

## Instructor/TA Info

### Instructor Information

**Name:** Blake Hansen

**Office Location:** 340J MCKB - Brigham Young University

**Office Phone:** 801-422-4691

**Email:** blake\_hansen@byu.edu

## Course Information

### Description

The purpose of this course is to prepare graduate students to provide high-quality behavior-analytic supervision to those individuals for whom they will have supervisory/consultation responsibilities (e.g., RBTs, prospective BCBAs, school personnel, parents, etc.). The course will focus on applying the basic principles of behavior analysis to organizational systems and individual behavior with a focus on improving the performance of those in the supervisory/consultation relationship. Topics will include evaluation of systems level services, identifying behavioral deficits and excesses in the workplace, conducting function assessment of employee behavior, identifying the key elements of effective individual and group supervision, and other relevant topics.

### BACB Coursework Requirement

Personnel Supervision and Management – 30 hours

### BACB 5<sup>th</sup> Edition Task List Items


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

1-8	Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires)
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**Prerequisites**

Admission to graduate program or instructor's permission.

**Materials**

Item	Price (new)	Price (used)
 <u>Fieldwork and Supervision for Behavior Analysts w/ access - Required</u> by Kazemi, E	83.00	62.25

**Learning Outcomes**

**Reasons for Supervision**

Students will state the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).

**Performance Expectations**

Students will demonstrate how to establish clear performance expectations for the supervisor and supervisee.

**Selecting Supervision Goals**

Students will demonstrate how to select supervision goals based on an assessment of the supervisee's skills.

**Personnel Training and Intervention**

Students will demonstrate multiple methods to train personnel to competently performance assessment and intervention procedures.

**Performance Monitoring, Feedback, and Reinforcement**

Students will demonstrate the use of performance monitoring, feedback, and reinforcement systems.

**Using Functional Assessment in Personnel Performance**

Students will demonstrate the use of a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.

**Demonstrate Function-Based Strategies**

Students will demonstrate methods of using function-based strategies to improve personnel performance.

**Evaluating the Effects of Supervision**

Students will demonstrate multiple methods for evaluating the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

**Grading Scale**

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%

C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

### Grading Policy

- Attend weekly classes
- Participate in all discussion and class activities
- Complete all reading prior to class sessions
- Complete all applied assignments
- Complete all exams

### Participation Policy

This class uses scenario-based learning experiences. Please attend class or arrange for a peer to record the class. You will submit your scenarios each week.

## Assignments

### Assignment Descriptions

#### Week 1 Scenarios

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May  
08

Due: Wednesday, May 08 at 4:00 pm

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#### Week 2 Scenarios

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May  
15

Due: Wednesday, May 15 at 4:00 pm

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#### Week 3 Scenarios

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May  
22

Due: Wednesday, May 22 at 4:00 pm

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#### Week 4 Scenarios

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May  
29

Due: Wednesday, May 29 at 4:00 pm

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#### Week 5 Scenarios

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Jun  
05

Due: Wednesday, Jun 05 at 4:00 pm



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## Week 6 Scenarios

Jun  
12

Due: Wednesday, Jun 12 at 4:00 pm

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## Week 7 Scenarios

Jun  
19

Due: Wednesday, Jun 19 at 4:00 pm

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## Supervision Experience 1

Jun  
20

Due: Thursday, Jun 20 at 8:00 pm

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Observe implementation of a basic behavior skill that can be completed in a task analysis. Supervisee must be trained using BST, and then data must show that supervisee reaches a mastery criterion. This needs to be a new skill.

Provide:

- 1) the task analysis completed
- 2) mastery criterion
- 3) supervisee results
- 4) feedback you provided
- 5) reflection - what went well, what was hard, etc.

## Supervision Experience 2

Jun  
20

Due: Thursday, Jun 20 at 8:00 pm

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Larger, more robust training experience. Training may require multiple task analyses and extended training and feedback. For example, discrete trial teaching often includes:

Reinforcement preference assessment

Prompting and fading

Reinforcement / collection

Data collection

Providing instruction at a high rate of OTRs

These skills may require some separate trainings and specific feedback. Document the process you go through to train a person on a skill that is new to them.

Provide:

- 1) the task analyses completed
- 2) mastery criterion
- 3) supervisee results
- 4) feedback you provided
- 5) reflection - what went well, what was hard, etc.

## Final Project

Jun  
20

Due: Thursday, Jun 20 at 11:59 pm

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**Supervision philosophy** statement (can include approaches to supervision, feedback, soft skills, etc.).

Articulate your own philosophy statement.

1-2 pages

10 points.

**Measurement plan** and examples (how you plan to measure your effectiveness, your supervisees' effectiveness, and the relation between client outcomes and behavior analyst effectiveness).

1-2 pages

10 points.

**Feedback (reinforcing and corrective) and reinforcement plan** how you plan to provide feedback on an ongoing basis to your supervisees. Include record keeping plans. Include how you will solicit feedback from clients, stakeholders, and supervisees for your own performance.

1-2 pages

10 points.

**Ongoing improvement plan.** How you plan to improve your scope of competence, provide effective supervision, and maintain an updated perspective as a behavior analyst.

1-2 pages

10 points.

### Quiz 1

Jun  
21

Due: Friday, Jun 21 at 4:00 pm

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Week 1 Content

### Quiz 2

Jun  
21

Due: Friday, Jun 21 at 4:00 pm

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Week 2 Content

### Quiz 3

Jun  
21

Due: Friday, Jun 21 at 4:00 pm

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Week 1 Content

### Quiz 4

Jun  
21

Due: Friday, Jun 21 at 4:00 pm

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Ethics Content

### Final Exam

Jun  
21

Due: Friday, Jun 21 at 11:59 pm

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Turn in your final exam here by Friday June 21 at 6:00 PM.

## University Policies

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Preventing Sexual Misconduct

*The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.*

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

## Schedule

Date	Topic	Readings
Week 1		
T Apr 30 Tuesday	<b>Start of Classes 1st day</b>	
W May 01 Wednesday	Supervised Experience  Introduction to course content	<b>Quiz 1 Opens</b>
Week 2		
W May 08 Wednesday	Topic: Selecting a supervisor, being the supervisor that is selected, interviewing for jobs, interviewing others for jobs, etc.  <b>Week 1 Scenarios</b>	BCBA Handbook Supervised Fieldwork Requirements Pa RBT Handbook Ongoing Supervision Ethics Code for Behavior Analysts Section 4 Kazemi Fieldwork Textbook Chapter 1 Kazemi Fieldwork Textbook Chapter 2 Rohrer et al: Soft Skills Article Barnes-Holmes et al: Perspective Taking Article Sidman: The Analysis of Behavior Article Baer, Wolf, Risley 1987  <b>Quiz 2 Opens</b>
Th May 09 Thursday		
Week 3		
W May 15 Wednesday	Topic: Competent supervision / competent supervisee  Class will be ONLINE  <b>Week 2 Scenarios</b>	Kazemi Fieldwork Textbook Chapter 3 Kazemi Fieldwork Textbook Chapter 4 Sellers et al: Taking Full Responsibility Article Gatzunis et al: Cultural Responsiveness Article Skinner: How to Discover What You Have to Say Skinner: Case History in the Scientific Method  <b>Quiz 3 Opens</b>
Week 4		

W May 22 Wednesday	<b>Week 3 Scenarios</b>	Kazemi Fieldwork Textbook Chapter 5 Kazemi Fieldwork Textbook Chapter 6 Moore: Thinking about Thinking Article Andzic & Kranac: Professionalism Article Leaf et al: Concerns about RBT Leblanc et al: Measurement Article
Week 5		
W May 29 Wednesday	<b>Week 4 Scenarios</b>	Kazemi Fieldwork Textbook Chapter 7 Maslach & Leiter Article: Burnout Kazemi Fieldwork Textbook Chapter 8 Kazemi Fieldwork Textbook Chapter 9 (Competencies 1-2)
Th May 30 Thursday		
Week 6		
W Jun 05 Wednesday	<b>Week 5 Scenarios</b>	Kazemi Fieldwork Textbook Chapter 9 (Competencies 3-5) <b>Quiz 4 Opens</b>
Week 7		
W Jun 12 Wednesday	<b>Week 6 Scenarios</b>	Kazemi Fieldwork Textbook Chapter 9 (Competencies 6-1) Kazemi Fieldwork Textbook Chapter 10
Week 8		
M Jun 17 Monday	<b>Last Day of Class</b>	
T Jun 18 Tuesday	<b>Exam Preparation Day</b>	
W Jun 19 Wednesday	<b>Juneteenth Week 7 Scenarios</b>	



Th Jun 20 Thursday	<b>Final Exam Day</b> Final Exam: 341 MCKB 5:00pm - 6:50pm <b>Supervision Experience 1</b> <b>Supervision Experience 2</b>	<b>Final Project</b>
F Jun 21 Friday		<b>Quiz 1 Closes</b> <b>Final Exam</b> <b>Quiz 2 Closes</b> <b>Quiz 3 Closes</b> <b>Quiz 4 Closes</b>
Week 9		
M Jun 24 Monday		