Table of Contents

Student Attestation and Agreement ........................................................................................................ 3
Welcome Message from the Program Director .......................................................................................... 4
Department of Psychology Interim Chair ................................................................................................. 5
Mission Statement .................................................................................................................................. 6
Vision Statement ...................................................................................................................................... 6
Diversity Statement .................................................................................................................................. 6
Faculty & Staff Directory ........................................................................................................................... 7
Behavior Analysis Faculty Bios ................................................................................................................ 8
Dr. Jacob L. Gewirtz (1924-2021)........................................................................................................... 12
Introduction ............................................................................................................................................. 13
Program Terms and Conditions ................................................................................................................. 14
    Structure ............................................................................................................................................. 14
    Curriculum .......................................................................................................................................... 14
    Course Descriptions .......................................................................................................................... 16
    Course Content Allocation for Certification ..................................................................................... 17
Practicum ................................................................................................................................................. 18
Capstone Case Study Project ................................................................................................................... 19
Roles ....................................................................................................................................................... 19
Student Responsibilities ........................................................................................................................... 22
Student Success Resources & Information ............................................................................................... 26
    Program Communication .................................................................................................................. 26
    University Graduate School .............................................................................................................. 26
    Academic Calendar ............................................................................................................................ 26
    Emergency Information .................................................................................................................... 26
    Tips for Avoiding Plagiarism ............................................................................................................ 27
Graduation Information ........................................................................................................................... 28
    Obtaining Certification as a Board Certified Behavior Analyst ..................................................... 28
    Professional Associations ................................................................................................................ 29
Practicum Manual ...................................................................................................................................... 32
Appendices ............................................................................................................................................ 45
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, if they do not put students at a disadvantage and are not capricious and arbitrary. I will be given advance notice in person and in writing of any changes.

____________________     __________________________     ______________________
Student Name (print)       Student Signature           Date

Semester and Year Admitted
Welcome Message from the Program Director

Welcome to the FIU Behavior Analysis Master of Science (BAMS) program! You have been admitted to the program after a competitive selection process. This makes you a very special group of students. I and the BAMS faculty look forward to fostering your growth as behavior analysts over the next four semesters. BAMS was designed with one objective in mind, to develop superior behavior analysts who have excellent skills, are highly ethical and professional, have a strong commitment to the field of behavior analysis 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.

BAMS is a condensed, hybrid program, with a curriculum that spans fewer than 18 months. The accelerated pace of the program will allow you to begin your career as a BCBA sooner, but it will also be demanding. In order to successfully complete the program on time, you must be highly organized and efficient. Planning, time management, and communication are essential skills. While the primary goal of the program is your academic and professional development, your personal growth and wellbeing are equally important. Graduate school can be stressful and, at times, even overwhelming. I encourage you to take advantage of the various resources that are available at FIU to help maintain your health and wellness. One of your greatest resources is the BAMS faculty. Please communicate with your professors if you experience challenges that may affect your performance in the program. You will find them approachable, understanding, and helpful.

As you embark on your journey of personal, 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 very soon.

Sincerely,

Maricel Cigales, Ph.D., BCBA-D
Behavior Analysis Program Director
Welcome Message from the Department Chair

Welcome to the Department of Psychology at FIU. We are thrilled that you have chosen to join us for the next phase of your educational and career goals. The Behavior Analysis Master of Science (BAMS) program builds on 4 decades of excellence in behavior analysis in our department and is led by world-class faculty in the field.

FIU Psychology is a national leader in education, research, and impact. One thing that sets us apart is our unique focus on bridging innovative science with behavioral/mental health services. The National Science Foundation ranks us as 5th in the nation for psychological research productivity while our clinics provide behavioral/mental health services to over 3,000 families in South Florida annually. This intersection of research and practice can enrich your educational environment and provide opportunities to engage beyond the classroom.

What is missing from BAMS and FIU Psychology is the unique perspective and experience that you will bring to the classroom and the field. We hope that you will engage meaningfully as a valued member of our department. Together, we can do great things for our communities.

Please know that I am here to support your journey and success. Do not hesitate to reach out if I can assist you during your time with us.

Best regards,

Dana L. McMakin
Chair, Department of Psychology
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.

Program Objectives
1. Teach and require students to demonstrate competency in the theory, principles, technologies and methods of behavior analysis.
2. Teach and require students to demonstrate competency in the professional and ethical standards of the discipline.
3. Provide students supervised experience in a variety of applied settings.
4. Train students to conduct applied behavior analytic research.
5. Provide students career development opportunities.
6. Prepare students for the Board Certified Behavior Analyst exam.

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
As COVID-19 continues to circulate in the community, please take the following precautions to remain healthy and prevent further spread.

- Be aware of and follow the latest guidelines from the Centers for Disease Control and Prevention, available [here](#).
- **Complete the P3 app before arriving on campus.** If you are not given the green check mark to enter campus stay home, and contact your professors immediately by email.
- If you do not feel well or have tested positive for COVID-19, **please do not come to class, immediately complete the P3 app and contact your professors by email as soon as you can.** To excuse absences for P3 failure/COVID, please contact the COVID Response Team at 305-348-1919. Absence due to COVID-19 will be excused and accommodations to make-up work will be made. The make-up policies are outlined in your syllabi.
- Testing and vaccination are available on campus. Click [here](#) for information.
# Faculty & Staff Directory

## Department of Psychology

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## Behavior Analysis Program

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Paloma Pedraza Rodriguez, Ph.D., BCBA-D  
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Rosemary San Nicolas, M.S., BCBA, LMHC  
Assistant Teaching Professor  
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**General program contact:** 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
Assistant Teaching Professor, Department of Psychology

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.
Master of Science in Psychology
Behavior Analysis Major

Fall & Spring Cohorts
Revised 8/11/2022

Logan McDowell, Ph.D., BCBA-D
Assistant Teaching Professor, Department of Psychology

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.
Julia Parker, Ph.D.
Assistant Teaching Professor, Department of Psychology
Dr. Parker earned a PhD in Psychology with a focus in Developmental Psychology in 2016 from Arizona State University, where her research focused on child anxiety disorder development and treatment as well as sleep physiology and functioning in anxious youth. She has been an Assistant Teaching Professor in the Department of Psychology at FIU since 2017. Dr. Parker teaches the Applied Lifespan Development course for the BAMS program, which focuses on human development across the lifespan, from birth through late adulthood. Dr. Parker has a passion for teaching about development and the complex sociological, familial, environmental, and biological systems that influence how we change over time. Dr. Parker also teaches Psychology of Adolescence, Introductory Psychology, and Research Methods and Design I for the undergraduate psychology program at FIU.

Paloma Pedraza Rodriguez, Ph.D., BCBA-D
Assistant Teaching 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.
Tracy Capote-Sanchez, Ph.D., BCBA
Adjunct Professor
Dr. Tracy Capote-Sanchez began working in the field of Applied Behavior Analysis in May 2014. Dr. Capote-Sanchez has worked with individuals all over South Florida ranging in ages two to twenty-three. She obtained her doctoral degree from The Chicago School of Professional Psychology in June 2022. Under the guidance of Dr. Dorothy Zhang, Dr. Capote-Sanchez was able to further investigate the supervision practices of BCBAs and large occurrences of insurance fraud in South Florida. She has also presented at both the Association for Behavior Analysis International’s annual conference and South Florida Association for Behavior Analysis conference. Her research interests include: supervision of Registered Behavior Technicians (RBT), RBT training practices, early intensive behavior intervention, and supervision and training practices utilized in South Florida. While disseminating supervision practices through research, Dr. Capote-Sanchez also hopes to further shape future BCBAs into ethical and compassionate practitioners within her clinical practice. Thanks to Dr. Paloma Rodriguez, Dr. Capote-Sanchez was able to do so as a Practicum Supervisor with La Universidad del Istmo and continues to do so as a Practicum Supervisor at The Chicago School of Professional Psychology.

Rosemary San Nicolas, M.S., LMHC, BCBA
Assistant Teaching Professor, Department of Psychology
Program Administrator, Behavior Analysis Program
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 experience 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. Mrs. San Nicolas has a passion for training future BCaBAs and BCBAs in the compassionate and diversity affirming delivery of applied behavior analysis services. She uses her diverse training experience in both mental health and behavior analysis to create a comprehensive learning experience for her practicum students that includes training in cultural humility, behavioral artistry, neuro-diversity-affirming practice, collaborative work with non-aba professionals, assent-based intervention, and other emerging supervision and clinical practices.
Dr. Jacob L. Gewirtz (1924-2021)
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 through the following link: 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. Course Modality –
   Fall admission cohort: 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.
   Spring admission cohort (Online Live): Approximately 50% of the program content will be provided during scheduled meeting times delivered in a remote face-to-face modality. The remainder will be provided in an online format.

B. Course Schedule –
   Fall admission cohort: 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.
   Spring admission cohort (Online Live): 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 at or after 5pm, over one or two days. The practicum supervision courses 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.
Fall Admission Cohort: All of the 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. While
the program makes every attempt to keep courses scheduled at the same day/time for all semesters, there may be times when course schedules will vary based on availability. Students are expected to be available for various program components (such as the practicum experience) during the day and evenings, as well as on the weekends.

Spring Admission Cohort: All coursework is completed virtually using online learning tools including Canvas and Zoom. All online courses include synchronous and asynchronous components. All courses will meet for live meetings using Zoom twice a week starting at 5PM or later. While the program makes every attempt to keep courses scheduled at the same day/time for all semesters, there may be times when course schedules will vary based on availability. Students are expected to be available for various program components (such as the practicum experience) 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 (3 credits) (VCS)
- EAB 5700 Introduction to the Concepts & Principles of ABA (3 credits) (VCS)
- EAB 5797 Single Case Research Methods (3 credits) (VCS)

Semester 2
- EAB 6770 Behavior Technologies (3 credits) (VCS)
- EAB 5701 Behavior Assessment (3 credits) (VCS)
- EAB 6941 Practicum in Behavior Analysis (3 credits)
- EAB 5917 Supervised Research in Behavior Analysis (2 credits)
- EAB 5937 Special Topics in Behavior Analysis (1 credit)

Semester 3
- EAB 6707 Advanced Concepts & Principles of Behavior Analysis (3 credits) (VCS)
- EAB 6717 Science & Practice of Verbal Behavior (3 credits) (VCS)
- EAB 6941 Practicum in Behavior Analysis (3 credits)
- EAB 5917 Supervised Research in Behavior Analysis (2 credits)
- EAB 5937 Special Topics in Behavior Analysis (1 credit)

Semester 4
- DEP 5068 Applied Lifespan Development (3 credits)
- EAB 6941 Practicum in Behavior Analysis (3 credits)
- EAB 5917 Supervised Research in Behavior Analysis (2 credits)
- EAB 5937 Special Topics in Behavior Analysis (1 credit)
- PSY 5939 Special Topics: Professional Career Development in ABA (3 credits)
Course Descriptions

DEP 5068 Applied Lifespan Development (3). This course is designed to acquaint the student with various applications in life-span developmental psychology. An overview of general issues and areas of application is offered, and specific applications are considered.

EAB 5700 Introduction to the Concepts and Principles of ABA (3). In depth study of learning principles and methods of behavior change and complex learning processes, including Skinner’s analysis of verbal behavior.

EAB 5701 Advanced Methods of Behavior Change (3). Behavior analytic assessment including descriptive assessment and functional analysis, identification of behavior function, assessment of skill deficits, and identifying treatment goals

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

EAB 5937 Special Topics in Behavior Analysis (1). Clinical applications of the science of behavior analysis are broad. Students will expand their breadth and depth of knowledge by learning how the applications of the science apply to clinical populations outside of autism.

EAB 5917 Supervised Research (2-3). Dedicated to supervised research in applied behavior analysis including for the non-thesis completion project.

EAB 6005 Foundations of Applied Behavior Analysis (3). A critical examination of the theory, concepts, and principles of applied behavior analysis. The course will cover historical figures and events that led to the development of the field. Prerequisite: Graduate standing

EAB 6717 Applications of Behavior Analysis to Autism Spectrum Disorder (3). Behavior is analyzed by function. Structural and developmental issues as well as implications for language training and ethical application 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: Professional Career Development in ABA (3). A graduate-level course on career applications of behavior analysis that prepares students for life after graduation. This course equips students for the BCBA certification exam based on 5th edition task list content while providing stimulating activities for career preparation.
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<tr>
<th>Area</th>
<th>Course Title</th>
<th>Hours</th>
<th>EAB 6770</th>
<th>EAB 5701</th>
<th>EAB 5797</th>
<th>EAB 6005</th>
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<tbody>
<tr>
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<td>BACB Compliance Code and Disciplinary Systems; Professionalism</td>
<td>45</td>
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<tr>
<td>A, B</td>
<td>Philosophical Underpinnings; Concepts &amp; Principles</td>
<td>90</td>
<td></td>
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<td>90</td>
</tr>
<tr>
<td>C, D</td>
<td>Measurement, Data Display and Interpretation; Experimental Design</td>
<td>45</td>
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<td>Behavior Assessment</td>
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<tr>
<td>G, H</td>
<td>Behavior-Change Procedures; Selecting and Implementing Interventions</td>
<td>60</td>
<td>30</td>
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<tr>
<td>I</td>
<td>Personnel Supervision and Management</td>
<td>30</td>
<td>15</td>
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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 guided through a practicum manual that includes additional information and needed forms that are located at the end of this handbook.

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. Students will identify a site to complete their practicum experience during their first semester of the program. Students will remain at the same site throughout their entire practicum experience, 3 semesters consecutively. 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, at least 15 minutes each time
- At least one direct observation working with a client 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 in a 12 month period (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, 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, agencies available for student placement are not required to provide the hours and supervision required for Concentrated Supervised Fieldwork. This should be discussed during your interview for placement.

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

All students in the Behavior Analysis Master’s Program must complete a capstone project consisting of original, behavior analytic research utilizing a single-case research design. The development and implementation of the student’s capstone project will take place over three consecutive semesters, during which time the student will be engaged in the practicum experience. The project must be conducted at the student’s practicum site. The time a student devotes to the project at the practicum site, or any extension thereof, will count toward the student’s supervised fieldwork or concentrated supervised fieldwork hours and must meet the standards of the Behavior Analyst Certification Board.

Capstone projects shall include the activities listed below. Activities not listed below may also be included.

- Topic selection
- Literature search and review
- Conceptualizing and refining research ideas
- Selection of the research design
- Selection/development of independent variable and data collection procedures
- Selection/design of the consent form and training materials
- Obtaining IRB approval or Program Internal Review approval
- Selection/construction of data collection, assessment, and survey instruments
- Participant recruitment
- Obtaining informed consent
- Implementing procedures
- Performing data analyses and computations (if applicable)
- Collecting data, including inter-observer agreement and treatment integrity
- Processing and graphing data
- Interpreting data
- Drafting and editing of manuscripts/posters
- Final project presentation

Roles

Role of the Student
The student is expected to take the lead and conduct the vast majority of the work related to each of the research activities listed above. The student will therefore be the primary, substantial contributor to the project. As such, the student will be the first author on any presentation and/or publication of their work. The student will be the sole author if no one else is determined to have made a substantial contribution to the project or if all other substantial contributors decline to be named as authors.

Role of the BAMS Program Research Supervisor
The program research supervisor is responsible for approving all elements of the capstone project. This consists of guidance and feedback to the student on each of the research activities listed above, throughout the course of the project. This also includes but is not limited to selection of the research topic, experimental design, and procedures, as well as assisting the student with multiple drafts of the
research paper and all other written products used in the project. Therefore, the program research supervisor is expected to make a substantial contribution to the research project.

**Role of the BAMS Program Practicum Supervisor**
The program practicum supervisor will provide support and training relevant to students’ practicum experiences and related topics. This may include assisting with the capstone project, including topic and participant identification, completion of approval documents, and providing feedback on various aspects of the project. The program practicum supervisor is not expected to make substantial contributions to the project. The program practicum supervisor will ensure that students use the program’s unique documentation system for tracking practicum hours and activities.

**Role of the Practicum Site Supervisor**
Each student must have a practicum supervisor that is employed at the student’s approved practicum site. The supervisor must meet the BACB supervisor qualifications and must sign a supervision contract with the student. The practicum site supervisor is responsible for ensuring that the student’s project is appropriate for the practicum setting and must approve all practical elements of the project including participant selection, experimental design, intervention, and data collection procedures. The practicum site supervisor is expected to assist the student with participant recruitment by identifying individuals who could benefit from participating in the study. The practicum site supervisor is also expected to assist the student with identifying individuals who may assist the student with implementation of project procedures and/or data collection. Additionally, it is natural and acceptable for the practicum site supervisor to make suggestions and recommendations to the student on various elements of the project. However, practicum site supervisors should not engage in any research activity listed above, or combination thereof, to an extent that is equivalent to or surpasses the contribution and effort of the student. Therefore, the practicum site supervisor is not expected to make a substantial contribution to the project.

**Role of Project Assistants**
It will be necessary for students to recruit project assistants for the purpose of obtaining inter-observer (IOA) agreement data. Project assistants may also implement procedures and collect participant data, if needed. The selection and participation of project assistants must be approved in advance by the practicum site supervisor. The participation of project assistants should be limited to only those activities that cannot be completed by the student. Therefore, project assistants are not expected to make a substantial contribution to 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

**Authorship Policy**
The Behavior Analysis Master of Science program follows the authorship guidelines of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct (2017), which includes the following:

**8.12 Publication Credit**
(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

20
(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

Substantial Contribution
In accordance with the APA standards above, an individual who makes a substantial contribution to the project will be named as an author on any subsequent presentation and/or publication from the student’s capstone project, provided the individual consents to the authorship. The student must obtain the individual’s written consent to be identified as an author. The student and the student’s program research supervisor will be responsible for determining if contributions made by others are substantial.

Exceptional Circumstances
Project contributors should not exceed the expectations of their role to an extent that might be considered a substantial contribution unless there is an exceptional circumstance. In such cases there must be a prior written agreement between the student, program research supervisor and contributor. The agreement must state:

1) the need for the additional contribution
2) the tasks that the contributor will engage in
3) the additional time and effort the individual will contribute, and
4) a statement that, if fulfilled, the additional contribution will be considered substantial.

At the conclusion of the student’s project, the student and program research supervisor will determine if the contributor met the terms of the agreement. If so, the individual will be considered a substantial contributor and will be offered authorship on any subsequent presentation and/or publication of the student’s project.

Author Affiliation
Any presentation or publication of the student’s project will state each author’s affiliation at the time the research was conducted. If an author’s affiliation has since changed, the new affiliation may be acknowledged in a note.

Please refer to the Capstone Project Handbook for detailed information on the process for completing this program requirement. The supervised research course (EAB 5917) will also guide the student through the various components of the Capstone Project.
Student Responsibilities

You are expected to adhere to the FIU Student Code of Conduct and the Behavior Analyst Certification Board © Ethics Code for Behavior Analysts. You are 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, this includes 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, 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 Ethics 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 by going to the BACB Website: https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-2102010.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 time 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 monitory of 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 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 final decision.

Satisfactory Professional Conduct

Students are expected to present and conduct themselves professionally while meeting with their peers and professors. In order to maintain Satisfactory Professional Conduct students must:

• Attend all class meetings, arrive on time, and stay for the duration
• Communicate with the 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.

Student Success Services

Student Success Services (SSS) aims to ensure student success during the completion of the program as well as after graduation. Students will have access to FIU resources that will sharpen their resume and interview skills, as well as events and activities designed to support their professional and continuing education goals. This will include opportunities to connect with potential employers and/or behavior analysis doctoral programs. Additionally, students may request a written performance summary they may use when applying for jobs or graduate programs.
To ensure that performance summaries accurately reflect each student’s strengths, faculty will complete multiple student performance evaluations (SPEs) throughout the year. During major semesters (fall and spring) students will receive feedback from two rounds of SPEs. During the summer semester, students will receive feedback from one round of student performance evaluations. Any time a student is identified as not meeting standards in any area, they will be required to meet with members of the SSSS team to identify support needed and discuss a plan for improvement. If you are required to create a plan for improvement, the expectation for increases in your ratings will be observed in the subsequent round of evaluations.

Adhering to the following guidelines will help students obtain the best performance ratings possible during remote and in-person learning.

- **Communication:** When communicating either orally or in writing, make sure words and tone are appropriate and respectful, be sensitive when addressing difficult topics, always ensure to use correct grammar and review written work (including emails). Consider how the message will be received, especially when communicating in writing.

- **Attendance:** Students are expected to arrive on time and stay for the duration of all class meetings. If a student expects to be late or must leave early, they should discuss this with their instructor ahead of time. The instructor will determine if the absence will be excused. Excessive tardiness, early departures will have a major impact in the student’s learning experience and is likely to affect their overall grade and performance in the program.

- **Engagement:** It is not sufficient simply to be in attendance for class meetings. Students are expected to pay attention and be actively engaged. Students should come to class prepared to contribute to the discussion, ask questions and demonstrate understanding and critical thinking about the topics being discussed. This requires staying on top of course readings, paying attention to the course throughout the meeting, and limiting distractions while in class. If a student is not actively speaking, they should be attending to the meeting and display active listening behaviors (nodding, eye contact, etc.).

- **Appearance:** A students’ attire, grooming and posture during class meetings are part of their professional conduct. As ambassadors of the program, students should uphold the best professional impression possible. Remember, BAMS students are functioning in a professional capacity both in the University and in the community!

The evaluation rubric is provided below to illustrate the specific criteria used to rate your performance throughout the remainder of the program.
<table>
<thead>
<tr>
<th>Attendance</th>
<th>Engagement</th>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Appearance</th>
<th>Response to Feedback</th>
<th>Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exceeded expectations. 100% attendance, on time and stayed for duration of meeting.</td>
<td></td>
<td></td>
<td></td>
<td>3 Always clear, articulate, grammatically correct, and respectful; used appropriate tone and words, even when discussing a difficult topic or addressing a disagreement. Responds to emails within 1-2 days.</td>
<td>3 Exceeded expectations. Acknowledge and incorporated feedback as well as sought clarification (if applicable) in a respectful manner 100% of the time.</td>
<td>3 Exceeded expectations. Brevity submits high-quality work on time.</td>
</tr>
<tr>
<td>2 Met expectations.</td>
<td>2 Mostly clear, articulate, grammatically correct, and respectful; used appropriate tone and words. Rarely lacking. Responds to emails within 2-4 days.</td>
<td>2 Mostly clear, articulate, grammatically correct, and respectful; used appropriate tone and words. Rarely lacking. Responds to emails within 2-4 days.</td>
<td>2 Met expectations.</td>
<td>2 Met expectations.</td>
<td>2 Met expectations. Brevity submits acceptable quality work on time. Occasionally submits below standard work.</td>
<td></td>
</tr>
<tr>
<td>1 Below expectations. Absent, tardy, or left early multiple times or did not meet instructor criteria for excusable.</td>
<td>1 Sometimes clear, articulate, grammatically correct, and respectful. Failed to use appropriate tone and words at least once.</td>
<td>1 Sometimes clear, articulate, grammatically correct, and respectful. Failed to use appropriate tone and words at least once.</td>
<td>1 Below expectations. Appearance, grooming, and posture was appropriate some of the time.</td>
<td>1 Below expectations. Regularly presented difficulty with acknowledging, receiving and/or incorporating feedback.</td>
<td>1 Below expectation. Has submitted work late or below standard multiple times. The student is struggling.</td>
<td></td>
</tr>
</tbody>
</table>

**PARTICIPATION**

- **Attendance**
  - 3 = Exceeded expectations. 100% attendance, on time and stayed for duration of meeting.
  - 2 = Met expectations. Rarely absent, late, or left early. Notified instructor ahead of time or as soon as possible. Met instructor criteria for excusable.
  - 1 = Below expectations. Absent, tardy, or left early multiple times or did not meet instructor criteria for excusable. Poor communication with instructor.

- **Engagement**
  - 3 = Exceeded expectations. Frequently contributed to the discussion or demonstrated understanding and critical thinking. Did not engage in side conversation during lectures or presentations.
  - 2 = Met expectations. Sometimes contributed to the discussion or demonstrated understanding and critical thinking. Observed engaging in side conversation once or twice.
  - 1 = Below expectations. Occasionally contributed to the discussion or demonstrated understanding and critical thinking. Engages in frequent side conversation during the course.

- **Oral Communication**
  - 3 = Always clear, articulate, grammatically correct, and respectful; used appropriate tone and words, even when discussing a difficult topic or addressing a disagreement.
  - 2 = Mostly clear, articulate, grammatically correct, and respectful; used appropriate tone and words. Rarely lacking.
  - 1 = Sometimes clear, articulate, grammatically correct, and respectful. Failed to use appropriate tone and words at least once.

- **Written Communication**
  - 3 = Always clear, articulate, grammatically correct, and respectful; used appropriate tone and words, even when discussing a difficult topic or addressing a disagreement.
  - 2 = Mostly clear, articulate, grammatically correct, and respectful; used appropriate tone and words. Rarely lacking.
  - 1 = Sometimes clear, articulate, grammatically correct, and respectful. Failed to use appropriate tone and words at least once.

- **Appearance**
  - 3 = Exceeded expectations. Appearance, grooming, and posture was appropriate 100% of the time.
  - 2 = Met expectations. Appearance, grooming, and posture was appropriate most of the time.
  - 1 = Below expectations. Appearance, grooming, and posture was appropriate some of the time.

- **Response to Feedback**
  - 3 = Exceeded expectations. Acknowledge and incorporated feedback as well as sought clarification (if applicable) in a respectful manner 100% of the time.
  - 2 = Met expectations. Acknowledge and incorporated feedback most of the time. Sought clarification (if applicable) in a respectful manner most of the time.
  - 1 = Below expectations. Regularly presented difficulty with acknowledging, receiving and/or incorporating feedback.

**PROFESSIONALISM**

- **Academics**
  - 3 = Exceeded expectations. Brevity submits high-quality work on time. Occasionally submits below standard work.
  - 2 = Met expectations. Brevity submits acceptable quality work on time. Occasionally submits below standard work.
  - 1 = Below expectation. Has submitted work late or below standard multiple times. The student is struggling.
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 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 on the Academic Calendar. This is the same calendar that faculty, instructors, 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](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/](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 Code." This means that even by inadvertently committing plagiarism, you may still be 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](https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/student-conduct-and-honor-code/index.php). In order to best support our students, we have created this tip sheet to help you avoid engaging in any form of plagiarism.

**Plagiarism**
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 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**

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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, study tips, guides, 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
Photographic/Video Consent & Release Form

I, the undersigned, understand that by choosing to participate in any online or in-person event coordinated by the Behavior Analysis Master of Science Program (BAMS) or the University I thereby give my consent to the BAMS program and The Florida International University Board of Trustees (“FIU”) regarding the following:

I give BAMS authority to: (i) record my likeness and voice on a video, audio, photographic, digital, electronic or any other medium and to my name in connection with these recordings; and (ii) use, reproduce, exhibit or distribute these recordings in whole or in part in perpetuity in any and all media throughout the universe (including, but not limited to, print publications, video tapes, non-theatrical, home video, CD-ROM, internet, BAMS social media accounts, and any other electronic or other medium presently in existence or invented in the future) for any purpose that FIU and BAMS, and those acting pursuant to its authority, deem appropriate, including promotional, recruiting, advertising and any commercial or non-commercial use. I understand and agree that all such recordings, in whatever medium, shall remain the property of FIU.

I hereby release FIU and BAMS from and against any and all claims, demands, actions, causes of actions, suits, costs, expenses, liabilities, and damages whatsoever that I may have from liability for any violation of any personal or proprietary right I may have in connection with such use of my likeness, voice, or name in any medium, and expressly waive any rights to privacy I may have under the Family Educational Rights and Privacy Act (“FERPA”), §1002.22, Fla. Stat., and/or any other applicable law.

I have read, fully understand, and agree to abide by the terms of this Photographic/Video Consent & Release Form.

_________________________________________________________
Print Name

_________________________________________________________
Panther ID No.

_________________________________________________________
Address

_________________________________________________________
Phone Numbers

_________________________________________________________
Email Address

_________________________________________________________
Signature Date
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 Board Certified 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 Ethics Code for Behavior Analysts, effective January 1, 2022. The Code includes sections relevant to professional and ethical behavior of behavior analysts. 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 practicum site supervision meeting scheduled with your practicum site supervisor 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 supervisor 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 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 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, including 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 the practicum site calendar. Please schedule vacations and personal leave time with your practicum site supervisor and Practicum Site Coordinator. You must ensure that clients are not adversely impacted and fulfill the required practicum hours 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.

**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 about 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 the 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 to complete the practicum requirements at their place of employment must obtain signatures from their employer on two documents, in addition to providing proof of a 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. 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 assessments 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 skills 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

2. 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 (a total of 9 credits of practicum).

3. 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 must be at least 5% of the monthly hours and unrestricted activities must be at least 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. Concentrated Supervised Fieldwork requires a minimum of 10% supervised hours and 6 supervisor/trainee contacts per month in addition to the regular supervised fieldwork requirements mentioned above.

4. 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.

5. 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. Site Supervisors are responsible for helping practicum students identify a minimum of three participants to work with throughout the practicum experience and participate in the student’s capstone project. Additional capstone criteria include:
   a. Ability to work with clients that are not currently under the student's care (not their direct client/case)
   b. Ability to target behaviors that are outside of the treatment plan and may not be medically necessary (i.e., not billable)
   c. Ability to recruit staff and caregivers for interventions targeted towards caregivers or staff
   d. Ability to engage in a minimum of 60% indirect work, including work that is in addition to their client responsibilities.
   e. Ability to work with clients who do not require punishment procedures or physical restraint as part of intervention programs.

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

8. 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.

9. 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.

10. There may be additional assignments/forms that require the site supervisor to collaborate with the student on completing and signing these assignments and/or forms.
Roles of Students, Supervisors, and Coordinators

**Students**

*Start of Practicum*

At the beginning of the semester, students will meet with practicum site personnel (supervisor) to discuss responsibilities, sign the supervision contract, determine the 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 develop 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 month. A Concentrated supervised fieldwork practicum student receives 10% of supervised time per month. 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 the hours worked need to 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 (OneDrive): Task List Tracker, Semester Training Summary, Mid-semester evaluation, End of Semester Practicum Training Evaluation, Monthly Verification 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 restricted and unrestricted activities 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 then match with supervised time (5% or 10%)
12. Submit semester summary via OneDrive

Supervisors will provide specific verbal and written feedback for 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 their 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 OneDrive. 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 (MVF) 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. Most students will not complete their supervised fieldwork experience hours and will need to continue accruing hours after graduation.
If a student completes 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.
Role of 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 the practicum site 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 but 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 behavior analytic skills and repertoire related to the Task List items
- Providing a minimum of 20 hours a month with activities that will help the practicum student expand their behavior analytic experiences with clients
- Providing the student with materials necessary to serve the clients
- Providing the student with regular spoken and/or written performance feedback
- Maintaining student confidentiality and disclosing only to appropriate university personnel information that is pertinent to training 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 may not be supervised by a relative or other person with whom the student has a personal relationship.

Practicum Experience Activities

Acceptable Activities for overall experience (restricted and unrestricted):

- conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment) or for evaluating behavioral interventions;
- designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs;
- writing behavior plans, progress summaries, clinical notes, transition summaries, and professional correspondence;
- overseeing the implementation of behavior-analytic programs by others;
- training others, designing behavioral systems, and performance management;
- communicating and collaborating effectively with caregivers and other professionals; AND
• 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 and researching the literature that is relevant to a current client’s programming

**Restricted Activities:** There is a restriction on the overall number of hours you may spend delivering therapeutic and instructional procedures during fieldwork. This restriction is designed to ensure that trainees have sufficient time to acquire other skills necessary for practice as a BCBA. Restricted activities may comprise no more than 40% of the total fieldwork hours—this requirement does not need to be met during each supervisory period. Please note that this restriction does not necessarily refer to all time spent working with clients.

**Unrestricted Activities:** Activities that are unrestricted are those that are most likely to be performed by a BCBA. Unrestricted activities must comprise at least 60% of the total fieldwork hours—this requirement does not need to be met during each supervisory period. Examples of unrestricted activities include:

- 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

**Unacceptable Activities:** Only behavior-analytic activities may be counted toward fieldwork requirements. Non-behavior-analytic activities, while valuable, may not be counted. Examples of activities that will not count as fieldwork include:

- attending meetings with little or no behavior-analytic content
- providing interventions that are not based in behavior analysis
- performing non-behavioral administrative activities
- non-behavior-analytic trainings related to service delivery (e.g., crisis management, CPR, billing systems)
- completing non-behavioral 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 (e.g., completing homework assignments, readings)
Practicum Agency Training Guidelines

Semester 1

Objective:
To develop or strengthen the ability to implement behavior programs, collect data, write session notes, and graph data.

1. Begin with indirect training
   a. Complete 40-hr RBT training, if not yet completed
   b. Review RBT handbook
   c. Provide company policy on
      i. Data collection
      ii. Graphing
      iii. Scheduling
      iv. Supervision
   d. Review all relevant ethical guidelines
      i. RBT Ethics Code
      ii. Supervision guidelines
2. Provide the opportunity to observe in a variety of contexts prior to doing hands-on work.
3. Shift to direct training with hands-on experience and a live trainer
   a. Use BST
      i. Instruction: provide written treatment plan, allow for questions
      ii. Modeling: show how the programs are implemented
      iii. Rehearsal: allow the student to practice
      iv. Feedback: provide feedback on implementation and repeat until mastery criteria are met.
   b. Use a competency-based training checklist
4. Maintain a consistent direct supervision schedule
5. Maintain a consistent indirect supervision schedule
6. Communicate expectations to the student in an ongoing way
   a. If student is not meeting expectations, contact the program coordinator

Capstone Project Items Due:
Identify and approve a research question and potential participants.

Semester 2

Objective:
To begin developing behavior analytic skills through the application of functional assessment methods, assisting in developmental and skills assessments and to develop staff and parent training skills.

1. Continue to maintain a consistent direct supervision schedule
2. Continue to provide feedback for direct work using competency-based checklists
3. Continue to maintain a consistent indirect supervision schedule
4. Provide additional training on procedures unique to setting or population
   a. Social skills, picky eating, toileting, self-help, work skills, etc.
5. Invite to observe or assist during assessments
   a. Implementing, scoring, interpreting results
6. Invite to observe or assist with program updates
   a. Review data for existing programs
   b. Update existing programs
c. Add new goals
d. Identify when goals are mastered
e. Create programs for maintenance and generalization of mastered goals

7. Provide opportunities for staff and parent training
   a. Use competency-based checklists to provide feedback on training skills

**Capstone Project Items Due:**
Obtain participant consent, begin data collection.

**Semester 3**

**Objective:**
To strengthen behavior analytic skills through program writing and development, translating assessment results to intervention plans, training staff in program implementation and creating caregiver training goals.

1. Continue to maintain a consistent direct supervision schedule
2. Continue to provide feedback for direct and indirect work using competency-based checklists
3. Give opportunity to lead during an assessment
   a. Implementing, scoring and interpreting results
   b. Presenting results to caregivers
4. Give opportunity to select treatment goals following an assessment
   a. Using a program data-base
   b. Creating novel programming
5. Give opportunity to oversee the implementation of selected goals and provide feedback to staff implementing goals
6. Give opportunity to select caregiver training goals following an assessment
   a. Incorporating caregiver feedback
   b. Incorporating cultural sensitivity with goal selection

**Capstone Project Items Due:**
Finalize data collection, present results to caregivers.
Practicum Documentation

All students are responsible for maintaining a Practicum Experience Electronic Notebook/Folder. The Practicum Experience Notebook is a record of all the training experience 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. Work Attestation (if using employer for practicum)
C. Practicum Acknowledgment Form
D. Release of Assumption of Liability
E. BAMS Health & Safety Policy
F. COVID Acknowledgment
G. BAMS Hours Log (Unique Documentation System)
H. Task List Tracker
I. BACB Monthly Fieldwork Verification Forms, signed by the on-site practicum supervisor
J. Copies of any documents you are required to sign or fill out by the practicum site
K. Student Evaluation of the Site & Supervisor (Mid and End of Semester)
L. Site Evaluation of the Student (Mid and End of Semester)
M. Semester Summary

Students must keep a written 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 successful completion of EAB 6941.
Appendices
Practicum Document Checklist

Students who wish to use their employment towards practicum credit must submit the following completed and signed by all parties identified in the documents before they are enrolled in the practicum course:

☐ Practicum Placement Application (email to behavior@fiu.edu within a week from the practicum orientation or at the latest by September 30)
☐ Practicum Credit for Work Experience
☐ Work Experience Attestation Form
☐ Practicum Requirement Acknowledgment Form
☐ Release of Assumption of Risk
☐ COVID-19 Acknowledgment
☐ Proof of Liability Insurance**
☐ Proof of Level 2 Background Check**

**An email from your employer stating that they have provided liability insurance and that you have a level 2 background check clearance on file is acceptable as forms of proof for those two items.

Students who require placement with an affiliated practicum site must submit the following completed and signed by all parties identified in the documents before they are enrolled in the practicum course:

☐ Practicum Placement Application (email to behavior@fiu.edu within a week from the practicum orientation or at the latest by September 30)
☐ Practicum Supervision Contract
☐ Practicum Requirement Acknowledgment Form
☐ Release of Assumption of Risk
☐ COVID-19 Acknowledgment
☐ Proof of Level 2 Background Check**

** follow up with the site directly about this requirement--have them provide you proof, or the practicum site can send it to us directly). This step must get started immediately, since it can take 5-7 business days for clearances to be completed. All sites will require new background checks, even if you've already done them in the past. Please get in touch with the site about this item.
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. All practicum sites offer unpaid practicum experience!

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? _____________

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

(Continued on the next page)
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):
   __________________________________________________

9. Practicum Site Interest:
Print the names of the sites you would like to interview with:
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

   (To be completed by program)

   Sites recommended for interview: _____________________________________________

   Interview date and time: ____________________________________________________

   Student placement: ________________________________________________________
BEHAVIOR ANALYSIS PROGRAM
Practicum Requirement Acknowledgement

Student: ________________________________________  Panther ID: ______________________

Semesters & Year: __________________________________________________________________

Supervisor Name(s): _________________________________________________________________

Supervisor Email(s): ___________________________  Supervisor Telephone: _______________

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
• Timely submission of certification documents
• Timely submission of performance evaluations twice a semester or more often depending on the student’s need
• Students must be afforded the due process that provides them with the opportunity to improve if performance issues are identified
• Student and site agree to a 3-semester commitment for practicum placement unless there is a documented reason to terminate placement early that has been reviewed and approved by the BAMS program and practicum site.

Capstone Project Requirements
Students will complete an applied research project during practicum required for graduation. It will be a behavior-analytic capstone project with clients selected from the practicum experience and approved by the program and practicum supervisor. Site Supervisors responsible for helping practicum students to identify a minimum of three participants that they will work with throughout the practicum experience and participate in the student’s capstone project

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

Additional Capstone Criteria:
• Ability to work with clients that are not currently under the student’s care (not their direct client/case)
• Ability to target behaviors that are outside of the treatment plan that may not be medically necessary (i.e., not billable)
• Ability to recruit staff and caregivers for interventions targeted towards caregivers or staff
• Ability to engage in a minimum of 60% indirect work, including work that is in addition to their client responsibilities.
• Ability to work with clients who do not require punishment procedures or physical restraint as part of intervention programs.

(Continued on the next page)
By signing this form, I acknowledge that I have read the Practicum Requirement Acknowledgment and understand these are the minimum requirements of the program’s practicum experience.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor 1 Print Name</td>
<td>Supervisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Supervisor 2 Print Name</td>
<td>Supervisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Owner or Clinical Director Name</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Behavior Analysis Master of Science Program
Practicum Credit for Employment Experience
Company and Student Attestation

Company Name: ______________________________________________________
Company Address: _____________________________________________________
Student Name: ______________________________________________________
Employment Start Date: ________
Student Credential (select 1): __ RBT __ BCaBA
RBT or BCaBA #: __________________

The student named above has requested approval to receive practicum credit for work completed at the student’s place of employment. This form must be signed by the student and a company owner or administrator with authority to agree to the following terms on behalf of the company.

The company confirms that the following stipulations are true and accurate. The student named above (supervisor please initial each statement):
1. _____ is an employee of the company, not an independent contractor
2. _____ is covered under the company’s professional liability insurance
3. _____ will be assigned work that meets the Behavior Analyst Certification Board (BACB) Fieldwork Requirements standards for the duration of the time the student is enrolled in practicum (three semesters)
4. _____ will be assigned to no fewer than 20 hours per month of work that meets the BACB Fieldwork Requirements
5. _____ will receive supervision that meets the BACB Fieldwork Requirements for the duration of the time the student is enrolled in practicum (three semesters)
6. _____ will be able to complete their capstone project, which may require non-billable hours/work, and more than 20 practicum hours per month.

Company Attestation:
By signing below, I attest that the information above is true and accurate, and the stipulations above will be met.
I further understand that failure to meet the stipulations may adversely affect the student’s standing in the program and may result in the student’s ability to complete the program.

Name: _________________________ Title: _________________________
Signature: _____________________ Date: _________________________
Direct Supervisor Name and Signature: __________________________

Student Attestation:
By signing below, I confirm that I have requested approval to complete the practical experience requirements of the BAMS program at my place of employment, which is listed above. I understand that practical experience requirements must be completed over a period of three consecutive semesters. I further understand that termination of my employment with the company may preclude me from completing the practical experience requirements and may thus jeopardize my standing in the program and my ability to complete the program.

Name: _________________________
Signature: _____________________ Date: _________________________
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 to 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**

<table>
<thead>
<tr>
<th>Work Schedule (days/times):</th>
<th>Expected Start/End Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Weekly Hours:</td>
<td>Weekly Supervision Hours Required:</td>
</tr>
<tr>
<td>Supervision Schedule (days/times):</td>
<td>Site Representative Name:</td>
</tr>
<tr>
<td>Site Supervisor(s) Name, Certificate Level &amp; Certificate Number (for all possible supervisors):</td>
<td></td>
</tr>
<tr>
<td>Practicum Site Name:</td>
<td>Practicum Site Location(s):</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 practicum student immediately via email to the student's direct faculty supervisor or the general program email account (behavior@fiu.edu).
7. Facilitate and provide appropriate consultation on the students capstone project.
8. Afford FIU students due process in the event that a performance issue is identified, in order to provide the students opportunities to improve.
9. If the student has multiple supervisors, they should have a supervisor of record or responsible certificant who is primarily responsible for ensuring the student is meeting all practicum requirements. All supervisors should sign forms related to the practicum.
10. If the assigned, responsible certificant or supervisor of record must be changed, the site is responsible for securing replacement supervision that meets the practicum requirements.

**Responsibilities of the Supervisee**


5. Report to the practicum course instructor any concerns or problems with the internship placement immediately via Canvas or email at their FIU email address or the program’s address (behavior@fiu.edu)

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. Always maintain consumer health and safety
   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 number 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

CAPSTONE PROJECT REQUIREMENTS AND OBJECTIVES
Students will complete an applied research project during practicum required for graduation. It will be a behavior-analytic capstone project with clients selected from the practicum experience and approved by the program and practicum supervisor. Site Supervisors responsible for helping practicum students to identify a minimum of three participants that they will work with throughout the practicum experience and participate in the student’s capstone project.

Capstone Criteria:
- Ability to work with clients that are not currently under the student’s care (not their direct client/case)
- Ability to target behaviors that are outside of the treatment plan that may not be medically necessary (i.e., not billable)
- Ability to recruit staff and caregivers for interventions targeted towards caregivers or staff
- Ability to engage in a minimum of 60% indirect work, including work that is in addition to their client responsibilities.
- Ability to work with clients who do not require punishment procedures or physical restraint as part of intervention programs.

PLEASE NOTE: REVIEW THE CAPSTONE MANUAL FOR THE PROGRAM’S AUTHORSHIP POLICY

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 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 BAMS Practicum Handbook, the BACB Professional and Ethical Code for Behavior Analysts and the BACB Experience Standards.

Supervisee Name (Print) ___________________________ Supervisee Signature ___________________________ Date ___________________________

Supervisor 1 Name (Print) ___________________________ Supervisor Signature ___________________________ BCBA # ___________________________ Date ___________________________

Supervisor 2 Name (Print) ___________________________ Supervisor Signature ___________________________ BCBA # ___________________________ Date ___________________________

Supervisor 3 Name (Print) ___________________________ Supervisor Signature ___________________________ BCBA # ___________________________ Date ___________________________

Site Owner/Clinical Director ___________________________ Supervisor Signature ___________________________ BCBA # ___________________________ Date ___________________________
BEHAVIOR ANALYSIS PROGRAM
Practicum Credit for Work Experience

Student: ______________________________________ Panther ID: ______________________________________
Semesters & Year: ______________________________________

The above-named student, hereafter referred to as the Supervisee, has 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.

**TERMS**

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.

Work Schedule: ______________________________________  Expected Start/End Dates: _________________
Total Monthly Hours: ______________________________  Supervision Hours Required/Month: _________
Supervision Schedule: ________________________________
Site Supervisor(s), Certificate Level, and Certificate Number (for all possible supervisors):__________________________
_______________________________________________________________________________________________

Employer Name: ____________________________ Work Location(s): __________________________________

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
3. Carefully review with the Supervisee, prior to the beginning of the experience, and follow the BACB Supervised
4. Carefully review with the Supervisee, prior to the beginning of the experience, and utilize the BACB Monthly
   Experience System to appropriately document experience and supervision: https://www.bacb.com/wp-
5. Follow the BACB Ethics Code for Behavior Analysts, found at: https://www.bacb.com/wp-
6. Report to FIU any concerns or problem with an FIU practicum student immediately via email to the student’s direct
   faculty supervisor or the general program email account (behavior@fiu.edu).
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   primarily responsible for ensuring the student is meeting all practicum requirements. All supervisors should sign forms
   related to the practicum.
10. If the assigned, responsible certificant or supervisor of record must be changed, the site is responsible for securing
    replacement supervision that meets the practicum requirements.
Responsibilities of the Supervisee
4. Follow the BACB Ethics Guidance for suspected violations of the Ethics Code for Behavior Analysts, found at: https://www.bacb.com/ethics-information/reporting-to-ethics-department/
5. Report to the practicum course instructor any concerns or problems with the internship placement immediately via Canvas or email at their FIU email address or the program’s address (behavior@fiu.edu)
6. Follow the policies and procedures of the practicum site, including but not limited to:
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PLEASE NOTE: REVIEW THE PRACTICUM HANDBOOK FOR THE PROGRAM’S AUTHORSHIP POLICY

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**ATTESTATION**
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<table>
<thead>
<tr>
<th>Supervisee Name (Print)</th>
<th>Supervisee Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor 1 Name (Print)</th>
<th>Supervisor Signature</th>
<th>BCBA #</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor 2 Name (Print)</th>
<th>Supervisor Signature</th>
<th>BCBA #</th>
<th>Date</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor 3 Name (Print)</th>
<th>Supervisor Signature</th>
<th>BCBA #</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Site Owner/Clinical Director</th>
<th>Supervisor Signature</th>
<th>BCBA #</th>
<th>Date</th>
</tr>
</thead>
</table>
RELEASE OF ASSUMPTION OF RISK

I, the undersigned, being of legal age, do hereby agree and promise the following for and in consideration of my participation in **EAB 6941: Practicum in Behavior Analysis**

(Course Name & Number)

for the __________ semester and all fieldwork activities related thereto (which include internships) from __________ through __________.

I agree and acknowledge that participation in the fieldwork to take place in __________

and its related activities is of my own free will. I acknowledge that I am acting neither as an employee nor agent of the State of Florida, The Florida International University Board of Trustees, The Florida Board of Education, Florida International University or any of their respective officers, employees or agents.

I further acknowledge that in the course of the performance of any of the fieldwork which I have voluntarily assumed to perform during my enrollment in the above-mentioned course I expose myself to risks, known and unknown, of property damage or loss, as well as personal injury that could be painful, permanently disfiguring or debilitating and fatal. I fully assume these risks, which include, but are not limited to the risks associated with ground travel.

I, FOR MYSELF, MY HEIRS, EXECUTORS, ADMINISTRATORS AND ASSIGNS AGREE TO RELEASE, WAIVE, DISCHARGE AND RELINQUISH AND TO HOLD HARMLESS THE STATE OF FLORIDA, THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES, FLORIDA INTERNATIONAL UNIVERSITY, AND THEIR RESPECTIVE OFFICERS, EMPLOYEES, AND AGENTS, FROM AND AGAINST ALL CLAIMS AND CAUSES OF ACTION WHICH MAY ARISE FROM MY PARTICIPATION IN THE FIELDWORK AND ITS RELATED ACTIVITIES OR FROM PERSONAL UNRELATED ACTIVITIES WHETHER THE SAME SHOULD ARISE BY REASON OF NEGLIGENCE OF ANYONE ORGANIZING OR PARTICIPATING IN THE FIELDWORK OR OTHERWISE, AND AGREE THAT UNDER NO CIRCUMSTANCES WILL I OR ANYONE CLAIMING THROUGH ME, PROSECUTE OR PRESENT ANY CLAIMS FOR PERSONAL OR BODILY INJURY PROPERTY DAMAGE OR LOSS, OR WRONGFUL DEATH AGAINST THE STATE OF FLORIDA, THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES, FLORIDA INTERNATIONAL UNIVERSITY, OR THEIR RESPECTIVE OFFICERS, EMPLOYEES, OR AGENTS.

I, for myself and any others claiming through me, accept full responsibility for safety and expenses and assume the complete risk of any injury to myself or my property which may arise out of or in the course of my participation in this course and related fieldwork.

WITNESS

______________________________

Signature

______________________________

Date

______________________________

Print Name

______________________________

Address

______________________________

City, State and Zip
College of Arts, Sciences, and Education Clinical Placements COVID-19 Acknowledgment

The College of Arts, Science and Education seeks to provide students enrolled in programs that require in-person clinical placement, internship, or practicum with experiential learning opportunities, while protecting the health and safety of students and minimizing the potential spread of disease within the community. To this end, the policies and guidelines below are incorporated into any applicable student handbook(s), effective immediately. Updated health and safety guidance will be provided, as needed, in a timely manner.

By accepting and participating in an in-person clinical placement, internship, or practicum, the student acknowledges and agrees to the following:

1. There is a risk of being exposed to or contracting COVID-19 by engaging in an in-person clinical placement, internship, or practicum.

2. The student will adhere to guidelines and requirements established by FIU and the clinical, internship, or practicum site related to COVID-19. This may include, but is not limited to social distancing, limitations on mass gatherings, wearing a face covering, frequent hand washing or sanitizing, COVID-19 testing, contact tracing, disinfection protocols, de-densifying efforts, quarantine/isolation requirements, or attestations of well-being. Failure to adhere to the guidelines and requirements may result in the removal of the student from the placement and may be considered a violation of the FIU Student Conduct and Honor Code.

3. Clinical, internship, or practicum placement sites are expected to have a written safety plan that details measures the site will take to prevent the spread of COVID-19. This safety plan should be made available to the student on the first day of clinical placement. The student should discuss any questions they may have about the safety plan with the clinical supervisor at the site.

4. If the student has any concerns with safety measures at their placement, this information should be immediately communicated to the clinical or internship placement coordinator for their academic program.

5. Any student with symptoms or a positive COVID-19 test result must immediately disclose that information to their placement coordinator. The student may not return to the placement site until he/she is allowed to do so by the placement coordinator. The student may be required to immediately get tested and/or quarantine. The student must satisfy re-entry requirements prior to returning to the clinical, internship, or practicum placement site, such as but not limited to, a negative COVID-19 test.

6. FIU or the placement site may require the student to cease or limit participation in the clinical placement when that student’s continued presence poses a health risk for others. Failure to comply with a directive to cease or limit participation is a violation of the FIU Student Conduct and Honor Code and may subject the student to disciplinary action.

7. The student will read the Center for Disease Control and Prevention (CDC) notices and travel health precautions. The student will receive education provided by FIU and/or the clinical placement site about the COVID-19 health risks and recommended precautions. The student will have the opportunity to ask questions about COVID-19.

8. Upon reasonable notice, FIU reserves the right to change the terms of this Acknowledgment due to public health emergency needs and guidance or local, state, or federal ordinances.

STUDENT ACKNOWLEDGMENT

If a student declines to accept or abide by the terms of this Acknowledgment, he/she is prohibited from participating in any in-person clinical placement, internship or practicum.

_______________________________  ______________________________  _____________
Name                          Signature                        Date
# Behavior Analysis Masters Program

## Practicum Experience Tracking Sheet

Based on the BACB 5th Edition Task List

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
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<tbody>
<tr>
<td>Site Supervisor:</td>
<td></td>
</tr>
<tr>
<td>Practicum Site:</td>
<td></td>
</tr>
</tbody>
</table>

**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></th>
<th>Exposed to this</th>
<th>Discussed this</th>
<th>Observed this</th>
<th>Practiced in role-play</th>
<th>Practiced with one client</th>
<th>Practiced with multiple clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Philosophical Underpinnings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-1</td>
<td>Identify the goals of behavior analysis as a science (i.e., description, prediction, control).</td>
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<td></td>
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<tr>
<td>A-2</td>
<td>Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).</td>
<td></td>
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<tr>
<td>A-3</td>
<td>Describe and explain behavior from the perspective of radical behaviorism.</td>
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<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>
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<tr>
<td>A-5</td>
<td>Describe and define the dimensions of applied behavior analysis (Baer, Wolf, &amp; Risley, 1968).</td>
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</table>

## B | Concepts and Principles

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

**Measurement, Data Display and Interpretation**

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

**Experimental Design**

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

### Section 2: Applications

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

### F Behavior Assessment

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

### G Behavior-Change Procedures
<table>
<thead>
<tr>
<th>G-1</th>
<th>Use positive and negative reinforcement procedures to strengthen behavior.</th>
</tr>
</thead>
<tbody>
<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. or 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. or Use equivalence-based instruction.</td>
</tr>
<tr>
<td>G-13 or G-14</td>
<td>Use the high-probability instructional sequence. or 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. or Use positive and negative punishment (e.g., time-out, response cost, overcorrection).</td>
</tr>
<tr>
<td>G-17 or G-18 or G-19 or G-20</td>
<td>Use token economies. or Use group contingencies. or Use contingency contracting. or 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>
</tbody>
</table>

**H** Selecting and Implementing Interventions

<table>
<thead>
<tr>
<th>H-1</th>
<th>State intervention goals in observable and measurable terms.</th>
</tr>
</thead>
<tbody>
<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></td>
<td>Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>H-7 or H-8</td>
<td>Make data-based decisions about the need for ongoing services.</td>
</tr>
<tr>
<td>H-9</td>
<td>Collaborate with others who support and/or provide services to clients.</td>
</tr>
</tbody>
</table>

**Personnel Supervision and Management**

| I-1 | State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance). |
| I-2 | Establish clear performance expectations for the supervisor and supervisee. |
| I-3 | Select supervision goals based on an assessment of the supervisee’s skills. |
| I-4 | Train personnel to competently perform assessment and intervention procedures. |
| I-5 | Use performance monitoring, feedback, and reinforcement systems. |
| I-6 | Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance. |
| I-7 | Use function-based strategies to improve personnel performance. |
| I-8 | Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires). |
**Mid-Semester Evaluation**

Student and supervisor should complete this form together during a supervision meeting in the middle of the semester. Both will need to sign this form. This form is meant to help student and supervisor have a conversation about progress since the start of the semester and plan for the remainder of the semester.

**Student:**
Rate each of the statements below using the following scale, 1=strongly disagree and 5=strongly agree. For any item rated below a 3, indicate whether this item has been addressed or needs to be addressed in the last column.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am clear about the expectations of me at my practicum site</td>
<td></td>
</tr>
<tr>
<td>I feel like I received feedback that was clear, constructive, and supportive.</td>
<td></td>
</tr>
<tr>
<td>I feel like my site provides opportunities that meet my semester training plan goals</td>
<td></td>
</tr>
<tr>
<td>I feel like the work assigned was adequate and appropriate according to the minimum BACB requirements for BCBA trainees</td>
<td></td>
</tr>
<tr>
<td>I feel like I made connections at my site that will help me professionally and academically</td>
<td></td>
</tr>
<tr>
<td>I feel valued and respected at my site</td>
<td></td>
</tr>
<tr>
<td>I feel comfortable disagreeing with my supervisor(s)</td>
<td></td>
</tr>
</tbody>
</table>

**Supervisor:**
Rate each of the statements below using the following scale, 1=strongly disagree and 5=strongly agree. For any item rated below a 3, indicate whether this item has been addressed or needs to be addressed in the last column.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s conduct was professional</td>
<td></td>
</tr>
<tr>
<td>The student’s work was satisfactory and met the standards of the practicum site</td>
<td></td>
</tr>
<tr>
<td>I would hire this student if a position was available (if an employee, respond with N/A)</td>
<td></td>
</tr>
<tr>
<td>Student attended and participated in all required training and meetings</td>
<td></td>
</tr>
<tr>
<td>Student followed the roles, policies, and requirements of the site experience</td>
<td></td>
</tr>
<tr>
<td>Interaction with clients, parents, and staff were professional and ethical</td>
<td></td>
</tr>
<tr>
<td>Implemented programs and procedures ethically and effectively</td>
<td></td>
</tr>
</tbody>
</table>

Supervisor Name & Signature: _____________________________ Date: __________

Student Signature: _____________________________ Date: __________
Semester 1 Practicum Training Evaluation

Student and supervisor should complete this form together during a supervision meeting at the end of the semester. Both will need to initial each item’s progress.

**Objective:**
To develop or strengthen the ability to implement behavior programs, collect data, write session notes, and graph data.

<table>
<thead>
<tr>
<th>Progress</th>
<th>If not answered yes or completed, please provide reason for not achieving skill/goal, including what was achieved if partially complete.</th>
<th>Please provide plan to work on this item.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indirect training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete 40-hour RBT training</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
<tr>
<td><strong>Please include what was achieved if partially complete:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review BACB RBT handbook</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
<tr>
<td><strong>Please include what was achieved if partially complete:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide company policy and training on data collection; graphing; scheduling; supervision</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
<tr>
<td><strong>Please include what was achieved if partially complete:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review all relevant ethical guidelines: RBT Ethics Code and Supervision guidelines</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
<tr>
<td><strong>Please include what was achieved if partially complete:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek the opportunity to observe in a variety of contexts prior to doing hands-on work.</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
<tr>
<td><strong>Please include what was achieved if partially complete:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student was provided opportunities</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
</tbody>
</table>
to complete
unrestricted activity in line
with BACB standards

| Shift to receiving direct training with hands-on experience with a live trainer |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| Site used Behavioral Skills Training: Instruction (receive written treatment plan, allow for questions) Modeling (observe how the programs are implemented) Rehearsal (practice the behaviors) Feedback (receive feedback on implementation and repeat until mastery) | □ Not applicable □ Complete □ Partially complete | □ Limited Time □ Not appropriate to setting □ No opportunity |

Please include what was achieved if partially complete:

- Used a competency-based training checklist to assess student progress on skills
  - □ Not applicable □ Complete □ Partially complete

Please include what was achieved if partially complete:

**Supervision and Feedback**

| Maintained a consistent direct supervision schedule | □ Yes □ No □ Attempt made | □ Limited Time □ Not appropriate to setting □ No opportunity |

Please include what was achieved if partially complete:

| Maintained a consistent indirect supervision schedule | □ Yes □ No □ Attempt made | □ Limited Time □ Not appropriate to setting □ No opportunity |

Please include what was achieved if partially complete:
### Capstone Project Items Due:
Identify and approve a research question and potential participants.

### Quick Student Semester Evaluation
Rate each of the statements below using the following scale, 1=strongly disagree and 5=strongly agree. For any item rated below a 3, indicate whether this item has been addressed or needs to be addressed in the last column.

<table>
<thead>
<tr>
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<td></td>
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<tr>
<td>I am clear about about the expectations of me at my practicum site</td>
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</tr>
<tr>
<td>I feel like I receives feedback that was clear, constructive, and supportive.</td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

### Quick Supervisor Semester Evaluation:
Rate each of the statements below using the following scale, 1=strongly disagree and 5=strongly agree. For any item rated below a 3, indicate whether this item has been addressed or needs to be addressed in the last column.

<table>
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<tr>
<td>Student followed the roles, policies, and requirements of the site experience</td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Implemented programs and procedures ethically and effectively</td>
<td></td>
</tr>
</tbody>
</table>

**Supervisor Name & Signature:** ____________________________  **Date:** ________

**Student Signature:** ____________________________  **Date:** ________
Semester 2 Practicum Training Evaluation

Student and supervisor should complete this form together during a supervision meeting at the end of the semester. Both will need to initial each item’s progress.

**Objective:**
To begin developing behavior analytic skills through the application of functional assessment methods, assisting in developmental and skills assessments and to develop staff and parent training skills.

<table>
<thead>
<tr>
<th>Progress</th>
<th>If not answered yes or completed, please choose a reason for not achieving skill/goal.</th>
<th>Please provide plan to work on this item.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restricted Activity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sought additional training on procedures unique to setting or population: Social skills, picky eating, toileting, self-help, work skills, etc.</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
<tr>
<td><strong>Unrestricted Activity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to observe or assist during assessments: Implementation, scoring, interpreting results</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
<tr>
<td>Able to observe or assist with program updates: -Review data for existing programs -Update existing programs -Add new goals -Identify when goals are mastered -Create programs for maintenance and generalization of mastered goals</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
<tr>
<td>Received opportunities for staff and parent training: Use competency-based checklists to receive feedback on training skills</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
</tbody>
</table>

Please include what was achieved if partially complete:
### Supervision and Feedback

<table>
<thead>
<tr>
<th>Used a competency-based training checklist to assess student progress on skills</th>
<th>□ Not applicable □ Yes □ No □ Most of the time</th>
<th>□ Limited Time □ Not appropriate to setting □ No opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please include what was achieved if partially complete:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maintained a consistent direct supervision schedule</th>
<th>□ Yes □ No □ Attempt made</th>
<th>□ Limited Time □ Not appropriate to setting □ No opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please include what was achieved if partially complete:</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Maintained a consistent indirect supervision schedule</th>
<th>□ Yes □ No □ Attempt made</th>
<th>□ Limited Time □ Not appropriate to setting □ No opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please include what was achieved if partially complete:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student received ongoing communication about expectations</th>
<th>□ Yes □ No □ Most of the time</th>
<th>□ Limited Time □ Not appropriate to setting □ No opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please include what was achieved if partially complete:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Capstone Project Items Due:
Obtain participant consent, begin data collection.

### Quick Student Semester Evaluation
Rate each of the statements below using the following scale, 1=strongly disagree and 5=strongly agree. For any item rated below a 3, indicate whether this item has been addressed or needs to be addressed in the last column.

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<th>Rating</th>
<th>Additional Comments</th>
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<td>I feel like I receives feedback that was clear, constructive, and supportive.</td>
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<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

(End of Semester Evaluation continued on the next page)
**Quick Supervisor Semester Evaluation**

Rate each of the statements below using the following scale, 1=strongly disagree and 5=strongly agree. For any item rated below a 3, indicate whether this item has been addressed or needs to be addressed in the last column.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s conduct was professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student’s work was satisfactory and met the standards of the practicum site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student attended and participated in all required training and meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student followed the roles, policies, and requirements of the site experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction with clients, parents, and staff were professional and ethical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implemented programs and procedures ethically and effectively</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supervisor Name & Signature: _________________________________  Date: __________

Student Signature: _________________________________  Date: __________
## Semester 3 Practicum Training Evaluation

Student and supervisor should complete this form together during a supervision meeting at the end of the semester. Both will need to initial each item’s progress.

### Objective:

To strengthen behavior analytic skills through program writing and development, translating assessment results to intervention plans, training staff in program implementation and creating caregiver training goals.

### Progress

<table>
<thead>
<tr>
<th>Restricted Activity</th>
<th>Unrestricted Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sought additional training on procedures unique to setting or population: Social skills, picky eating, toileting, self-help, work skills, etc.</td>
<td>Student was given opportunity to lead during an assessment and was provided feedback about their performance: -Implementing, scoring, and interpreting results -Presenting results to caregivers</td>
</tr>
<tr>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
</tr>
<tr>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
<tr>
<td>Please include what was achieved if partially complete:</td>
<td>Please include what was achieved if partially complete:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student was given opportunity to select/create treatment goals following an assessment: -Using a program database -Creating novel programming</td>
<td></td>
</tr>
<tr>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
</tr>
<tr>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
<tr>
<td>Please include what was achieved if partially complete:</td>
<td>Please include what was achieved if partially complete:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student was given opportunity to oversee the implementation of selected goals and</td>
<td></td>
</tr>
<tr>
<td>□ Not applicable □ Complete □ Partially complete</td>
<td>□ Not applicable □ Complete □ Partially complete</td>
</tr>
<tr>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
<td>□ Limited Time □ Not appropriate to setting □ No opportunity</td>
</tr>
</tbody>
</table>
provide feedback to staff implementing goals using competency-based checklists

| Student was given opportunity to select/create caregiver training goals following an assessment: |  
| - Incorporating caregiver feedback |  
| - Incorporating cultural sensitivity with goal selection |  

| □ Not applicable | □ Complete | □ Partially complete | □ Limited Time | □ Not appropriate to setting | □ No opportunity | □  

Please including what was achieved if partially complete:

Supervision and Feedback

| Used a competency-based training checklist | □ Not applicable | □ Yes | □ No | □ Most of the time | □ Limited Time | □ Not appropriate to setting | □ No opportunity | □  

Please including what was achieved if partially complete:

| Maintained a consistent direct supervision schedule | □ Yes | □ No | □ Attempt made | □ Limited Time | □ Not appropriate to setting | □ No opportunity | □  

Please including what was achieved if partially complete:

| Maintained a consistent indirect supervision schedule | □ Yes | □ No | □ Attempt made | □ Limited Time | □ Not appropriate to setting | □ No opportunity | □  

Please including what was achieved if partially complete:

| Student received ongoing communication about expectations | □ Yes | □ No | □ Most of the time | □ Limited Time | □ Not appropriate to setting | □ No opportunity | □  

Please including what was achieved if partially complete:

Capstone Project Items Due:
Finalize data collection, present results to caregivers, present capstone project.

(End of Semester Evaluation continued on the next page)
## Quick Student Semester Evaluation
Rate each of the statements below using the following scale, 1=strongly disagree and 5=strongly agree. For any item rated below a 3, indicate whether this item has been addressed or needs to be addressed in the last column.

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<thead>
<tr>
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<tbody>
<tr>
<td>I am clear about about the expectations of me at my practicum site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel like I receives feedback that was clear, constructive, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>supportive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel like my site provides opportunities that meet my semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>training plan goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel like the work assigned was adequate and appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>according to the minimum BACB requirements for BCBA trainees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel like I made connections at my site that will help me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professionally and academically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel valued and respected at my site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel comfortable disagreeing with my supervisor(s)</td>
<td></td>
<td></td>
</tr>
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## Quick Supervisor Semester Evaluation
Rate each of the statements below using the following scale, 1=strongly disagree and 5=strongly agree. For any item rated below a 3, indicate whether this item has been addressed or needs to be addressed in the last column.

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<td></td>
</tr>
<tr>
<td>practicum site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would hire this student if a position was available (if an employee,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>respond with N/A)</td>
<td></td>
<td></td>
</tr>
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<td>Student attended and participated in all required training and meetings</td>
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Supervisor Name & Signature: ___________________________          Date: __________

Student Signature: ___________________________          Date: __________
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
___Updated Documents (if applicable)
___Assignments completed on time
___Feedback to Supervisor/Site
___Feedback from Supervisor/Site
___Pre-enrollment documents

Comments:

Grade_____

Student Signature ___________________________ Date: ________________

Instructor Signature_________________________ Date: ________________