FIU | **FLORIDA INTERNATIONAL UNIVERSITY**

Department of Psychology
Master of Science in Psychology
Behavior Analysis Major
Fall 2025

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You will receive a fillable PDF version of this page via email to be completed and signed electronically. Please submit the PDF Student Attestation and Agreement form by the end of the first week of the semester. Failure to submit this form by the end of the first week will result in dismissal from the program.

Student Attestation and Agreement

By signing below, I attest that I have read the handbook of the Master of Science in Psychology, Behavior Analysis (BAMS) 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 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 each course to remain in good standing, make academic progress, and graduate from the program. I acknowledge that I have read over the section in the handbook about plagiarism and the use of artificial intelligence and understand that any submission of work misrepresented as my own, constitutes plagiarism and will not be tolerated by the program. I understand that if I am found guilty of engaging in plagiarism, I may be dismissed from the program without the possibility of readmission. I acknowledge that I have reviewed the travel and vacation policy stated in this handbook and understand that time away from the program for any prolonged period that is not excused and approved by the program in advance will result in disruptions of academic progress and can potentially lead to a failing grade in my courses, delaying graduation and/or dismissal from the program. I am willing and able to participate fully in the courses and fulfill the requirements of the program. I acknowledge that the BAMS program is an accelerated pace program that is completed in less than 18 months. I understand that an accelerated pace program will result in higher academic demands on my time and the need to prioritize my education. 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

_____
Student ID Number, Semester and Year Admitted

Welcome Message from the Program Director

Welcome to the Fall 2025 class of the FIU Behavior Analysis Master of Science (BAMS) program! You have been admitted to the program after a competitive selection process. This makes your cohort a very special group of students. The BAMS faculty and I look forward to fostering your growth as behavior analysts over the next four semesters. BAMS was designed with one objective in mind, to develop highly ethical and professional behavior analysts who have superior clinical skills and a passion for serving others. You will be guided to graduation by faculty who are both experienced educators and practitioners and who body these values. We will always do our best to model excellence because we expect only excellence from you. We will help you succeed but your success is primarily in your hands. 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. 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

Department of Psychology Chair

Dr. McMakin (she/her/hers) is Associate Professor of Clinical Science and Cognitive Neuroscience in the Department of Psychology at Florida International University. She also holds a dual appointment at the Brain institute in the Department of Neurology at Nicklaus Children's Hospital (formerly Miami Children's Hospital). Dr. McMakin directs REMEDY (Research Exploring Motivational and Emotional Development in Youth), an interdisciplinary research group that uses conceptual models and tools (e.g. fMRI) from developmental neuroscience to inform interventions for adolescents with, or at risk for, problems related to controlling emotion and behavior (e.g. suicide, depression, anxiety). REMEDY conducts work at both FIU and Nicklaus Children's Hospital, with the goal of bridging research with clinical practice, and vice versa.

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 BAMS program is to produce graduates who promote the principles of radical behaviorism, demonstrate superior behavior analytic skills, and who engage in highly effective and ethical behavior analysis practice.

Program Goals

1. 90% of BAMS students will graduate from the program.
2. 90% of BAMS graduates will take the BCBA certification exam.
3. 90% of BAMS graduates who take the BCBA certification exam will pass the exam.

Program Objectives

The program will fulfill its mission and reach its goals by ensuring that students receive:

- a rigorous, science-based curriculum that requires critical thinking and analytical skills.
- a strong philosophical foundation in radical behaviorism.
- a strong foundation in the principles and methods of the experimental analysis of behavior, with an emphasis on human behavior.
- a strong foundation in applied behavior analysis principles and technologies.
- training, guidance and mentorship necessary to conduct applied behavior analytic research.
- training in the ethical and professional standards of applied behavior analysis through completion of an ethics course and infusion of the ethical and professional standards of the discipline across the curriculum.
- practical experience delivering compassionate behavior analysis services to the local community that meets the requirements of the Behavior Analyst Certification Board®.
- professional development and services that help them progress toward employment and becoming Board Certified Behavior Analysts®, including exam preparation and resources.
- an inclusive, diverse, and culturally responsive learning environment that encourages respectful discourse and sharing of ideas.
- training and instruction from faculty who are Board Certified Behavior Analysts and who have extensive applied experience.

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, sexual orientation, 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.

Faculty & Staff Directory

Department of Psychology

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Rosemary San Nicolas, M.S., LMHC, BCBA
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Behavior Analysis Program Administrator
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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 that provided 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.

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

Logan McDowell Maharaj 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 Maharaj 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 Maharaj'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 Maharaj 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 disseminating 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 master's level Applied Behavior Analysis students through highly supervised practicum. In 2018, she contributed to the well-established ABA master's program at abaScool in Spain as a Professor. As the field of ABA grows in South Florida, Jenilee is putting First Steps Interventions, Inc. at the forefront of effective and ethical applied behavior analysis interventions.

Paloma Pedraza Rodriguez, Ph.D., BCBA-D
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 passion for disseminating and advocating for ethical and effective application of behavior analysis procedures. Her clinical and research interests involve early intervention for children with autism, particularly 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. Dr. Capote-Sanchez was able to do so as a Practicum Supervisor with La Universidad del Istmo.

Julia Parker, Ph.D.
Associate Teaching Professor
Dr. Julia Parker is a developmental psychologist with a focus in developmental psychopathology, quantitative data analysis and prevention. She obtained her doctoral and masters degrees form Arizona State University in developmental psychology and completed her undergraduate degree in psychology at Rollins College. Dr. Parker's research has focused on child anxiety disorder development and prevention, as well as sleep physiology and functioning among anxious youth. Her research has also examined social competence development, peer relationships and victimization across early and middle childhood. Dr. Parker brings her expertise to the BAMS program, providing students with training in applied lifespan developmental 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. Ms. San Nicolas has been involved with the University, in different roles, for 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 under the supervision and mentorship of Dr. Lisa Arango. While working as a psychotherapist, Ms. 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, Ms. 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. Ms. San Nicolas became a full-time faculty of the Behavior Analysis Master of Science program in December 2020, where she splits her time between teaching and administrative duties. She has a passion for training future BCaBAs and BCBAs in the ethical, effective, 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 early1950s, publishing seminal work in the areas of mother-infant interaction, attachment, and infant learning. He arrived at FIU in1981, 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.

Handbook Introduction

This handbook is your guide to successfully graduating from the FIU Master of Science in Psychology with a major in Behavior Analysis program (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 announced. 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 by the faculty 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 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 first semester.

Structure

A. Course Modality –

Fall admission cohort (on campus hybrid): 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. Attendance is required in all courses, regardless of modality.

Spring admission cohort (Online Live hybrid): 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 asynchronous online format. Attendance is required in all courses, regardless of modality.

B. Course Schedule –

Fall admission cohort (on campus hybrid): The course schedule for the upcoming semester will be announced as early as possible in the current semester. When possible, most courses offered in the same semester will meet for the face-to-face component on the same day, except for practicum supervision courses, which may be offered on a flexible schedule to accommodate smaller groups of students.

Spring admission cohort (Online Live hybrid): The course schedule for the upcoming semester will be announced as early as possible in the current semester. When possible, 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 smaller groups of students.

C. Cohort, Lock-step Model – The program follows a lockstep, 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 consecutive 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. Failure to make academic progress and/or poor standing during any point in the program can lead to dismissal from the program and/or University.

D. Supervised Experience Hours – Students are required to complete a minimum of 20 hours per month of supervised experience hours. These hours are required as part of the practicum experience and practicum course that all students must be enrolled in starting with their second semester in the program. 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.

E. Capstone Project – Students are required to complete a capstone project as a graduation requirement. This project is completed while enrolled in supervised research courses starting in the second semester of the program. Students will complete this applied research project using participants from their practicum site. Students must obtain approval from the practicum site, their supervised research instructor and consent from their participants. Failure to make progress in their capstone project each semester will result in the student having to delay graduation. Major delays can result in dismissal from the program and/or University.

    <u>Exit Examination</u>

F. The program includes a behavior analysis career development (EAB 5937) course sequence over the last three semesters of the program. Students will be given a comprehensive exit exam in the final semester. Passing the exam is required to pass the course and therefore to complete the program. BAMS has partnered with ABA Technologies to help students prepare for the exit exam, and the BCBA certification exam, using the ABA Pro Builder guided study tool. ABA Pro Builder offers thorough assessment, targeted learning, meaningful practice, as well as valuable feedback, and reinforcing key concepts. Students are required to purchase ABA Pro Builder in the third semester of the program, at a reduced cost of $180.00. Following graduation, students will receive a coupon to access the tool for an additional 30 days at no additional cost. The coupon must be used within 15 months of program completion.

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 consecutive semesters (3-5 courses per term). Newly admitted students who wish to transfer credits from previous behavior analysis graduate coursework may submit a transfer credit request prior to starting their first semester in the program. The BACB specifies the content that must be covered in a VCS, but not how it is distributed across courses. If a student can provide a course content verification form, we will compare it to ours. Consideration will be given if the course content that a student wishes to transfer is identical to the courses in the BAMS program and the student earned the minimum grade required for courses in the BAMS program. It is not guaranteed that any will transfer, and students will have to take all the coursework in the program to be eligible for the BCBA certification exam.

Location and Scheduling of Course Offerings.
Fall Admission Cohort: All 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. When possible, all courses will meet for live meetings using Zoom twice a week starting at 4PM 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
The program will fulfill its mission and reach its goals by ensuring that students receive:
- a rigorous, science-based curriculum that requires critical thinking and analytical skills.
- a strong philosophical foundation in radical behaviorism.
- a strong foundation in the principles and methods of the experimental analysis of behavior, with an emphasis on human behavior.
- a strong foundation in applied behavior analysis principles and technologies.
- training, guidance and mentorship necessary to conduct applied behavior analytic research.
- training in the ethical and professional standards of applied behavior analysis through completion of an ethics course and infusion of the ethical and professional standards of the discipline across the curriculum.
- practical experience delivering compassionate behavior analysis services to the local community that meets the requirements of the Behavior Analyst Certification Board®.
- professional development and services that help them progress toward employment and becoming Board Certified Behavior Analysts®, including exam preparation and resources.
- an inclusive, diverse, and culturally responsive learning environment that encourages respectful discourse and sharing of ideas.
- training and instruction from faculty who are Board Certified Behavior Analysts and who have extensive applied experience.

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.

To meet the 6th Edition Test Content Outline students admitted starting Fall 2023 will complete an updated course sequence (some courses are still in development and ABAI approval is pending):

Semester 1
- EAB 5797 Single-Case Research Methods (3 credits) (VCS)
- EAB 6005 Foundations of Behavior Analysis (3 credits) (VCS)
- EAB 6780 Ethical Code in Behavior Analysis (3 credits) (VCS)

Semester 2
- EAB 5700 Concepts & Principles of Behavior Analysis (3 credits) (VCS)
- EAB 5701 Behavior Assessment (3 credits) (VCS)
- EAB 6941 Practicum in Applied Behavior Analysis (3 credits)
- EAB 5917 Supervised Research in Behavior Analysis (2 credits)
- EAB 5937 Special Topics in Behavior Analysis: Behavior Analysis Career Development (1 credit)

Semester 3
- EAB 6770 Behavioral Technologies (3 credits) (VCS)
- EAB 5785 Organizational Behavior Management and Supervision (3 credits) (VCS)
- EAB 6941 Practicum in Applied Behavior Analysis (3 credits)
- EAB 5917 Supervised Research in Behavior Analysis (2 credits)
- EAB 5937 Special Topics in Behavior Analysis: Behavior Analysis Career Development (1 credit)

Semester 4
- DEP 5068 Applied Lifespan Development (3 credits)
- EAB 5098 Proseminar in the Experimental Analysis of Behavior (3 credits)
- EAB 6941 Practicum in Applied Behavior Analysis (3 credits)
- EAB 5917 Supervised Research in Behavior Analysis (2 credits)
- EAB 5937 Special Topics in Behavior Analysis: Behavior Analysis Career Development (1 credit)

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

EAB 5700 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 Behavior Assessment (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 5917 Supervised Research (2). Dedicated to supervised research in applied behavior analysis including, the non-thesis completion project.

EAB 5937 Special Topics in Behavior Analysis (1). This 3-semester, 1-credit graduate-level course on career applications of behavior analysis prepares students for life after graduation. This course equips students for the BCBA certification exam based on the 6th edition BACB Test Content Outline content while providing stimulating activities for career preparation. will guide students through the history and development of the field of experimental behavior analysis, focusing on early basic research, and extending through time into current basic and experimental investigations

EAB 6005 Foundations of 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 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.

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 guides students through the required practicum experience. Course discussion and requirements include documentation for certification, working with clients, and developing skills required of BCBAs.

EAB 5785 Organizational Behavior Management & Supervision (3). A study of behavior analytic principles in organizational contexts, including performance analysis, behavioral systems analysis, organizational culture, leadership and supervision.

Course Content Allocation for Certification

Course Number	Course Title	FOR STUDENTS ADMITTED IN FALL 2023 OR AFTER							
		BCBA Coursework Content Requirements							
Test Content Outline Domains >		**A**	**B**	**C, D**	**E**	**F**	**G, H**	**I**	
Course Number	**Course Title**	Behaviorism & Philosophical Foundations	Concepts & Principles	Measurements, Data Display and Interpretation; Experimental Design	BACB Ethics Code and Code-Enforcement System; Professionalism	Behavior Assessment	Behavior-Change Procedures; Selecting and Implementing Interventions	Personnel Supervision and Management	Total Hours
EAB 6005	Foundations of Behavior Analysis	45							45
EAB 5797	Single Case Research Methods			45					45
EAB 6780	Ethical Code in BA				45				45
EAB 5700	Concepts and Principles of Behavior Analysis		45						45
EAB 5701	Behavior Assessments					45			45
EAB 6770	Behavioral Technologies						45		45
EAB 5785*	Organizational Management and Supervision						15	30	45
Required Hours		90	45	45	45	60		30	**315**

* In summer 2024 the course was offered with a temporary course number, EAB 5996. The content was identical to EAB 5785.

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 must 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. Students do not have to complete all of their certification hours to graduate from the program.

For students to complete all the requirements of the practicum experience, including successful completion of their capstone project, they must have a minimum of 10 outside-of-class hours available over the span of at least two weekdays every week starting in their second semester. Students with more availability and/or flexibility will be more likely to be successful in 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
- At least one cumulative hour of 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 7.5% 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
- At least 90 cumulative minutes of direct observation conducted by the supervisor each calendar month
- Earn a passing grade in the practicum 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 monthly while enrolled in the program:

- No fewer than 20 practicum hours accrued in a calendar month
- One hour of 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, as mentioned above, it is not required to accrue all 1,500 hours of fieldwork hours while enrolled in the program to successfully earn the degree.

Capstone Applied Research Project

All students in the Behavior Analysis Master's Program must complete a capstone project consisting of 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 starting with their second semester in the program, during which time the student will be engaged in the practicum experience. The project must be conducted at the student's practicum site. Participants in the capstone project <u>must</u> be employed by, or be a client or caregiver served by the practicum site and not a third party. The time a student devotes to the project at the practicum site, or any extension thereof, may count toward the student's supervised fieldwork or concentrated supervised fieldwork hours, if approved by the practicum site supervisor and must meet the standards of the Behavior Analyst Certification Board.

BAMS provides writing consultants trained by the FIU's Center for Excellence in Writing who support students in writing their capstone papers in the form of feedback and consultation on writing mechanics and conventions (i.e., grammar, sentences structure, and punctuation) as well as American Psychological Association (APA) style guidelines. Additional information will be provided in the Supervised Research course.

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 project 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
Students 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. The practicum site supervisor may also 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 and treatment fidelity data. 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

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.

BAMS STUDENT CONDUCT POLICY

As a member of the BAMS program and the FIU community, you are responsible for following the [FIU Student Conduct and Honor Code](#), the [Behavior Analyst Certification Board © Ethics Code for Behavior Analysts](#), and BAMS program policies, rules and guidelines specified in this handbook and elsewhere <u>at all times, regardless of setting or context</u>. Failure to do so may result in disciplinary action, including dismissal from the program or university. Lack of familiarity with the standards listed above will not excuse a violation.

BAMS Professional Conduct Policy
The BAMS program is committed to maintaining a positive and supportive learning environment for students and faculty. Students are expected to demonstrate respect for peers, faculty, and others by adhering to the professional standards of the program. Please keep in mind that you represent the program and university when you participate in a program activity or interact with others in the community, including on social media. You are therefore expected to maintain satisfactory professional conduct throughout your time in the program.

Satisfactory Professional Conduct
Students who demonstrate Satisfactory Professional Conduct will engage consistently in the following behaviors, across all settings:
- Attend and stay for the duration of all classes, supervised experience, and meetings.
- Follow the rules or guidelines of FIU and the practicum setting.
- Communicate with the instructor if an absence is anticipated and as soon as possible when an unanticipated absence occurs. Planned or non-emergency travel or absence is not considered an excused absence.
- Meet the requirements of the program on the specified timeline.
- Demonstrate initiative upon assignment of a program or course requirement.
- 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, grooming, body language and posture.
- Respond to emails promptly and no later than 48 hours.
- Provide feedback in a constructive manner.
- Take responsibility for their actions.
- Accept constructive feedback and change their behavior accordingly.
- Foster a spirit of trust and goodwill among peers, faculty, and others.
- Display kindness toward others.
- Interact with others in a cooperative and supportive manner.
- Engage in behaviors that are incompatible with gossiping, fomenting discord, insubordination, and hostility of any kind.

Communication
Professional oral and written communication is expected at all times. Professional oral and written communication are defined as clear, articulate, professional/respectful tone, even when discussing difficult topics or addressing a disagreement. You will receive important emails from BAMS administrators, faculty and/or other program representatives on a regular basis. **You are expected to respond to emails from the program within 48 hours to** confirm receipt and provide information that may be requested in the email.

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. A free copy of the guidelines may be downloaded from the BACB

Website:
https://www.bacb.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-240201-a.pdf

Failure to achieve one (1) or more of the standards above in any semester will result in unsatisfactory professional conduct, which is considered a form of misconduct and is subject to the misconduct process described below.

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BAMS MISCONDUCT POLICY

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As a member of the Behavior Analysis Master of Science Program (BAMS), you are expected to uphold the rules, policies, and standards of FIU and BAMS. Evidence of misconduct, including unethical or unprofessional behavior, in research, clinical work, classes, or in the community will be dealt with according to the policies of the university and the program. Students who violate the conduct policies of university or BAMS will be subject to sanctions, including the possibility of dismissal from the university and/or the BAMS program. Violation of any of the following will result in disciplinary action:

1. FIU Student Conduct and Honor Code
2. FIU Sexual harassment (Title IX) and Sexual Misconduct policy
3. FIU Nondiscrimination, Harassment and Retaliation (Title VII) policy
4. The BACB Ethics Code for Behavior Analysts
5. BAMS Professional Conduct Policies, as specified in this document or elsewhere
6. Classroom policies as stipulated in course syllabi
7. BAMS practicum policies as stipulated in this handbook

You are responsible for reading, understanding, and behaving in accordance with the documents referenced above. If you are found responsible for a violation you will be subject to disciplinary sanctions, including the possibility of dismissal from the university and/or the BAMS program.

If you have questions about the conduct expectations of the BAMS program, please contact behavior@fiu.edu.

Academic Misconduct
The FIU Student Conduct and Honor Code defines 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."

Plagiarism
Plagiarism is a form of academic misconduct. Even by inadvertently committing plagiarism, you may be found responsible for academic misconduct. In other words, you are responsible for actively preventing any instances of plagiarism and other forms of academic misconduct.

Forms of academic misconduct involving plagiarism:
1. Using another's work without crediting the source constitutes the representation of said work as your own. This includes written work generated by artificial intelligence (AI). Representing work created by another, including AI, as your own, without proper disclosure, is plagiarism.
2. Assisting another student with engaging in plagiarism constitutes academic misconduct. This includes allowing another student to copy your work.

See additional information about plagiarism below.

BAMS ALLEGED MISCONDUCT PROCESS

The BAMS misconduct process is designed to ensure that the student receives due process when the student is suspected of misconduct, in compliance FIU policy. If an instructor believes that a student may have committed an act of misconduct, the instructor may, but is not required to, consult with the student and/or the program prior to deciding if they will submit an allegation of misconduct. The instructor may, but is not required to, notify the student of their intent to submit an allegation of misconduct. Even if consultation is not requested with student and/or faculty, if faculty suspect misconduct they will file a report with the program to initiate the misconduct reporting process.

Student Conduct Review Meeting
The student may be asked to meet with the CRC and faculty members to respond to the allegation. The meeting must be scheduled no later than two weeks from the time the student receives the meeting request. Barring verifiable circumstances beyond the student's control, if the student fails to attend the student conduct review meeting within the two-week window, the student will forego the meeting opportunity. The student should notify the program immediately if a circumstance beyond their control prevents them from meeting within the allotted time. Appropriate documentation will be required to verify the circumstance. If the program finds that the student has a verified, legitimate reason to postpone the meeting, the meeting will be scheduled for the next possible opportunity.

CRC Determination
If the CRC determines that misconduct has not occurred or that there is insufficient evidence of misconduct, the alleged misconduct process will end. The student will be notified of the CRC determination and the notice will become part of the student's academic record with the program. If the CRC determines that there is sufficient evidence of misconduct, the student will be reported to the FIU Student Conduct Committee and the student will receive a written reprimand. The written reprimand will become part of the student's academic record with the program. The student will have 30 days to submit a written rebuttal to the program. The FIU Student Conduct Committee procedures may be found here: Student Conduct and Academic Integrity | FIU Division of Academic & Student Affairs

Severe Misconduct
If the CRC finds that the student has engaged in severe misconduct, **the student will not be enrolled in future courses** while the allegation is under review by the FIU Student Conduct Committee. Severe misconduct may result in immediate suspension of the student and/or permanent dismissal from the program.

Severe misconduct is defined as behavior that warrants immediate removal of the student from the program, including but not limited to:
1. Repeated disruptive or insubordinate conduct
2. Physical aggression
3. Verbal aggression
4. Sexual harrassment
5. Fomenting discontent among other students

6. Any behavior that is reasonably taken to be hostile or intimidating

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, including at the time of graduation
- Complete the courses in the order they are offered in each semester with a B- or higher in each course
- Meet the monthly supervised field work requirements for BCBA certification per the BACB standards
- Make satisfactory progress on their Capstone Project 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 a 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 (student success plan) will be developed. Remediation planning will involve identifying functional variables that led to the student's cumulative GPA falling below a 3.0, specifying strategies, and setting goals to restore the student's good standing in the program. The plan may also include referrals to appropriate university resources. Responsibility for monitoring 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 student success 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 (student success 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 student success 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. Course Repeats – 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. Course repeats 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. Students who are unable to complete any portion of the program requirements (coursework, practicum experience, capstone project) will fall out of good standing with the program. Falling out of good standing in the program may lead to dismissal from the program/University.

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.

Travel Policy

Planned travel will not be considered an excused absence in any course during the program.

Students should not make plans to travel while classes are in session, other than in the case of a documented emergency. Vacation or other leisure travel will not be accommodated or excused and may adversely affect your grades and standing in the program.

Additionally, we do not require or recommend that practicum sites make accommodations for students when for planned travel that is not due to an emergency. Any time that you are not earning supervised fieldwork hours can lead to not meeting monthly requirements, which will impact your grade in the practicum class as well. Site Supervisors are not required to make up missed supervision or supervision contacts if you are out due to planned travel or vacation. Any time out can affect your progress in your capstone project and could severely delay its completion of the program and graduation.

We advise students to take time off for travel, during semester breaks, only if the practicum site is also able to approve and accommodate your absence. Remember, in many cases, you will be working with clients who need services and service interruptions can impact their progress.

There are semester breaks during the year and typically occur as listed below:
End of the Spring Semester (1 week around the end of April and/or start of May)
End of Summer Semester (about 3 weeks around the end of July and/or start of August)
End of Fall Semester (about 4 weeks around the first or second week of December)

There are almost 8 weeks (2 months) of semester breaks where leisure travel and activities can take place, if approved by your practicum site.

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 SSS team to identify support needed and discuss a plan for improvement (student success plan). If you are required to create a student success plan, there is an expectation for improvements 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 and early departures will have a major impact on the student's learning experience and is likely to affect their overall grade and performance in the program. For any virtual Zoom meeting, attendance requires that the student's face is visible and always live on camera during the meeting. If the student turns off the camera or leaves the frame, they will be considered to have 'left the classroom' and their attendance score may be impacted.
- **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, always being visible on camera for Zoom meetings, 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 (oriented to the camera, nodding, eye contact, etc.).
- **Appearance:** A students' attire, grooming and posture during class meetings and while at their practicum setting 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! To respect our students and our learning environment, as a rule, we would like to avoid seeing the seven B's: BEDROOM WEAR, BELLIES, BOXERS, BRA/straps, BREASTS, BOXERS, BOTTOMS. Here is a link related to working in the field of ABA, and how to make decisions about what to wear: [DRESS FOR SUCCESS](#).

The evaluation rubric is provided below to illustrate the specific criteria used to rate your performance throughout the remainder of the program.

PARTICIPATION		PROFESSIONALISM						Academics	Capstone Project (Semesters 2, 3, & 4 only)
Attendance	Engagement	Oral Communication	Written Communication	Professional Communication	Timeliness & Accountability	Professional Presentation	Response to Feedback	Academic Performance	Milestones: See Capstone Handbook for Details
3 = Met expectations. **Always** in attendance, on time and stayed for duration of meeting. *Virtual meetings:* Consistently attended class from an appropriate location (sitting in a chair, quiet space, mostly alone). Always appeared facing the camera with face clearly visible.	3 = Met expectations. **Always** contributed to the discussion, demonstrated understanding and critical thinking. Always displayed active listening behaviors and was never engaged in other activities not related to the class meeting.	3 = Met expectations. **Always** clear, articulate, grammatically correct, and respectful; used appropriate tone and words, even when discussing a difficult topic or addressing a disagreement.	3 = Met expectations. **Always** clear, articulate, grammatically correct.	3 = Met expectations. **Always** used respectful and appropriate tone and words, even when discussing a difficult topic and/or addressing a disagreement. Responds to emails within 1-2 business days.	3 = Met expectations. **Always** meets requirements of the program by their deadline. Shows initiative upon assignment of program or course requirement.	3 = Met expectations. **Always** presents appropriately for class and practicum experience. Attire, grooming, body language and posture was appropriate 100% of the time uses an appropriate area to sit during class.	3 = Met expectations. **Always** acknowledged and incorporated feedback as well as sought clarification (if applicable) in a respectful manner**.**	3 = Met expectations. **Always** submits high-quality work on time.	3 = Met expectations. Met all relevant milestones within appropriate time frame
2 = Mostly met expectations. **Sometimes** is absent, late, or leaves early. Notified instructor ahead of time or as soon as possible. Met instructor criteria for excusable. *Virtual meetings*: Logged into class from an appropriate location most of the time. Rarely was off camera.	2 = Mostly met expectations. **Sometimes** contributed to the discussion or demonstrated understanding and critical thinking. Displayed active listening behaviors most of the time and was rarely engaged in other activities not related to the class meeting.	2 = Mostly met expectations. **Sometimes** clear, articulate, grammatically correct, and respectful; always used appropriate tone and words	2 = Mostly met expectations. **Sometimes** clear, articulate, grammatically correct.	2 = Mostly met expectations. **Sometimes** uses respectful, appropriate tone and words. Rarely lacking. Responds to emails within 3-4 business days.	2 = Mostly met expectations. **Sometimes** submits requirements of the program by their deadline. May need to be contacted by the program for reminders.	2 = Mostly met expectations. **Sometimes** presents appropriately for class. Attire, grooming, body language and posture was appropriate most of the time. Uses an appropriate area to sit during class all or most of the time.	2 = Mostly met expectations. Acknowledged and incorporated feedback **sometimes.** Sought clarification (if applicable) in a respectful manner most of the time.	2 = Mostly met expectations. Submits acceptable quality work on time. **Sometimes** submits below standard work.	N/A

1 = Below expectations. Absent, tardy, or leaves early **multiple times** or did not meet instructor criteria for excusable. Poor communication with instructor. *Virtual meetings:* Logged into class from an inappropriate location (ie., in transit, walking around, attending from a crowded/loud area, during an appointment, etc.) on more than one occasion. Was off camera and/or face not visible multiple times.	1 = Below expectations. **Rarely** contributed to the discussion or demonstrated understanding and critical thinking. Often engaged in other activities throughout class session that were not related to the class meeting.	1 = Below expectations. **Rarely** clear, articulate, grammatically correct, and respectful. Failed to use appropriate tone and words at least once.	1 = Below expectations. **Rarely** clear, articulate, grammatically correct.	1 = Below expectations. **Rarely** uses respectful, appropriate tone and words. Often lacking. Does not respond to emails or was delayed 5 days or more.	1 = Below expectations. **Rarely** meets requirements of the program by their deadline. Must be contacted by the program and/or faculty to submit items multiple times.	1 = Below expectations. **Rarely** presents appropriately for class. Appearance, grooming, body language and posture was appropriate some of the time. Sometimes used an appropriate area to sit during class	1 = Below expectations. **Often** has difficulty with acknowledging, receiving and/or incorporating feedback.	1 = Below expectation. Has submitted work late or below standard **multiple times**. The student is struggling.	1 = Below expectation. Did not meet all relevant milestones within designated timeframe. At risk of requiring a fourth semester of Supervised Research to complete Capstone Project.

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**. <u>You must use your active FIU e-mail account</u>. This email must be checked daily. It is your responsibility to ensure that you receive important communications.

Accessibility and Accommodation
The Disability Resource Center (DRC) 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 with 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 (UGS) 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 (instructions) and provide their cell phone number to receive FIU Alerts.

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

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

Tips for Avoiding Plagiarism
In order to best support our students, we have created this tip sheet to help you avoid engaging in any form of plagiarism. 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
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.

Students who choose to use editing software, such as Grammarly, are expected to disclose this usage to their professors and to maintain a copy of their original work to submit alongside the edited version. If you have questions about the use of editing software, please communicate directly with your instructor or program administration.

Submitting work as your own that was not entirely written by you is plagiarism. This includes text generated by artificial intelligence (AI) products such as ChatGPT. Plagiarism is a form of academic misconduct. In keeping with the very high ethical and academic integrity standards of the BAMS program, a student who is suspected of engaging in any form of academic misconduct – including the inappropriate use of AI – will trigger the conduct review process (see handbook section on BAMS Alleged Misconduct Process on page 26 of this handbook).

Unless otherwise instructed, the use of AI to assist with the completion of assignments is forbidden. If the use of AI is allowed by the course instructor, written guidance on what constitutes appropriate and inappropriate use will be provided in the assignment instructions. If guidance about the use of AI is not included in the assignment instructions, AI may not be used. In other words, do not use AI to complete assignments unless the assignment instructions explicitly allow it.

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.

BAMS Writing Consultants
A BAMS writing consultant is available to assist students with written assignments. The role of the consultant is to provide feedback to improve writing skills and the use of APA style. The writing consultant will not grade assignments nor provide information to course instructors that will be used for grading purposes. Students may request assistance from the writing consultant at any time. It may be essential for some students to improve their writing skills to successfully complete the capstone project. In these cases, the students will be referred to the writing consultant by the course instructor. Students who receive a referral must make an appointment with the writing consultant as soon as possible. Appointments may be held in person or remotely, as agreed to by the writing consultant and the student. Contact information for the writing consultant is posted on the Home page of the course in Canvas.

Center for Excellence in Writing (CEW) 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 Master 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 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 in their final semester must enroll in credits and 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 6th edition Test Content Outline standards.

_____   Complete Supervised Experience (1500-2000 hours, depending on the type of supervised fieldwork 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 recevied 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

South Florida Association for Behavior Analysis (SOFABA)
southfaba@gmail.com

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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.

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Address

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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 have no more than two excused absences for 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 semester, students will be evaluated on punctuality and attendance by their supervisor. If a student receives a rating below 3, practicum instructors will schedule a meeting with the site and possibly the student as needed to address any performance issues. Sites are encouraged to consult with the program supervisor when designing a performance success plan for the student. Multiple evaluations resulting in ratings below a 3, indicating unresolved performance issues may result in the student's termination of their practicum placement. Termination of student placement after repeated attempts to address performance issues will lead to failing the practicum class. The program will not place students at another site if they are terminated due to performance issues that failed to improve.

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 always exhibit professional behavior at their assigned site. 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 (per our program Travel Policy on page 28 of this handbook). You must ensure that clients are not adversely impacted and fulfill the required monthly certification hours throughout the semester. Site Supervisors are not required to make up missed supervision or supervision contacts if you are out due to planned travel or vacation. Any time out can affect your progress in your capstone project and could severely delay its completion and create a delay in graduation.

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 BACB, the practicum site and BAMS may be removed from the practicum experience, may trigger a BAMS Alleged Misconduct Process (described on page 26) 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 in addition to the other practicum experience 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: <u>Applying for & Selecting a Site</u>

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: <u>Interview with Site</u>

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. Students are responsible for contacting the site to schedule 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: <u>Site Notification and Form Submitted</u>

The practicum site and/or student 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: <u>Register for Practicum</u>

The program will then register you into the practicum course.

<u>Background Checks, Fingerprinting, Drug Screening, and Immunizations</u>

Almost all agencies require a criminal background check prior to approval for practicum placement (see Chapter 435 of the Florida Statutes). Students with certain convictions may be ineligible for field placements due to state law and agency restrictions. Students must submit to state and federal background checks. Agencies may also require current screening for drug use, health screenings, immunizations, and other additional requirements. Students are required to submit to all agency screening requirements prior to the initiation of the practicum experience. While some agencies may cover the cost of the background checks, drug screenings and health screening requirements, others make this the responsibility of the student.

If an agency requires such screenings, a student's failure to provide documentation of health screenings or complete the background screening and/or drug screening tests prior to the beginning of practicum may delay the start of the practicum or result in the student's inability to participate in practicum at that time. Background checks and immunizations often take several weeks; therefore, students are strongly advised to complete the paperwork as early as possible. Findings in the background checks and/or drug screening tests may affect a student's ability to participate the practicum experience and, thus, complete the program.

If a student's drug screening comes back positive, the student will not be allowed to continue with the field placement process and may be terminated from the program and eligible to reapply after one year. If a student's drug screening comes back diluted or inconclusive, the program will decide on the student's ability to continue in the field placement process, which may include requiring the student to re-test within a set period of time at their own expense.

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 are 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 <u>copy</u> of this guide to the Site Supervisor interviewing you.

<u>Practicum Experience</u>
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 reinforcment, and other skills acquisition proceudres
   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 in coordination of client services
   n. Maintaining client 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. <u>Students must complete the minimum practicum requirements to graduate from the program.</u> The minimum requirements include 20 hours per month of experience, 1 cumulative hour of 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 7.5% supervised hours and 90 cumulative minutes of observation by a supervisor per month in addition to the regular supervised fieldwork requirements mentioned above.

4. <u>All students are to receive a minimum of one cumulative hour of observation per month.</u> 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. Supervisors must also ensure that they earn the required supervision CEUs to remain eligible to provide BCBA certification supervision. The program will check the BACB registry to confirm supervisor eligibility.

5. 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) is highly preferred
    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 have punishment procedures or require physical restraint as part of intervention programs.

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

7. Site supervisors must complete the required BAMS supervision training prior to having a student assigned to them for supervision. The program will keep in phone contact with the field site supervisor as necessary and desirable. We may visit the site during the semester to discuss the student's progress and consider any problems that may arise.

8. Students will maintain a virtual log that outlines all practicum activities. Students will also submit monthly verification forms (the same used by the BACB) signed by their supervisors.

9. There will 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

<u>**Students**</u>

Start of Practicum

At the beginning of the semester, students will meet with practicum site personnel (supervisor) to discuss responsibilities, 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. Please note, students must have a <u>minimum</u> of 10 outside-of-class hours available over the span of at least two weekdays every week (including between semesters) to successfully complete their practicum experience and capstone project requirements.

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 7.5% 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 <u>calendar month</u>. 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, 2027, 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. Reading the Student Handbook and the course syllabus
2. Login to Canvas course

3. Review syllabus and submit required initial documents via Microsoft OneDrive. Complete consent forms if needed
4. Organize Electronic File Folder (OneDrive): Task List Tracker, Semester Summary, Semester Training Plan, Self-evaluation, 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 independent 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 7.5%)
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. Feedback should not be limited to those points in the semester and students and site are encouraged to provide feedback to each other and the program at any time.

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

Below is a list of activities that are acceptable and unacceptable. This section was taken directly from the BCBA Handbook.

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

<u>**Semester 1**</u>

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.

<u>**Semester 2**</u>

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.

<u>Semester 3</u>

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 assessments
      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.   BAMS Hours Log (Unique Documentation System)
G.   Task List Tracker
H.   BACB Monthly Fieldwork Verification Forms, signed by the on-site practicum supervisor
I.   Copies of any documents you are required to sign or fill out by the practicum site
J.   Student Evaluation of the Site & Supervisor (Mid and End of Semester)
K.   Site Evaluation of the Student (Mid and End of Semester)
L.   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)
- ☐ Practicum Credit for Work Experience
- ☐ Work Experience Attestation Form
- ☐ Practicum Requirement Acknowledgment Form
- ☐ Release of Assumption of Risk
- ☐ 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)
- ☐ Practicum Supervision Contract
- ☐ Practicum Requirement Acknowledgment Form
- ☐ Release of Assumption of Risk
- ☐ 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.*

When completing these documents keep in mind that all students should have a supervisor of record or responsible certificant who is primarily responsible for ensuring the student is meeting all practicum requirements. This is the same person who will sign all practicum documents and monthly verification forms. Students must also identify a superior in the site, likely the site owner or clinical director, who will also serve to oversee the practicum experience, but is not the same person as the responsible supervisor (there are some exceptions for small sites). All supervisors could and should sign forms related to the practicum, including case supervisors.

SITE REPRESENTATIVES: There is a mandatory BAMS supervision training that all supervisors providing supervision for certification will need to complete prior to the student starting their practicum with this agency regardless of employment status. Please email us behavior@fiu.edu to receive the link to the required training. We do offer free CEUs for completing the training. If the supervision training has not been completed one month prior to the start of the practicum experience, the student will need to secure alternative placement with a site that has a qualified supervisor who has completed the training.

Application for Practicum Placement

*Application for Practicum Placement must be submitted by email (to **behavior@fiu.edu**) within a week from 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 <u>unpaid</u> 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

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_____

Student Attestation

By signing below, I acknowledge that to complete all the requirements of the practicum experience, including successful completion of my capstone project, I must have a <u>minimum</u> of 10 outside-of-class hours available over the span of <u>at least</u> two weekdays every week starting in my second semester. Additionally, I may require more availability/hours to complete my capstone project outside of direct client hours assigned by the practicum site. These additional hours will likely be unpaid/unbillable. Furthermore, I understand that any program affiliated practicum site placement is unpaid, unless I was already employed at the site. As a student of an accelerated pace program, I understand that students with more availability and/or flexibility to prioritize program requirements are more likely to be successful in the program.

_____   _____   _____

Print Student Name   Print Student ID #   Student Signature

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
- At least one cumulative hour of 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.

_____   _____   _____
Student Name   Student Signature   Date

_____   _____   _____
Supervisor 1 Print Name   Supervisor Signature   Date

_____   _____   _____
Supervisor 2 Print Name   Supervisor Signature   Date

_____   _____   _____
Owner or Clinical Director Name   Signature   Date

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 Analysist 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: _____

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BEHAVIOR ANALYSIS PROGRAM
BAMS Practicum Supervision Contract

Student: _____   Panther ID: _____

Semester & Year: _____

The Behavior Analysis Certification Board (BACB) requires an individual engaged in supervised experience for the purpose of certification in behavior analysis (i.e., the Supervisee) and his/her Supervisor to sign a contract documenting the nature of the experience and supervision. The following agreement applies 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
Work Schedule (days/times): _____ Expected Start/End Dates: _____
Total Weekly Hours: _____ Weekly Supervision Hours Required: _____
Supervision Schedule (days/times): _____ Site Representative Name: _____
Site Supervisor(s) Name, Certificate Level & Certificate Number (for all possible supervisors):
_____
_____
Practicum Site Name: _____ Practicum Site 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 Fieldwork Requirements: https://www.bacb.com/wp-content/uploads/2025/03/2027-BCBA-Requirements_250423-a.pdf
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: www.bacb.com/wp-content/uploads/2025/03/2027-Monthly-Fieldwork-Verification-Form-Individual_250303-a.pdf
5. Follow the BACB Ethics Code for Behavior Analysts, found at: https://www.bacb.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-240201-a.pdf
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 appropirate 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

1. Carefully review with the Supervisor, prior to the beginning of the experience, and follow the BACB Experience Standards: https://www.bacb.com/wp-content/uploads/2025/03/2027-BCBA-Requirements_250423-a.pdf
2. Carefully review with the Supervisor, prior to the beginning of the experience, and utilize the BACB Monthly Experience System to appropriately document experience and supervision: www.bacb.com/wp-content/uploads/2025/03/2027-Monthly-Fieldwork-Verification-Form-Individual_250303-a.pdf
3. Follow the BACB Ethics Code for Behavior Analysts, found at: https://www.bacb.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-240201-a.pdf
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:
    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 engage in activities consistent with the dimensions of applied behavior analysis specified in Baer, Wolf, and Risley, 1968 (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1310980/) and the BACB 6th Edition Test Content Outline.

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
3. Submission to the BACB of a Professional Disciplinary and Ethical Standards Complaint Form (http://www.bacb.com/index.php?page=100165), by the behavior analysis program director.

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

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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 Fieldwork Requirements: https://www.bacb.com/wp-content/uploads/2025/03/2027-BCBA-Requirements_250423-a.pdf
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: www.bacb.com/wp-content/uploads/2025/03/2027-Monthly-Fieldwork-Verification-Form-Individual_250303-a.pdf
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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

1. Carefully review with the Supervisor, prior to the beginning of the experience, and follow the BACB Experience Standards: https://www.bacb.com/wp-content/uploads/2025/03/2027-BCBA-Requirements_250423-a.pdf
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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
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    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 engage in activities consistent with the dimensions of applied behavior analysis specified in Baer, Wolf, and Risley, 1968 (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1310980/) and the BACB Fifth Edition Task List: https://www.bacb.com/wp-content/uploads/2020/08/BCBA-task-list-5th-ed-200818.pdf

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 proportion of hours that may be spent delivering therapeutic and instructional procedures during fieldwork. Unrestricted activities must comprise at least 60% of the total fieldwork hours. Unrestricted activities may include, but are not limited to:
1. Observation and data collection
2. Training staff and caregivers on behavior-analytic programs or content
3. Conducting assessments related to the need for behavioral intervention
4. Meeting with clients about behavior-analytic programming and services
5. Conducting behavior-analytic assessments (e.g., functional analyses, stimulus preference assessments)
6. Data graphing and analysis
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) is preferred
- 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 PRACTICUM HANDBOOK 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
3. Submission to the BACB of a Professional Disciplinary and Ethical Standards Complaint Form (http://www.bacb.com/index.php?page=100165), by the behavior analysis program director.
The Supervisee has the right to submit a complaint at any time to the BACB.

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

_____

PROPER TERMINATION

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

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

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

ATTESTATION
I attest that I have read the above and agree to the conditions of this agreement. I further attest that I have read and will adhere to the 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

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_____**, 20**____**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

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FLORIDA
INTERNATIONAL
UNIVERSITY

Behavior Analysis Masters Program
Practicum Experience Tracking Sheet
Based on the 6th Edition Test Content Outline (TCO)

Student Name:	XYZ
Site Supervisor:	XYZ
Practicum Site:	XYZ

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.** Those items denoted with "or" requires that at least one item must be covered as an essential 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. Points are earned by entering a date for one **new** task list item or one **new** way of gaining experience with a task list item each week.

	Section 1: Foundations	Exposed to this	Discussed this	Observed this	Practiced in role-play	Practiced with one client	Practiced with multiple clients
A	**Behaviorism & Philosophical Foundations**						
A-1	**Identify the goals of behavior analysis as a science (i.e., description, prediction, control).**						
A-2	Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).						
A-3	Explain behavior from the perspective of radical behaviorism.						
A-4	Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.						
A-5	Identify the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).						

B	**Concepts and Principles**						
B-1	Define and provide examples of behavior, response, and response class.						
B-2	Define and provide examples of stimulus and stimulus class.						
B-3	Define and provide examples of respondent and operant conditioning.						

B-4	Define and provide examples of positive and negative reinforcement contingencies.							
B-5	Define and provide examples of positive and negative punishment contingencies.							
B-6	Define and provide examples of automatic and socially mediated contingencies.							
B-7	Define and provide examples of unconditioned, conditioned, and generalized reinforcers.							
B-8	Define and provide examples of unconditioned, conditioned, and generalized punishers.							
B-9	Define and provide examples of simple schedules of reinforcement.							
B-10	Define and provide examples of concurrent, multiple, mixed, and chained schedules of reinforcement.							
B-11	Define and provide examples of operant and respondent extinction as operations and processes.							
B-12	Define and provide examples of stimulus control.							
B-13	Define and provide examples of stimulus discrimination.							
B-14	Define and provide examples of stimulus and response generalization.							
B-15	Define and provide examples of response maintenance							
B-16	Define and provide examples of motivating operations.							
B-17	Define and provide examples of the difference between motivating operations and stimulus control.							
B-18	Define and provide examples of rule-governed and contingency-shaped behavior.							
B-19	Define and provide examples of the verbal operants.							
B-20	Define and provide examples of the role of multiple control in verbal behavior							
B-21	Define and provide examples of processes that promote emergent relations and generative performance.							
B-22	Define and provide examples of how behavioral momentum can be used to understand response persistence.							
B-23	Define and provide examples of how the matching law can be used to interpret response allocation.							
B-24	Define and provide examples of imitation and observational learning.							

C	Measurement, Data Display and Interpretation							
C-1	**Create operational definitions of behavior.**							
C-2	**Distinguish among direct, indirect, and product measures of behavior.**							
C-3	**Measure occurrence (e.g., count, frequency, rate, percentage).**							
C-4	**Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time).**							

C-5	**Distinguish between continuous and discontinuous measurement procedures.**							
C-6	**Design and apply discontinuous measurement procedures (e.g. interval recording, time sampling)**							
C-7	**Measure efficiency (e.g., trials to criterion, cost-benefit analysis, training duration).**							
C-8	Evaluate the validity and reliability of measurement procedures.							
C-9	Select a measurement system to obtain representative that accounts for the critical dimension of the behavior and environmental constraints.							
C-10	**Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).**							
C-11	**Interpret graphed data.**							
C-12	Select a measurement procedure to obtain representative procedural integrity data that accounts for relevant dimensions (e.g. accuracy, dosage) and environmental constraints.							

D	**Experimental Design**							
D-1	**Distinguish between dependent and independent variables.**							
D-2	Distinguish between internal and external validity.							
D-3	**Identify threats to internal validity (e.g. history, maturation).**							
D-4	**Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).**							
D-5	Describe the relative strengths of single-subject experimental designs compared to group designs.							
D-6	Critique and interpret data from single-case experimental designs.							
D-7	Explain the differences among reversal, multiple-baseline, multielement, and changing criterion designs.							
D-8	Describe rationales for conducting comparative, component, and parametric analyses.							
D-9	**Apply single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).**							

	Section 2: Applications	Exposed to this	Discussed this	Observed this	Practiced in role-play	Practiced with one client	Practiced with multiple clients
E	**Ethical and Professional Issues** Behave in accordance with the Ethics Code for Behavior Analysts						
E-1	Identify and apply core principles underlying the ethics codes for BACB certificants (e.g., benefit others; treat others with compassion, dignity, and respect; behave with integrity).						
E-2	Identify the risks to oneself, others, and the profession as a result of engaging in unethical behavior.						
E-3	Develop and maintain competence by engaging in professional development activities (e.g., read literature, seek consultation, establish mentors).						
E-4	Identify and comply with requirements for collecting, using, protecting, and disclosing confidential information						
E-5	Identify and comply with requirements for making public statements about professional activities (e.g., social media activity; misrepresentation of professional credentials, behavior analysis, and service outcomes).						
E-6	Identify the conditions under which services or supervision should be discontinued and apply steps that should be taken when transitioning clients and supervisees to another professional.						
E-7	Identify types of and risks associated with multiple relationships, and how to mitigate those risks when they are unavoidable.						
E-8	Identify and apply interpersonal and other skills (e.g., accepting feedback, listening actively, seeking input, collaborating) to establish and maintain professional relationships.						
E-9	Engage in cultural humility in service delivery and professional relationships						
E-10	Apply culturally responsive and inclusive service and supervision activities.						
E-11	Identify personal biases and how they might interfere with professional activity						
E-12	Identify and apply the legal, regulatory, and practice requirements (e.g., licensure, jurisprudence, funding, certification) relevant to the delivery of behavior analytic services						

F	**Behavior Assessment**						

F-1	Identify relevant sources of information in records (e.g., educational, medical, historical) at the outset of the case						
F-2	Identify and integrate relevant cultural variables in the assessment process.						
F-3	Design and evaluate assessments of relevant skill strengths and areas of need.						
F-4	Design and evaluate preference assessments.						
F-5	Design and evaluate descriptive assessments.						
F-6	Design and evaluate functional analyses.						
F-7	Interpret assessment data to determine the need for behavior-analytic services and/or referral to others.						
F-8	Interpret assessment data to identify and prioritize socially significant, client-informed, and culturally responsive behavior-change procedures and goals.						

G	Behavior-Change Procedures						
G-1	Design and evaluate positive and negative reinforcement procedures.						
G-2	Design and evaluate differential reinforcement (e.g., DRA, DRO, DRL, DRH) procedures with and without extinction						
G-3	Design and evaluate time-based reinforcement (e.g., fixed time) schedules						
G-4	Identify procedures to establish and use conditioned reinforcers (e.g., token economies).						
G-5	Incorporate motivating operations and discriminative stimuli into behavior-change procedures.						
G-6	Design and evaluate procedures to produce simple and conditional discriminations.						
G-7	Select and evaluate stimulus and response prompting procedures (e.g., errorless, most-to-least, least-to-most).						
G-8	Design and implement procedures to fade stimulus and response prompts (e.g., prompt delay, stimulus fading)						
G-9	Design and evaluate modeling procedures.						
G-10	Design and evaluate instructions and rules.						
G-11 or G-12	Shape dimensions of behavior.						
	Select and implement chaining procedures.						
G-13	Design and evaluate trial-based and free operant procedures.						
G-14	Design and evaluate group contingencies						
G-15	Design and evaluate procedures to promote stimulus and response generalization						
G-16	Design and evaluate procedures to maintain desired behavior change following intervention (e.g., schedule thinning, transferring to naturally occurring reinforcers).						

G-17	Design and evaluate positive and negative punishment (e.g., time-out, response cost, overcorrection).						
G-18	Evaluate emotional and elicited effects of behavior change procedures						
G-19	Design and evaluate procedures to promote emergent relations and generative performance.						

H	**Selecting and Implementing Interventions**						
H-1	State intervention goals in observable and measurable terms.						
H-2	Identify and recommend interventions based on assessment results, scientific evidence, client preferences, and contextual fit (e.g., expertise required for implementation, cultural variables, environmental resources).						
H-3	Select socially valid alternative behavior to be established or increased when a target behavior is to be decreased.						
H-4	Plan for and attempt to mitigate possible unwanted effects when using reinforcement, extinction, and punishment procedures.						
H-5	Plan for and attempt to mitigate possible relapse of the target behavior.						
H-6	Make data-based decisions about procedural integrity.						
H-7	Make data-based decisions about the effectiveness of the intervention and the need for modification.						
H-8	Collaborate with others to support and enhance services to clients.						

I	**Personnel Supervision and Management**						
I-1	Identify the benefits of using behavior-analytic supervision (e.g., improved client outcomes, improved staff performance and retention).						
I-2	Identify and apply strategies for establishing effective supervisory relationships (e.g., executing supervisor-supervisee contracts, establishing clear expectations, giving and accepting feedback).						
I-3	Identify and implement methods that promote equity in supervision practices.						
I-4	Select supervision goals based on an assessment of the supervisee's skills, cultural variables, and the environment.						
I-5	Identify and apply empirically validated and culturally responsive performance management procedures (e.g., modeling, practice, feedback, reinforcement, task clarification, manipulation of response effort).						

I-6	Apply a function-based approach (e.g., performance diagnostics) to assess and improve supervisee behavior.						
I-7	Make data-based decisions about the efficacy of supervisory practices.						

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.

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

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.

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

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.

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

opportunities to complete unrestricted activity in line with BACB standards		☐ *Please include what was achieved if partially complete:*	
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	☐ Limited Time ☐ Not appropriate to setting ☐ No opportunity ***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:***	

| Student received ongoing communication about expectations | ☐ Yes
☐ No
☐ Most of the time | ☐ 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.

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

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.

	Rating	Additional Comments
The student's conduct was professional		
The student's work was satisfactory and met the standards of the practicum site		
Student attended and participated in all required training and meetings		
Student followed the roles, policies, and requirements of the site experience		
Interaction with clients, parents, and staff were professional and ethical		
Implemented programs and procedures ethically and effectively		

Supervisor Name & Signature: _____   Date: _____

Student Signature: _____   Date: _____

<mark>Semester 2 Practicum Training Evaluation</mark>

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.

	Progress	*If not answered yes or completed, please choose a reason for not achieving skill/goal.*	*Please provide plan to work on this item.*
Restricted Activity			
Sought additional training on procedures unique to setting or population: Social skills, picky eating, toileting, self-help, work skills, etc.	☐ Not applicable ☐ Complete ☐ Partially complete	☐ Limited Time ☐ Not appropriate to setting ☐ No opportunity *Please include what was achieved if partially complete:*	
Unrestricted Activity			
Able to observe or assist during assessments: Implementation, scoring, interpreting results	☐ Not applicable ☐ Complete ☐ Partially complete	☐ Limited Time ☐ Not appropriate to setting ☐ No opportunity *Please include what was achieved if partially complete:*	
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	☐ Not applicable ☐ Complete ☐ Partially complete	☐ Limited Time ☐ Not appropriate to setting ☐ No opportunity *Please include what was achieved if partially complete:*	
Received opportunities for staff and parent training: Use competency-based checklists to receive feedback on training skills	☐ Not applicable ☐ Complete ☐ Partially complete	☐ Limited Time ☐ Not appropriate to setting ☐ No opportunity *Please include what was achieved if partially complete:*	

Supervision and Feedback			
Used a competency-based training checklist to assess student progress on skills	☐ Not applicable ☐ Yes ☐ No ☐ Most of the time	☐ Limited Time ☐ Not appropriate to setting ☐ No opportunity ***Please include 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 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:***	
Student received ongoing communication about expectations	☐ Yes ☐ No ☐ Most of the time	☐ Limited Time ☐ Not appropriate to setting ☐ No opportunity ***Please include what was achieved if partially complete:***	

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.

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

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.

	Rating	Additional Comments
The student's conduct was professional		
The student's work was satisfactory and met the standards of the practicum site		
Student attended and participated in all required training and meetings		
Student followed the roles, policies, and requirements of the site experience		
Interaction with clients, parents, and staff were professional and ethical		
Implemented programs and procedures ethically and effectively		

Supervisor Name & Signature: _____   Date: _____

Student Signature: _____   Date: _____

<mark>**Semester 3 Practicum Training Evaluation**</mark>

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	*If not answered yes or completed, please choose a reason for not achieving skill/goal.*	*Please provide plan to work on this item.*
Restricted Activity			
Sought additional training on procedures unique to setting or population: Social skills, picky eating, toileting, self-help, work skills, etc.	☐ Not applicable ☐ Complete ☐ Partially complete	☐ Limited Time ☐ Not appropriate to setting ☐ No opportunity *Please include what was achieved if partially complete:*	
Unrestricted Activity			
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	☐ Not applicable ☐ Complete ☐ Partially complete	☐ Limited Time ☐ Not appropriate to setting ☐ No opportunity *Please include what was achieved if partially complete:*	
Student was given opportunity to select/createtreatment goals following an assessment: -Using a program database -Creating novel programming	☐ Not applicable ☐ Complete ☐ Partially complete	☐ Limited Time ☐ Not appropriate to setting ☐ No opportunity *Please include what was achieved if partially complete:*	
Student was given opportunity to oversee the implementation of selected goals and	☐ Not applicable ☐ Complete ☐ Partially complete	☐ Limited Time ☐ Not appropriate to setting ☐ No opportunity	

provide feedback to staff implementing goals using competency-based checklists		*Please including what was achieved if partially complete:*	
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.

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

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.

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

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) _____
TOTAL UNRESTRICTED PERCENTAGE: _____

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

| ___ Hours Met |
| ___ Safety Policy |
| ___ Contract |
| ___ Attestation |
| ___ Risk |
| ___ Practicum Ack Form |
| ___ Background |
| ___ Liability Insurance |

Comments:

Grade_____

Student Signature _____ Date: _____

Instructor Signature_____ Date: _____