best to match the student in as many areas as possible, however, placement at preferred sites is not guaranteed.

1. Student Information:
Name: ______________________________ PID#: __________________________________
Phone #: ___________________________ FIU Email: ________________________________

2. Relevant work experience:
Settings
__Center __Homes __Schools __other community settings __Other:

Population
__ASD __ADD/ADHD __ODD __Other: __________________________________________

Age groups
__Under 4 years old __4-10 years old __11-17 years old __18+ years old

Procedures
__DTT __VB __Task Analysis __AAC (ex. PECS) __NET __Staff/Parent training
__Other: __________________________

Skill Acquisition
__Academic skills __Social skills __Communication skills __Self-care skills
__Safety skills __Independent living skills __Job skills __Other: ______________________

Behavior Reduction
__Self-injury __Elopement __Disruptive behaviors __Physical aggression
__Stereotypy __Property destruction __Other: _________________________________

Other relevant work experience:
____________________________________________________________________________
____________________________________________________________________________

3. Credentials:
Are you an RBT __Yes __No or BCaBA __Yes __No
3a. Are you currently employed as an RBT or BCaBA __Yes __No
3b. If 3a is yes, where (list every agency) __________________________
3c. If 3a is yes, how many hours a month do you work as an RBT/BCaBA at each agency? __________________

(Continued on the next page)

4. Supervised Field Experience Type:
Are you interested in Concentrated Supervised Fieldwork?  __Yes  __No

5. Location of Hours:
Are you hoping to complete practicum at your place of employment?  __Yes  __No

5a. If yes, include the name of your place of employment: ________________________

5b. Will you need an additional placement site to complete your practicum?  __Yes__No

6. Practicum Site Location:
If you need placement, what is your preferred site location (rank them in order of preference)?

__Northeast Miami-Dade County  __Northwest Miami-Dade County
__Southeast Miami-Dade County  __Southwest Miami-Dade County
__Northeast Broward County  __Northwest Broward County
__Southeast Broward County  __Southwest Broward County
__Other (please specify): ______________________________________________________

7. Student Availability:
If you need placement, what are the days and hours you are available (check all that apply)?

__Monday  __Tuesday  __Wednesday  __Thursday  __Friday  __Saturday
__Sunday
__Mornings (8AM-12PM)  __Afternoons (12PM-5PM)  __Evenings (5PM-8PM)
__Other: __________________________________________________________

8. Practicum Experience:
If you need placement, do you have an interest in any area? (check all that apply):

__Early Intervention  __ASD  __ADD/ADHD  __ODD  __Social Skills  __Problem
Behavior  __Verbal Behavior/Skills  __Daily Living Skills  __Academic Skills
__Other (please specify): ________________________________________________

(To be completed by program)

Sites recommended for interview:
____________________________________________________________________

Interview date and time:
____________________________________________________________________

Student placement:
____________________________________________________________________
BEHAVIOR ANALYSIS PROGRAM
BAMS Practicum Supervision Contract

Student: ______________________________________
Panther ID: ______________________
Semester & Year: _______________________________

The Behavior Analysis Certification Board (BACB) requires an individual engaged in supervised experience for the purpose of certification in behavior analysis (i.e., the Supervisee) and his/her Supervisor to sign a contract documenting the nature of the experience and supervision. The following agreement applies all on-campus and off-campus supervised experience offered through FIU and is available to enrolled FIU students only.

This agreement is valid for the entirety of the practicum experience (three semesters) if there is no change in terms below.

TERMS

Work Schedule: ________________________________
Total Weekly Hours: ________________________________
Supervision Schedule: ________________________________
Internship Site Name: ________________________________
Internship Work Location: ________________________________

Expected Start/End Dates: ____________
Weekly Supervision Hours Required: ______
Site Supervisor: _________________________
Supervisor Certificate Level: _______________
Supervisor Certificate #: ___________________

Responsibilities of the Supervisor
1. The Supervisor will be a Board Certified Behavior Analyst (BCBA or BCBA-D) for at least one year
2. The supervisor will meet all of the current standards and requirements of the BACB for supervisors
6. Follow the BACB Ethics Guidance for suspected violations of the Professional and Ethical Compliance Code for Behavior Analysts, found at: https://www.bacb.com/ethics-guidance/
7. Report to FIU any concerns or problem with an FIU internship student immediately

Responsibilities of the Supervisee
1. Carefully review with the Supervisor, prior to the beginning of the experience, and follow the BACB Experience Standards: https://www.bacb.com/wp-content/uploads/2020/05/2022-BCBA-Fieldwork-Requirements_200828.pdf
2. Carefully review with the Supervisor, prior to the beginning of the experience, and utilize the BACB Monthly Experience System to appropriately document experience and supervision: https://www.bacb.com/experience-standards-monthly-system/
4. Follow the BACB Ethics Guidance for suspected violations of the Professional and Ethical Compliance Code for Behavior Analysts, found at: https://www.bacb.com/ethics-guidance/
5. Report to the internship course instructor any concerns or problems with the internship placement immediately
6. Follow the policies and procedures of the practicum site, including but not limited to:
   a. Arrive at the experience site on time
   b. Follow the schedule stated at the top of this document
   c. Attend required trainings, within the hours specified above
   d. Attend individual and group supervision meetings, within the hours specified above
e. Notify a supervisor at least 24 hours in advance of expected tardiness or absence
f. Dress appropriately, per the internship site requirements
g. Implement behavior programs as written
h. Collect data as required by each behavior program
i. Assist with setup, breakdown and cleaning of treatment areas, as appropriate
j. Perform any other appropriate activity as may be needed from time to time
k. Interact courteously and professionally with consumers, parents, staff and others
l. Maintain consumer health and safety at all times
m. Ask supervisors for help and/or clarification when needed

APPROPRIATE ACTIVITIES

The supervisee will be assigned tasks commensurate with the Supervisee’s training and demonstrated competencies. These activities may include, but are not limited to:
1. Conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment)
2. Designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs
3. Overseeing the implementation of behavior-analytic programs by others
4. Training, designing behavioral systems, and performance management
5. Communicating and collaborating effectively with caregivers and other professionals
6. Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analytic program, researching the literature related to the program, and talking to individuals about the program

RESTRICTED/UNRESTRICTED ACTIVITIES
There is a restriction on the overall amount of hours that may be spent delivering therapeutic and instructional procedures during fieldwork. Unrestricted activities must comprise at least 60% of the total fieldwork hours. Unrestricted activities may include, but are not limited to:
1. Observation and data collection
2. Training staff and caregivers on behavior-analytic programs or content
3. Conducting assessments related to the need for behavioral intervention
4. Meeting with clients about behavior-analytic programming and services
5. Conducting behavior-analytic assessments (e.g., functional analyses, stimulus preference assessments)
6. Data graphing and analysis
7. Researching the literature relevant to a current client’s programming
8. Writing and revising behavior-analytic programs

INSTRUCTIONAL OBJECTIVES
1. Apply principles of applied behavior analysis
2. Conduct behavior assessments
3. Design and write behavior treatment plans, progress summaries, and other clinical documentation
4. Implement behavior programs consistent with behavior analysis principles
5. Run discrete-trials training procedures
6. Collect and graph data
7. Research the behavior analytic literature

FAILURE TO COMPLY
Failure on the part of the Supervisee to comply with the terms of this agreement may result in any or all of the following consequences:
1. A resolution meeting with the Supervisor
2. An incomplete (IN) or failing grade
3. Withholding of the Supervisor’s signature on the Experience Supervision Form if the Supervisee did not meet the responsibilities above for the supervisory period
4. Withholding of the Supervisor’s signature on the Experience Verification Form if the Supervisee did not meet the standards for a substantial part of the experience period
5. Violations involving academic misconduct, as identified in the FIU Student Handbook, may result in an F grade and misconduct charges.

If a Supervisee believes that the Supervisor has failed to comply with the terms of this agreement and/or the supervision requirements of the BACB, the Supervisee should request a meeting with the Supervisor immediately to arrive at a resolution. If a resolution is not reached or the Supervisor continues to violate this agreement and/or the supervision requirements of the BACB, the Supervisee should contact the internship course instructor, who will then attempt to resolve the matter with the Supervisor. Persistent failure on the part of the Supervisor to comply with the terms of the agreement may result in any or all of the following:
1. Termination of the Supervisor from the position
2. Termination of the experience site as an internship provider
   The Supervisee has the right to submit a complaint at any time to the BACB.

ATTENDANCE POLICY

Supervisees are expected to follow the work schedule above. Unexcused absences will be reflected in the calculation of final grades, in the manner described below. (To be completed by the Supervisor)

___________________________________________________________________

PROPER TERMINATION

The Supervisor will notify the Program immediately if a student fails to meet the expectations specified above. The program will work with the site to develop a written remediation plan for the student, with the intent of helping the student complete the experience requirements successfully and pass the practicum course. If the remediation plan is not successful and the Supervisee’s performance does not merit continuation of the work experience in lieu of practicum, written notice of termination will be provided to the Supervisee and the Program by Supervisor, and the Supervisee the will receive an F grade in the practicum course.

If the Supervisee is not able to complete the practicum experience period, he/she will provide the Program and Site Supervisor written notice at least one week in advance. The student’s standing in the practicum course may be adversely impacted. Failure to complete the requirements of the practicum course successfully may jeopardize the student’s standing in the program.

In the event that the Supervisor does not adhere to the terms specified above, the program will seek an alternative practicum placement for the Supervisee.

ATTESTATION

I attest that I have read the above and agree to the conditions of this agreement. I further attest that I have read and will adhere to the BACB Professional and Ethical Compliance Code for Behavior Analysts and Experience Standards.

Supervisee Name (Print) Supervisee Signature Date

Supervisor Name (Print) Supervisor Signature Date
The above-named student, hereafter referred to as the Supervisee, been approved by the behavior analysis program to receive practicum credit for work experience, in lieu of a practicum placement. This approval is contingent upon the employer, hereafter referred to as the Supervisor, and the Supervisee agreeing to the terms and expectations specified below, to ensure that the student meets the experiential learning requirements of the program that would usually be achieved through a practicum placement. Additionally, the Behavior Analysis Certification Board (BACB) requires the Supervisee and Supervisor to sign a contract documenting the nature of the experience and supervision.

**This agreement is valid for the entirety of the practicum experience (three semesters) if there is no change in terms below.**

<table>
<thead>
<tr>
<th>TERMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please answer the following with respect to hours that will be applied toward the fulfillment of practicum requirements, which may be all or a subset of the student’s employment hours but must be at least 20 hours per month.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Schedule:</th>
<th>Expected Start/End Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Monthly Hours:</td>
<td>Supervision Hours Required/Month:</td>
</tr>
<tr>
<td>Supervision Schedule:</td>
<td>Site Supervisor:</td>
</tr>
<tr>
<td>Employer Name:</td>
<td>Supervisor Certificate Level:</td>
</tr>
<tr>
<td>Work Location(s):</td>
<td>Supervisor Certificate #:</td>
</tr>
</tbody>
</table>

**Responsibilities of the Supervisor**
1. The Supervisor will be a Board Certified Behavior Analyst (BCBA or BCBA-D) for at least one year
2. The supervisor will meet all of the current standards and requirements of the BACB for supervisors
6. Report to FIU any concerns or problem with an FIU internship student immediately
7. Provide the student opportunities to engage in essential experiences, based on the requirements of the BACB 5th Edition Task List and specified in Appendix 1.

**Responsibilities of the Supervisee**
2. Carefully review with the Supervisor, prior to the beginning of the experience, and utilize the BACB Monthly Experience System to appropriately document experience and supervision: [https://www.bacb.com/experience-standards-monthly-system/](https://www.bacb.com/experience-standards-monthly-system/)
4. Follow the BACB Ethics Guidance for suspected violations of the Professional and Ethical Compliance Code for Behavior Analysts, found at: https://www.bacb.com/ethics-guidance/

5. Report to the internship course instructor any concerns or problems with the internship placement immediately.

6. Follow the policies and procedures of the practicum site, including but not limited to:
   a. Arrive at the experience site on time
   b. Follow the schedule stated at the top of this document
   c. Attend required trainings, within the hours specified above
   d. Attend individual and group supervision meetings, within the hours specified above
   e. Notify a supervisor at least 24 hours in advance of expected tardiness or absence
   f. Dress appropriately, per the internship site requirements
   g. Implement behavior programs as written
   h. Collect data as required by each behavior program
   i. Assist with setup, breakdown and cleaning of treatment areas, as appropriate
   j. Perform any other appropriate activity as may be needed from time to time
   k. Interact courteously and professionally with consumers, parents, staff and others
   l. Maintain consumer health and safety at all times
   m. Ask supervisors for help and/or clarification when needed

APPROPRIATE ACTIVITIES

The supervisee will be assigned tasks commensurate with the Supervisee’s training and demonstrated competencies. These activities may include, but are not limited to:
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6. Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analytic program, researching the literature related to the program, and talking to individuals about the program

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There is a restriction on the proportion of hours that may be spent delivering therapeutic and instructional procedures during fieldwork. Unrestricted activities must comprise at least 60% of the total fieldwork hours. Unrestricted activities may include, but are not limited to:
1. Observation and data collection
2. Training staff and caregivers on behavior-analytic programs or content
3. Conducting assessments related to the need for behavioral intervention
4. Meeting with clients about behavior-analytic programming and services
5. Conducting behavior-analytic assessments (e.g., functional analyses, stimulus preference assessments)
6. Data graphing and analysis
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4. Implement behavior programs consistent with behavior analysis principles
5. Run discrete-trials training procedures
6. Collect and graph data
7. Research the behavior analytic literature
FAILURE TO COMPLY
Failure on the part of the Supervisee to comply with the terms of this agreement may result in any or all of the following consequences:
1. A resolution meeting with the Supervisor
2. An incomplete (IN) or failing grade
3. Withholding of the Supervisor’s signature on the Experience Supervision Form if the Supervisee did not meet the responsibilities above for the supervisory period
4. Withholding of the Supervisor’s signature on the Experience Verification Form if the Supervisee did not meet the standards for a substantial part of the experience period
5. Violations involving academic misconduct, as identified in the FIU Student Handbook, may result in an F grade and misconduct charges

If a Supervisee believes that the Supervisor has failed to comply with the terms of this agreement and/or the supervision requirements of the BACB, the Supervisee should request a meeting with the Supervisor immediately to arrive at a resolution. If a resolution is not reached or the Supervisor continues to violate this agreement and/or the supervision requirements of the BACB, the Supervisee should contact the internship course instructor, who will then attempt to resolve the matter with the Supervisor. Persistent failure on the part of the Supervisor to comply with the terms of the agreement may result in any or all of the following:
1. Termination of the Supervisor from the position
2. Termination of the experience site as an internship provider

The Supervisee has the right to submit a complaint at any time to the BACB.

ATTENDANCE POLICY
Supervisees are expected to follow the work schedule above. Unexcused absences will be reflected in the calculation of final grades, in the manner described below. (To be completed by the Supervisor)

PROPER TERMINATION
The Supervisor will notify the Program immediately if a student fails to meet the expectations specified above. The program will work with the site to develop a written remediation plan for the student, with the intent of helping the student complete the experience requirements successfully and pass the practicum course. If the remediation plan is not successful and the Supervisee’s performance does not merit continuation of the work experience in lieu of practicum, written notice of termination will be provided to the Supervisee and the Program by Supervisor, and the Supervisee will receive an F grade in the practicum course.

If the Supervisee is not able to complete the practicum experience period, he/she will provide the Program and Site Supervisor written notice at least one week in advance. The student’s standing in the practicum course may be adversely impacted. Failure to complete the requirements of the practicum course successfully may jeopardize the student’s standing in the program.

In the event that the Supervisor does not adhere to the terms specified above, the program will seek a practicum placement for the Supervisee at an alternative site.

ATTESTATION
I attest that I have read the above and agree to the conditions of this agreement. I further attest that I have read and will adhere to the BACB Professional and Ethical Compliance Code for Behavior Analysts and Experience Standards.

Supervisee Name (Print) Supervisee Signature Date

Supervisor Name (Print) Supervisor Signature Date
**Behavior Analysis Masters Program**
**Practicum Experience Tracking Sheet**
*Based on the BACB 5th Edition Task List*

**Student Name:**

**Site Supervisor:**

**Practicum Site:**

**Instructions:** Please update this form weekly during your practicum experience, entering the date in which the presentation or practice of the task list item occurred. **Items in bold must be PRACTICED at least once during the practicum experience.** This form will be submitted as part of the requirements of the practicum course and is required to meet the practicum experience portion of your degree.

### Section 1: Foundations

<table>
<thead>
<tr>
<th>A</th>
<th><strong>Philosophical Underpinnings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>Identify the goals of behavior analysis as a science (i.e., description, prediction, control).</td>
</tr>
<tr>
<td>A-2</td>
<td>Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).</td>
</tr>
<tr>
<td>A-3</td>
<td>Describe and explain behavior from the perspective of radical behaviorism.</td>
</tr>
<tr>
<td>A-4</td>
<td>Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.</td>
</tr>
<tr>
<td>A-5</td>
<td>Describe and define the dimensions of applied behavior analysis (Baer, Wolf, &amp; Risley, 1968).</td>
</tr>
</tbody>
</table>

### Section 2: Concepts and Principles

<table>
<thead>
<tr>
<th>B</th>
<th><strong>Concepts and Principles</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>B-1</td>
<td>Define and provide examples of behavior, response, and response class.</td>
</tr>
<tr>
<td>B-2</td>
<td>Define and provide examples of stimulus and stimulus class.</td>
</tr>
<tr>
<td>B-3</td>
<td>Define and provide examples of respondent and operant conditioning.</td>
</tr>
<tr>
<td>B-4</td>
<td>Define and provide examples of positive and negative reinforcement contingencies.</td>
</tr>
<tr>
<td>B-5</td>
<td>Define and provide examples of schedules of reinforcement.</td>
</tr>
<tr>
<td>B-6</td>
<td>Define and provide examples of positive and negative punishment contingencies.</td>
</tr>
<tr>
<td>B-7</td>
<td>Define and provide examples of automatic and socially mediated contingencies.</td>
</tr>
<tr>
<td>B-8</td>
<td>Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.</td>
</tr>
<tr>
<td>B-9</td>
<td>Define and provide examples of operant extinction.</td>
</tr>
<tr>
<td>B-10</td>
<td>Define and provide examples of stimulus control.</td>
</tr>
<tr>
<td>B-11</td>
<td>Define and provide examples of discrimination, generalization, and maintenance.</td>
</tr>
<tr>
<td>B-12</td>
<td>Define and provide examples of motivating operations.</td>
</tr>
<tr>
<td>B-13</td>
<td>Define and provide examples of rule-governed and contingency-shaped behavior.</td>
</tr>
<tr>
<td>B-14</td>
<td>Define and provide examples of the verbal operants.</td>
</tr>
<tr>
<td>B-15</td>
<td>Define and provide examples of derived stimulus relations.</td>
</tr>
</tbody>
</table>

**C - Measurement, Data Display and Interpretation**

| C-1 | Establish operational definitions of behavior. |
| C-2 | Distinguish among direct, indirect, and product measures of behavior. |
| C-3 | Measure occurrence (e.g., count, frequency, rate, percentage). |
| C-4 | Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time). |
| C-5 | Measure form and strength of behavior (e.g., topography, magnitude). |
| C-6 | Measure trials to criterion. |
| C-7 | Design and implement sampling procedures (i.e., interval recording, time sampling). |
| C-8 | Evaluate the validity and reliability of measurement procedures. |
| C-9 | Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording. |
| C-10 | Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records). |
| C-11 | Interpret graphed data. |
## Experimental Design

<table>
<thead>
<tr>
<th>D</th>
<th>Experimental Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-1</td>
<td>Distinguish between dependent and independent variables.</td>
</tr>
<tr>
<td>D-2</td>
<td>Distinguish between internal and external validity.</td>
</tr>
<tr>
<td>D-3</td>
<td><strong>Identify the defining features of single-subject experimental designs</strong> (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).</td>
</tr>
<tr>
<td>D-4</td>
<td>Describe the advantages of single-subject experimental designs compared to group designs.</td>
</tr>
<tr>
<td>D-5</td>
<td><strong>Use single-subject experimental designs</strong> (e.g., reversal, multiple baseline, multielement, changing criterion).</td>
</tr>
<tr>
<td>D-6</td>
<td>Describe rationales for conducting comparative, component, and parametric analyses.</td>
</tr>
</tbody>
</table>

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### Section 2: Applications

<table>
<thead>
<tr>
<th>E</th>
<th>Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-1</td>
<td>Responsible conduct of behavior analysts.</td>
</tr>
<tr>
<td>E-2</td>
<td>Behavior analysts’ responsibility to clients.</td>
</tr>
<tr>
<td>E-3</td>
<td>Assessing behavior.</td>
</tr>
<tr>
<td>E-4</td>
<td>Behavior analysts and the behavior-change program.</td>
</tr>
<tr>
<td>E-5</td>
<td>Behavior analysts as supervisors.</td>
</tr>
<tr>
<td>E-6</td>
<td>Behavior analysts’ ethical responsibility to the profession of behavior analysis.</td>
</tr>
<tr>
<td>E-7</td>
<td>Behavior analysts’ ethical responsibility to colleagues.</td>
</tr>
<tr>
<td>E-8</td>
<td>Public statements.</td>
</tr>
<tr>
<td>E-9</td>
<td>Behavior analysts and research.</td>
</tr>
<tr>
<td>E-10</td>
<td>Behavior analysts’ ethical responsibility to the BACB.</td>
</tr>
</tbody>
</table>

### Behavior Assessment

<table>
<thead>
<tr>
<th>F</th>
<th>Behavior Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-1</td>
<td>Review records and available data (e.g., educational, medical, historical) at the outset of the case.</td>
</tr>
<tr>
<td>F-2</td>
<td>Determine the need for behavior-analytic services.</td>
</tr>
<tr>
<td>F-3</td>
<td>Identify and prioritize socially significant behavior-change goals.</td>
</tr>
<tr>
<td>F-4</td>
<td>Conduct assessments of relevant skill strengths and deficits.</td>
</tr>
<tr>
<td>F-5</td>
<td>Conduct preference assessments.</td>
</tr>
<tr>
<td>F-6</td>
<td>Describe the common functions of problem behavior.</td>
</tr>
<tr>
<td>F-7 or F-8</td>
<td>Conduct a descriptive assessment of problem behavior. Conduct a functional analysis of problem behavior.</td>
</tr>
<tr>
<td>F-9</td>
<td>Interpret functional assessment data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G</th>
<th>Behavior-Change Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>G-1</td>
<td>Use positive and negative reinforcement procedures to strengthen behavior.</td>
</tr>
<tr>
<td>G-2</td>
<td>Use interventions based on motivating operations and discriminative stimuli.</td>
</tr>
<tr>
<td>G-3</td>
<td>Establish and use conditioned reinforcers.</td>
</tr>
<tr>
<td>G-4</td>
<td>Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).</td>
</tr>
<tr>
<td>G-5</td>
<td>Use modeling and imitation training.</td>
</tr>
<tr>
<td>G-6</td>
<td>Use instructions and rules.</td>
</tr>
<tr>
<td>G-7 or G-8</td>
<td>Use shaping. Use chaining.</td>
</tr>
<tr>
<td>G-9</td>
<td>Use discrete-trial, free-operant, and naturalistic teaching arrangements.</td>
</tr>
<tr>
<td>G-10</td>
<td>Teach simple and conditional discriminations.</td>
</tr>
<tr>
<td>G-11 or G-12</td>
<td>Use Skinner's analysis to teach verbal behavior. Use equivalence-based instruction.</td>
</tr>
<tr>
<td>G-13 or G-14</td>
<td>Use the high-probability instructional sequence. Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).</td>
</tr>
<tr>
<td>G-15 or G-16</td>
<td>Use extinction. Use positive and negative punishment (e.g., timeout, response cost, overcorrection).</td>
</tr>
<tr>
<td>G-17 or G-18</td>
<td>Use token economies. Use group contingencies.</td>
</tr>
<tr>
<td>G-19 or G-20</td>
<td>Use contingency contracting. Use self-management strategies.</td>
</tr>
<tr>
<td>G-21</td>
<td>Use procedures to promote stimulus and response generalization.</td>
</tr>
<tr>
<td>G-22</td>
<td>Use procedures to promote maintenance.</td>
</tr>
<tr>
<td>H</td>
<td>Selecting and Implementing Interventions</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>H-1</td>
<td>State intervention goals in observable and measurable terms.</td>
</tr>
<tr>
<td>H-2</td>
<td>Identify potential interventions based on assessment results and the best available scientific evidence.</td>
</tr>
<tr>
<td>H-3</td>
<td>Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.</td>
</tr>
<tr>
<td>H-4</td>
<td>When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.</td>
</tr>
<tr>
<td>H-5</td>
<td>Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.</td>
</tr>
<tr>
<td>H-6</td>
<td>Monitor client progress and treatment integrity.</td>
</tr>
<tr>
<td>H-7</td>
<td>Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.</td>
</tr>
<tr>
<td>or</td>
<td>Make data-based decisions about the need for ongoing services.</td>
</tr>
<tr>
<td>H-8</td>
<td>Collaborate with others who support and/or provide services to clients.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>Personnel Supervision and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-1</td>
<td>State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).</td>
</tr>
<tr>
<td>I-2</td>
<td>Establish clear performance expectations for the supervisor and supervisee.</td>
</tr>
<tr>
<td>I-3</td>
<td>Select supervision goals based on an assessment of the supervisee’s skills.</td>
</tr>
<tr>
<td>I-4</td>
<td>Train personnel to competently perform assessment and intervention procedures.</td>
</tr>
<tr>
<td>I-5</td>
<td>Use performance monitoring, feedback, and reinforcement systems.</td>
</tr>
<tr>
<td>I-6</td>
<td>Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.</td>
</tr>
<tr>
<td>I-7</td>
<td>Use function-based strategies to improve personnel performance.</td>
</tr>
<tr>
<td>I-8</td>
<td>Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).</td>
</tr>
</tbody>
</table>
### Student Practicum Evaluation Form

Student name: ________________________ Site: __________________________

Circle one:  Mid-semester // End of Semester

<table>
<thead>
<tr>
<th>Rate each of the statements below</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The practicum site was a good match for me.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>The work I was assigned was what I expected to be doing.</td>
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<tr>
<td>The feedback I received from my supervisor was clear and constructive</td>
<td></td>
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<tr>
<td>I received sufficient support in the form of supervision</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I received sufficient training and guidance during my internship.</td>
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</tr>
<tr>
<td>I acquired skills and information that will help me reach my professional and/or academic goals.</td>
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</tr>
<tr>
<td>I made connections that will help me reach my professional and/or academic goals.</td>
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<tr>
<td>I felt valued while working at the organization.</td>
<td></td>
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<tr>
<td>When instructed to use a new technique, I was given clear instructions on how to implement the technique and the criteria for evaluation</td>
<td></td>
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<tr>
<td>I was provided opportunities for personal and professional growth</td>
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<tr>
<td>I felt comfortable disagreeing with my supervisor</td>
<td></td>
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</tr>
</tbody>
</table>

Comments:__________________________________________________________________________________________

To be completed at the end of the semester:

Would you recommend this practicum site to other students? Yes or no, why?
______________________________________________________________________________________________

What did you like best about this semester experience?
______________________________________________________________________________________________

What would have made this semester experience better?
______________________________________________________________________________________________

Overall, I rate this practicum site as (select one below)
__Excellent __Very Good __Good __Fair __Poor

Student Signature: _______________________________________________ Date: __________
# Practicum Site Evaluation Form

Supervisor name: __________________ Site name: __________________________
Student name: ______________________ Date: ____________________________

Circle one: Mid-semester // End of Semester

<table>
<thead>
<tr>
<th>Rate each of the statements below.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s conduct was professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student’s work was satisfactory</td>
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<tr>
<td>I would hire this student if a position was available</td>
<td></td>
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</tr>
<tr>
<td>I feel like I received sufficient support from FIU during the practicum placement process.</td>
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</tr>
</tbody>
</table>

Please use the following scale, 1 = extremely unsatisfied and 10 = extremely satisfied, to evaluate the student’s performance in the following areas:

<table>
<thead>
<tr>
<th>Attendance and participation in trainings and meetings</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student followed the roles, policies, and requirements of the site experience</td>
<td></td>
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<tr>
<td>Interaction with clients, parents, and staff were done professionally</td>
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<tr>
<td>Implemented programs and procedures ethically and effectively</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Data collection and graphing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please describe any problems with the student’s work or professional conduct:
______________________________________________________________________________
______________________________________________________________________________

Additional Comments:
______________________________________________________________________________
______________________________________________________________________________

To be completed at the end of the semester:

Please provide suggestions for improving the practicum supervisor experience:
______________________________________________________________________________
______________________________________________________________________________

What did you like best about your experience as a practicum supervisor:
______________________________________________________________________________
______________________________________________________________________________

What would have made this supervisor experience better?
______________________________________________________________________________
______________________________________________________________________________

52
SEMESTER SUMMARY FORM

Submit a copy of this completed form prior to the End of Semester Meeting with your Faculty Supervisor each semester.

Name: ___________________________  Semester: _________________
Site Name: _______________________

Please complete the following information regarding the number of hours you completed for the semester.

Practicum Experience

Number of restricted hours _______
Number of unrestricted hours _______
TOTAL FOR SEMESTER (add the two above) _______

Total of Restricted Hours including previous semesters _______
Total of Unrestricted Hours including previous semesters _______
TOTAL INCLUDING PREVIOUS SEMESTERS (Add the two above) _______

Clinical Supervision

Number of individual supervision Hours_______
Number of group supervision Hours _________

TO BE COMPLETED BY INSTRUCTOR
___Attendance
___Participation
___Hours log tracker updated weekly
___Task list tracker updated weekly
___Monthly Verification Forms
___Assignments completed on time
___Feedback to Supervisor/Site
___Feedback from Supervisor/Site

Comments:

Grade____

Student Signature ___________________________ Date: ____________

Instructor Signature_________________________ Date: ____________