SAINT LOUIS UNIVERSITY
SCHOOL OF SOCIAL WORK

Applied Behavior Analysis Programs
Student Handbook
2018-2019
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INTRODUCTION

Director of the School of Social Work

Welcome to the School of Work, in the College of Public Health and Social Justice. The School shares the University's mission to educate the whole person and provide leadership in the discovery, dissemination and integration of values, knowledge and skills needed to instill a passion for lifelong learning and transform our society in the Jesuit tradition. Our School pursues this goal by providing learning-teaching environments that nurture, strengthen, and sustain creative, intellectual, emotional, social, spiritual, and technical abilities and interests. We encourage and support innovative scholarship and research. We actively engage in community service, linking the School and its resources to local, national, and international communities to eliminate ignorance, poverty, injustice, and hunger, to improve community life, and to solve difficult social problems. We invite you to join us as we work together to achieve the University’s mission and to improve the lives of people to which the social work profession is dedicated.

Donald Linhorst, Ph.D.
Director of the School of Social Work

Director of the Applied Behavior Analysis Programs

Welcome to the School of Social Work’s Applied Behavior Analysis (ABA) programs. The programs include: Master of Science in ABA, Master of Social Work with a concentration in ABA, and Post-Master’s Certificate in ABA. Our hope is that you will find your classes and practicum experience in the ABA programs to be intellectually enriching and professionally productive. The School of Social Work values striving for social justice in professional endeavors, and we aim to teach you the skills that are necessary to provide ABA services in an array of settings with a variety of populations, particularly those that are disadvantaged. We look forward to our students becoming leaders within the professional community as they provide ABA services to clients, and conduct and disseminate behavior analytic research.

Alyssa Wilson, Ph.D., BCBA-D, LBA
Director of the ABA Programs
Mission of Saint Louis University

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research and community service. It is dedicated to leadership in the continuing quest for understanding of God’s creation, and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, the pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

The Five Dimensions of the Saint Louis University Experience:
Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person:

- Scholarship and knowledge
- Intellectual inquiry and communication
- Community building
- Leadership and service
- Spirituality and values

Mission of the College of Public Health and Social Justice

Based on our commitment of service to others, we improve health and well-being locally, nationally and internationally through unique interdisciplinary approaches that inspire students, generate knowledge and engage individuals and communities.

College for Public Health and Social Justice Diversity Statement:
The College for Public Health and Social Justice recognizes the importance of diversity in accomplishing its mission. We take a proactive stance in building a diverse and inclusive community by welcoming students, faculty, and staff of all backgrounds. We strive to assure everyone is valued, ideally creating a space for open and respectful dialogue. In the event of bias and discrimination, the College’s Office of Student Services and the University’s Office of Institutional Equity and Diversity offer support and action for incidents. We encourage students to report all bias incidents. The College ultimately hopes to foster a positive and open environment to facilitate learning and spread the message of social justice to the surrounding community.

Mission of the School of Social Work

Saint Louis University School of Social Work prepares students for professional practice with a commitment to social justice and the empowerment of vulnerable and oppressed populations. The School strives for a dynamic community of learning with excellence in teaching, research, and service.
Goals of the School of Social Work

1. To use knowledge, values, and skills in generalist social work practice.
2. To use knowledge, values, and skills in advanced social work and applied behavior analysis practice.
3. To contribute to the advancement of knowledge of the professionals.
4. To use skills, talents, and time in pursuit of social justice in the community.

Goals of the Applied Behavior Analysis Programs

The goals of the ABA programs are to prepare students to use empirical evidence, ethical values, and behavior analytic skills in interdisciplinary professional practice with a variety of populations and settings. The ABA program also seeks to assist students with pursuing doctoral-level education in behavior analysis.

Applied Behavior Analysis Objectives

1. Demonstrate competent applied behavior analysis practice to clients.
2. Design and evaluate applied behavior analysis services provided to clients.
3. Functionally analyze the behavior of clients within their social context.
4. Construct applied behavior analysis services within the context of responsible professionalism and within the behavior analytic responsible conduct code of ethics.
5. Provide leadership in addressing social constraints that inhibit the expression of human fulfillment and human rights, especially regarding diverse and vulnerable populations.

Disclaimer

This Applied Behavior Analysis Student Handbook is effective for the academic year 2017-2018. As policies are changed in this academic year, electronic announcements will be delivered and/or posted on the programs Google site to notify students. This document should not be construed as creating a contract between the University and any person. The University specifically reserves the right to make any change deemed necessary at any time without advance notice in the University’s policies, practices, academic programs, courses, schedules or calendars. This includes, but is not limited to, the modification, cancellation, rescheduling, or elimination of programs, departments, courses, and institutes. Matriculation at Saint Louis University is a privilege and not a right. The University reserves the right in its discretion to separate any student who does not meet academic requirements or maintain acceptable standards of conduct or character consistent with the University’s Jesuit Catholic values, including specific standards established by particular schools or departments of the University.

Nondiscrimination Policy and Human Diversity

Saint Louis University and the School of Social Work have a strong and active commitment to promote human diversity and to ensure that all aspects of educational programs are carried forth without discrimination on the basis of age, color, disability, ethnicity, gender, national origin,
race, religion, and/or sexual orientation. A specific University goal is to foster “respect for
diversity, other cultures, and belief systems.” The University’s Harassment policy and
procedures is a part of this handbook.

**Course and Practicum Approval**

All ABA courses are approved by the Behavior Analyst Certification Board (BACB). The BACB
does not accredit ABA programs *per se*, but rather the BACB approves courses and field content.
The BACB currently approves course sequences as providing content that meet their coursework
requirements, and they approve supervised experiences in university programs as meeting their
experience requirements. The Saint Louis University School of Social Work is offering courses
and practicum that are approved by the BACB.
You may consult BACB.com for further information.

*Statements from the Behavior Analyst Certification Board, Inc. regarding course and practicum
approvals:*

"The Behavior Analyst Certification Board, Inc.® has approved the following course sequence as
meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst
Examination®."

"The Behavior Analyst Certification Board, Inc.® has approved the practicum courses toward
the experience requirements for eligibility to take the Board Certified Behavior Analyst®
Examination."

**THE ABA CURRICULUM**

The purpose of the Applied Behavior Analysis Programs is to prepare graduate students for
professional practice in applied behavior analysis. The curriculum is designed and approved by
the standard requirements of the Behavior Analyst Certification Board (BACB), and is structured
in a way to prepare students to develop competence and leadership as professionals in work with
a variety of vulnerable populations and in diverse practice settings.

There are three options through which students may pursue ABA curriculum content and become
eligible to take the Behavior Analyst Certification exam.

**Post-Master’s Certificate in Applied Behavior Analysis**

This option is available for students who already possess a master’s degree conferred in behavior
analysis, education, or psychology, or (b) conferred in a degree program in which the candidate
completed a BACB approved course sequence from an accredited college or university, with a
minimum cumulative GPA of 3.0. The Applied Behavior Analysis Post-Master’s Certificate
curriculum includes seven 3-credit courses (21 credit hours), and an optional nine credit hours of
supervised practicum. The courses will be offered in a cohort model, such that students must
start in the fall semester, take the courses in the order offered, and take two courses per semester.
**Note: Students must receive a B or better in all ABA courses to pass.**
Persons seeking BACB certification must complete an applied behavior analysis field practicum under the supervision of a BACB (Behavior Analyst Certification Board) Board Certified Behavior Analyst (BCBA). ABA Post-Master’s Certificate students have the option to take 1,000 hours through 9 credit hours of supervised field practicum as part of the University certificate program, or locate and do their field practicum independent of a college or university. If they choose the former option, they can begin their practicum simultaneously with the ABA-course load or after they complete all on-campus courses. Students in practicum will also register for the Integrative Seminar (ABA 5820, ABA 5830, ABA 5840) for each of the practica. Integrative Seminars are offered every semester, and must be taken sequentially.

**Master of Science in Applied Behavior Analysis** (all courses are 3 credit hours except as noted.)

The courses will be offered in a cohort model, such that students must start in the fall semester, take the courses in the order offered, and take two courses per semester. The program is 39 credit hours. **Note: Students must receive a B or better in all ABA courses to pass.**

*The following courses may be taken at any time during the academic experience:*

ABA 5826 Practicum I (2)
ABA 5820 Integrative Seminar (1)
ABA 5827 Practicum II
ABA 5830 Integrative Seminar (0)
ABA 5828 Practicum III
ABA 5840 Integrative Seminar (0)
ABA 5990 Thesis (6)
ABA 5950 Special Study for Exam (0)
PUBH 5010 Mission and Practice of Global Public Health (3)

*Students seeking BACB certification must complete 1,000 hours of applied behavior analysis
field practicum under the supervision of a Behavior Analyst Certification Board (BACB), Board Certified Behavior Analyst (BCBA). Within those hours, students will devote 5 hours per week to research under the direction of a full-time ABA faculty member. Students in practicum will also register for the Integrative Seminar (ABA 5820, ABA 5830, ABA 5840) for each of the practica. Integrative Seminars are offered every semester, and must be completed sequentially. Electives will be directed by the interests of the student.

**Students wishing to earn a certificate in gerontology must take an additional course, SWRK 5745: Health and Mental Health Interventions with Older Adults, therefore increasing the total credit hours to 42.**

**Applied Behavior Analysis Thesis Project**

Students in the Master of Science in Applied Behavior Analysis will complete a thesis. The thesis will consist of an original applied research project.

A thesis will provide you with practice in scientific writing, conducting empirical research, and (hopefully) publishing. If you plan to apply to a Ph.D. program after finishing at SLU, programs will look at your research experience. If you plan on entering the field as a practitioner after finishing at SLU, your skills as a practitioner will be heavily dependent on your ability to integrate research and practice.

NOTE: Keep track of the Calendar of Deadlines listed on the [graduate school’s website](#) (under Dates and Deadlines). You are responsible for completing candidacy procedures by listed deadlines.

Here are the general steps to follow:

I. Select your Thesis Chair  
   a. The thesis chair should be a full-time faculty member who teaches within the behavior analysis concentration.  
   b. Meet with your thesis chair early (i.e., in the first or second semester), to discuss ideas and decide on a project that is of mutual interest.

II. Thesis Credits  
   a. Most students will register for 3 credits of ABA 595 (Thesis) in the Fall of their second year and 3 credits of ABA 595 (Thesis) in the Spring of their second year. The following must be met to pass each of the 3-credit segments:  
   b. First 3 credits: (a) achieve your chair’s approval on your thesis manuscript, (b) propose your thesis, and (c) obtain IRB approval of the process.  
   c. Second 3 credits: (a) complete all data collection, (b) defend your thesis, and (c) complete all Graduate School requirements.

III. Generate Ideas  
   a. The best way to come up with research ideas is to read research. You will read research articles in your classes, and you can also access research articles online from the SLU library. The more you read, the more ideas you will generate.
Please see the ABA Research Guide created by our librarian, Jane Gillespie, http://libguides.slu.edu/ABA

b. Research should always be based on past research. Read about topics that you find interesting. When you read those articles, try and identify the strengths, limitations, and directions for future research. From there, you can begin to plan your project.

c. Given that you are seeking a degree in Applied Behavior Analysis, it is perfectly acceptable to use your practicum experience as an inspiration for a thesis. What types of needs are there at the site where you are working? How can you address these needs while at the same time completing an empirical project? Regardless of your source of inspiration, be sure to conduct a thorough literature review to make sure your project logically follows from previous research.

d. Remember, you should give yourself at least two semesters to complete your thesis. Many great ideas will not be feasible in this time frame. Your project should advance the field of behavior analysis and be completed within two to three semesters.

IV. Form your Thesis Committee

a. Your thesis committee consists of your thesis chair and two other members. You will work with your chair to select these other members. Members should have Graduate Faculty Status and expertise relevant to the project.

b. You will work with your thesis chair to determine committee members. At least one committee member must be a full time faculty in the ABA Program.

c. Temporary committee members that do not fit the above descriptions (but do hold at least a master’s degree) can be approved if they send a resume and a paragraph noting their qualifications specific to the thesis project(s) to the director (Dr. Alyssa Wilson, alyssa.wilson@slu.edu).

d. You can form your thesis committee while preparing your proposal.

V. Prepare a Proposal

a. You should prepare a proposal immediately after you select your thesis chair and jointly decide on a project of mutual interest. To ensure timely graduation, it would be ideal to prepare your proposal the summer between your first and second year, even though you won’t register for thesis credits until the fall of your second year.

b. The proposal should (a) provide a comprehensive review of the research literature in the area that you’ve chosen to focus on, (b) note gaps in previous research and the purpose of your thesis, (c) provide a clear detailed method section, (d) include a brief section on anticipated results and preliminary discussion, and (e) include a reference section.

c. The method section should describe: (a) the subjects (i.e., who you plan on working with) and setting (i.e., where you plan on working), (b) the target responses (including operational definitions) and data collection (i.e., how will data be collected? How often will inter-observer agreement data be collected? Will procedural integrity data be collected?), and (c) the procedure (including any initial assessments that will be done).

d. The proposal should be written in APA style.
e. Work with the writing center to address style and grammar components of the manuscript before sending drafts to your chair.

f. You will complete the proposal under the supervision of your thesis chair. Your chair has 2 weeks to provide feedback on each of your thesis drafts. When your thesis chair decides that your proposal is acceptable (this may take several revisions), you will arrange a date to meet with your entire committee and propose your thesis.

VI. Propose Your Thesis
a. Schedule a formal meeting with your entire committee, and provide your committee with your written proposal at least two weeks prior to the proposal.

b. Prepare a PowerPoint presentation that (a) provides a summary of background research, (b) provides rationale for the proposed project, (c) states the purpose of the project, and (d) clearly describes the methods. Your PowerPoint presentation should last about 30 minutes, not including time for questions.

c. Be prepared to answer questions raised by your committee members, and consider their feedback about the project.

d. Complete the Thesis Proposal Form, which can be found on Graduate Education’s website. This form should be signed by the thesis chair, committee members, and departmental chair, Dr. Don Linhorst.

VII. Select a site and submit your protocol to the IRB board for approval.

a. Note: some sites (e.g., the Special School District) have their own IRB processes that must be adhered to before recruitment and data collection can begin.

b. Select a site that will allow you the space and resources needed to work with the population desired (e.g., individuals with intellectual disabilities). Practicum sites can be used as research sites, with the approval of the Field Instructor and/or administrators at the site.

c. Set up a meeting with the principal, director, etc. at the site and explain whom you are and what you would like to do. Be prepared to discuss resources needed, benefits and/or drawbacks of participation.

d. Following your proposal, make any suggested revisions to your project, and prepare and submit an eIRB protocol: [http://www.slu.edu/x24634.xml](http://www.slu.edu/x24634.xml)

e. You must complete Human Subjects Training prior to submitting your eIRB protocol. [http://www.citiprogram.org/](http://www.citiprogram.org/)

f. Note: It may take up to 2 months for approval. Data collection cannot begin until IRB approval is received.

VIII. Recruit Subjects

a. Solicit staff help in identifying potential research subjects, and obtain consent from potential subjects or parents/guardians of potential subjects.

IX. Collect Data

a. It is a good idea to collaborate with your colleagues. Often times, it is near impossible to simultaneously serve as the experimenter and the data collector. Try to exchange data collection responsibilities with colleagues.

b. Throughout the data collection process, you should arrange to meet with your thesis chair at least once per week to discuss progress, evaluate data, troubleshoot any problems, and plan a course of action.

X. Write Up the Results
a. This can happen simultaneous with data collection.
b. After you and your thesis chair jointly decide that the project is complete, finalize your manuscript: convert your original proposal document to the past tense and write up the results and discussion.
c. The final document needs to be written in accordance with Saint Louis University guidelines. These guidelines are posted on the graduate school’s website: www.slu.edu/graduate
d. The final document needs to be submitted to all members of your thesis committee at least 2 weeks prior to the scheduled defense.

XI. Defend Your Thesis
a. You must sign up for 0 credit hours of “Special Studies for Exams” (5950) in the semester in which you intend to defend your thesis.
b. If you sign up for 5950 and do not defend your thesis, then, the following semester, you must register for 0 credit hours of research and 0 credit hours of special study. This can be done once. If you do not defend your thesis by the end of this second semester, you must schedule a meeting with the Associate Dean for Academic Affairs, Dr. Nancy Weaver, nancy.weaver@slu.edu, (314) 977-4048.
c. You must also fill out an application for a degree: http://www.slu.edu/Documents/graduate/graduate_education/ONLINE%20GRADUATION%20APPLICATION%20STUDENT%20INSTRUCTIONS_GR.pdf
d. You must also complete a degree evaluation (found on Banner Self-Service) (https://www.slu.edu/registrar/academic-resources/degree-evaluation.php)
e. Direct questions about Master’s candidacy to LaToya Cash, M.A., latoya.cash@slu.edu, (314) 977 2245, DuBourg Hall, Rm. 420

XII. Submit Your Thesis to the Graduate School
a. Make any changes your committee requested during the defense.
b. Ensure that your document meets official formatting guidelines listed on the Graduate Education’s website.
c. Submit a paper copy to the Graduate School for a formatting review.
d. After final approval, electronically upload your thesis through ProQuest.

XIII. Fulfill Degree Requirements and Prepare the Thesis for Publication
a. Make sure that you follow all remaining Candidacy procedures.
b. A key part of being a researcher is the dissemination of empirical findings and publication of your results in a peer-reviewed journal.
c. Following the defense, schedule a meeting with the thesis chair to decide who will be responsible for preparing the manuscript for publication, the timeline in which the manuscript will be submitted for publication, and the order of authorship on the publication. Authorship on the manuscript submitted for publication will be granted when an individual makes a significant contribution to (a) the theoretical and/or methodological components of the project, and (b) the writing of the project. Data collection alone is not grounds for authorship. If you do not schedule a meeting with your thesis chair within 3 months of your defense and/or make reasonable steps towards submitting your thesis for publication, you will be given credit as an author, but you will forfeit your rights to be first author.

Questions? Please contact:
Master of Social Work with a concentration in Applied Behavior Analysis *(see also MSW student handbook).*

*NOTE: All ABA courses must result in a B or better to pass.*

Full time plan

**First year**

**Fall (12 hours)**
- SWRK 5750 Social Work Practice with Individuals, Families and Groups (3)
- SWRK 5725 Human Behavior and the Social Environment (3)
- PUBH 5010 Foundations of Public Health Practice + Section (3)
- Elective: SWRK 5760 Behavioral Interventions with Children and Adolescents (3)

**Spring (12 hours)**
- SWRK 5702 Social Policy (3)
- SWRK 5751 Social Work Practice with Communities and Organizations (3)
- SWRK 5787 Research Methods I (3)
- SWRK 5821 Generalist Foundation Practicum (2)
- SWRK 5819 Integrative Seminar (1)

**Summer (6 hours)**
- SWRK 5707 Policy Practice for Social Justice (3)
- Elective-recommend SWRK 5742 Clinical Diagnosis and Interventions in Mental Health (3)

**Second year**

**Fall (9 hours)**
- SWRK 5746 Principles and Concepts in Behavior Analysis (3)
- SWRK 5774 Measurement and Experimental Design (3)
- SWRK 5822 Concentration Practicum I (2)
- SWRK 5820 ABA Concentration Integrative Practice Seminar (1)

**Spring (9 hours)**
- SWRK 5747 Assessment and Selecting Interventions (3)
- SWRK 5748 Behavior Change and Processes (3)
- SWRK 5823 Concentration Practicum II (3)
- SWRK 5830 ABA Concentration Integrative Practice Seminar (0)

**Summer (9 hours)**
SWRK 5749 Behavior Change and Ethics (3)
SWRK 5792 Special Topics I (3)
SWRK 5824 Concentration Practicum III (3)
SWRK 5840 ABA Concentration Integrative Practice Seminar (0)

57 credit hours

**Students may elect to accomplish this course of study on a part-time basis. The ABA classes noted in the second year, however, must be taken in order of presentation, as shown above.

Transfer Credits

Up to six hours of transfer credit from an accredited graduate program will be accepted under the following conditions. Transfer courses will be applied to the six core ABA courses if it mirrors content of specific courses, if the courses were BACB-approved courses, if the courses were taken within the last five years, and if the student received a B or better in the course. Transfer of hours toward field practicum will be reviewed on a case-by-case basis to ensure that it meets with BACB standards. Finally, transfer courses applied to electives will be accepted if they are relevant to ABA, if the courses were graduate-level and taken within the last five years, and if the student received a B or better in the course.

Course Enrollment Prerequisites

Prerequisite course(s) must be completed prior to the beginning of the desired course unless designated with an asterisk (*) that the course can be taken concurrently. All courses are 3 credit hours unless otherwise noted.

ABA Course Descriptions

Students should review the Course Content Verification Form (Appendix A) that informs the student of course and class hour requirements as approved by the BACB. The seven courses are designed to provide an educational experience in which students will focus on the ‘tasks’ as identified in the BACB Fourth Edition Task List (Appendix B).

The list below represents the courses offered in the Applied Behavior Analysis programs. At times a course may not be offered due to faculty resources, low enrollment, scheduling, or other factors.
SWRK-ABA 5746 Principles and Concepts in Behavior Analysis
This course familiarizes students with the fundamental concepts and principles and philosophical assumptions of behavior analysis as well as the basic concepts of operant and respondent conditioning. Students review some of the basic laboratory research that has illuminated the principles of behavior. The material covered contributes to prepare students to work in the field of behavior analysis and related fields for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

SWRK-ABA 5774 Measurement and Experimental Design
This course develops students’ basic knowledge related to single subject research design, measurement and application of the empirical approach to evaluation of effectiveness of interventions in the field of applied behavior analysis. Students review some of the basic assumptions and characteristics that define the field. The material covered prepares students for work in the field of behavior analysis/related field and for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

SWRK-ABA 5747 Assessment and Selecting Interventions
This course develops students’ basic knowledge with respect to behavioral assessment methodologies, and the selection and design of interventions in the field of applied behavior analysis. This course reviews some of the basic assumptions and characteristics that define the field. The material covered prepares students to work in the field of behavior analysis/related field and for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

SWRK-ABA 5748 Behavior Change and Processes
This course expands students’ basic knowledge with respect to behavior analysis fundamental concepts and principles and philosophical assumptions including the basic behavioral principles of operant and respondent conditioning. This course develops students working understanding of the use of these principles in behavior change strategies and interventions in the field of applied behavior analysis. Students review some of the fundamental applied literature that demonstrates the efficacy of behavioral strategies and that continue to define the field. The material covered prepares students for work in the field of behavior analysis/related field and for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

SWRK-ABA 5749 Behavior Change and Ethics
This course familiarizes students with the ethical issues confronting those working in a behavior analytic (or related) capacity. Students learn the ethical responsibilities inherent to working in their chosen field. Ethical codes and cases are analyzed. Topics include gaining informed consent, protecting confidentiality, selection of the least intrusive behavior change methods and procedures, and protecting individual rights. The ethical standards prepare students for work in the field of behavior analysis/related field and for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional
services to persons with disabilities.

SWRK-ABA 5931 Special Topics I
This course builds upon the basic principles of learning and applied behavior analysis presented during previous courses in the Behavior Analysis curriculum. The course offers advanced coverage of special topics, including: Clinical practice, Autism, and Organizational Behavior Management. Clinical behavior analysis focuses on the use of verbally based interventions to treat persons in outpatient/clinical settings. In the behavior analysis and autism section of the course, students review diagnostic criteria and evidence based practices. The Organizational Behavior Management section of the course provides an overview of contemporary research and practice in the field. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

SWRK-ABA 5932 Special Topics II
This course builds upon the basic principles of learning and applied behavior analysis presented during previous courses in the Behavior Analysis curriculum. The content of this course revolves around various special topics that change from semester to semester. Courses will offer advanced coverage of special topics including: Verbal behavior, Addictions, Behavioral Economics, Gerontology, Behavioral Applications for Children and Adolescents, and Behavioral Health. Course content supports the social work value of social justice to provide professional services to all persons.

ABA 5826 Practicum I / SWRK 5822 Concentration Practicum I (2)
Students will learn to integrate knowledge, values, and skills to develop a professional level of practice with specific emphasis in applied behavior analysis.

ABA-SWRK 5820 Integrative Seminar/Concentration Integrative Seminar (1)
ABA-SWRK 5830 Integrative Seminar/Concentration Integrative Seminar (0)
ABA-SWRK 5840 Integrative Seminar/Concentration Integrative Seminar (0)
This is a three part graduate level course (three seminars) that will ensure that students are able to successfully complete all three ABA practica. Students will understand and apply professional and ethical behavior analysis service in clinical contexts by conducting behavioral interventions, designing, implementing and monitoring behavior change programs and, reviewing empirical literature pertinent to those change efforts.

ABA 5827 Practicum II / SWRK 5823 Concentration Practicum II (3)
Students will continue to learn to integrate knowledge, values, and skills to develop a professional level of practice with specific emphasis in applied behavior analysis.

ABA 5828 Practicum III / SWRK 5824 Concentration Practicum III (3)
Students will continue to learn to integrate knowledge, values, and skills to develop a professional level of practice with specific emphasis in applied behavior analysis.

ABA 5990 Thesis (6)
Students will conduct original research and write a thesis that reflects independent thought and thorough knowledge of applied behavior analysis.
Electives
Students will discern with his/her advisor and/or mentor the appropriate electives.

Independent Study Course(s)

A student may pursue an area of interest in an in-depth way, by taking an independent study with a faculty member of the School of Social Work. The independent study course plan should not replicate any existing course offered within the School. It is the obligation of the student to engage a faculty member knowledgeable in the area of interest and willing to offer such an Independent Study. Additional requirements include a formal syllabus per the ABA Programs format. The description should identify the nature of the course, content areas, learning objectives, reading list, schedule of meetings, and method of evaluation. The syllabus and contract is to be signed by the student and the instructor and then submitted to the Director of the ABA Programs. Forms for an Independent Study course are available from the office of the Director of the ABA Programs. The regular grading policy of the School of Social Work will apply.

Master of Social Work with a concentration in Applied Behavior Analysis students:
In general a student will not be allowed to take more than 6 of the 57 credit hours required for graduation as an independent study course.

Master of Science in Applied Behavior Analysis students:
Students will be able to take 3 of the 39 credit hours (i.e., one of their electives) required for graduation as an Independent Study course.

Courses Outside of the School of Social Work

A student may take one graduate level elective course outside of the School of Social Work. This course may be taken in other departments of Saint Louis University or from another university with prior approval of the student’s advisor and the Director of the ABA Programs. Exceptions to this rule may be made if warranted by a student's particular program or concentration focus. Such exceptions require the approval of the advisor and the Director of the ABA Programs.

Field Education

The School of Social Work Department of Field Education posts the ABA Field Education Policy and Procedures Manual on the School website at https://sites.google.com/a/slu.edu/schoolofsocialwork/?pli=1

The following information relates to the Behavior Analyst Certification Board’s Approved Practicum Experience:

The BACB university-approved practicum experience indicates that students must complete with a passing grade 1000 hours of practicum relevant to behavior analysis within the graduate university practicum program. The distribution of practicum hours must be at least 10 hours per
week, but not more than 30 hours per week for a minimum of 3 weeks per month. Practicum hours need to include 50% direct care and 50% indirect care (see also the BACB website for additional information). Prior to starting practicum, all students must complete the BACB required supervisee module after creating a free account on the BACB website (bacb.com). Students must be supervised at least weekly for 10% (7.5% minimum) of the total hours they spend in University practicum. Total supervision must be at least 100 hours (75 minimum) in order to meet BACB requirements. A supervisory period is one week. The BACB Fieldwork and Practicum Experience Supervision Form (Appendix C) will be filled out at the close of each supervision session.

Students may not enroll in practicum unless they are currently enrolled in ABA courses, or have completed the required ABA course sequence. Students are also advised to engage in their first and second practicum at one site, and then obtain another site for their third practicum. Before beginning the first practicum, students will complete a practicum readiness form (found on the Google site) that will guide recommendations for beginning practicum immediately upon starting the ABA course sequence or waiting until at least the second semester.

Practicum placement: Students are carefully connected with both a supervisor and a site through a faculty liaison each semester who continues to work with university supervisors and students to foster a successful practicum experience. Approved sites for the University for practicum students complete a thorough vetting process to increase the likelihood that a quality educational experience is provided to students.

*The following statements regarding practicum are as identified by the Behavior Analyst Certification Board:*

**APPROPRIATE SUPERVISION**

**REQUIRED PRE-EXPERIENCE TRAINING:** Supervisees and supervisors must pass an online, competency-based training module on BACB experience standards prior to the onset of experience. The module is available via the BACB Gateway at www.BACB.com. Additional supervisor qualifications include an 8-hour supervision training which must also be completed before providing any supervision. Any experience obtained after March 31, 2015 will not be acceptable if either party had not met these requirements. Supervisors are responsible for ensuring their supervisees have completed the online module prior to providing supervision.

**SUPERVISOR QUALIFICATIONS:** During the experience period, the supervisor must be a BCBA or BCBA-D in good standing, be a licensed or registered psychologist certified by the American Board of Professional Psychology in Behavioral and Cognitive Psychology who was tested in Applied Behavior Analysis, or be an authorized supervisor who is only providing supervision in a Verified Experience. All supervisors must meet all of the supervisor qualifications stated in the previous section. Supervisors who hold BACB certification must also meet an ongoing supervision CEU requirement in order to continue providing supervision after meeting the initial supervisor requirements.
The supervisor may not be related to, subordinate to, or employed by the supervisee during the experience period. Employment does not include compensation received by the supervisor from the supervisee for supervision services. Also, see sections 1.0 and 5.0 of the *Compliance Code*.

**NATURE OF SUPERVISION:** The purpose of supervision is to improve and maintain the behavior-analytic, professional, and ethical repertoires of the supervisee and facilitate the delivery of high-quality services to the supervisee’s clients. Effective behavior-analytic supervision includes:

- Development of performance expectations
- Observation, behavioral skills training, and delivery of performance feedback
- Modeling technical, professional, and ethical behavior
- Guiding behavioral case conceptualization, problem-solving, and decision-making repertoires
- Review of written materials (e.g., behavior programs, data sheets, reports)
- Oversight and evaluation of the effects of behavioral service delivery
- Ongoing evaluation of the effects of supervision

The supervisor must observe and provide feedback to the supervisee on his/her behavior-analytic activities with a client in the natural environment during each required supervisory period. In-person, on-site observation is preferred. However, this may be conducted via web cameras, videotape, videoconferencing, or similar means in lieu of the supervisor being physically present; synchronous (i.e., real-time) observation is strongly encouraged.

**Structure.** Supervision may be conducted in small groups for no more than half of the total supervised hours in each supervisory period. Small groups are interactive meetings in which 2-10 supervisees who share similar experiences participate in the supervision activities described above. If non-supervisees are present during the meeting, their participation should be limited so as to increase the interaction opportunities of supervisees. The amount of small-group supervision may not exceed the amount of individual supervision for any given supervisory period.

**SUPERVISION CONTRACT:** The supervisee and supervisor must develop and sign a written contract prior to the onset of the experience. The purpose of the contract is to protect all involved parties and align experience activities with the purpose of supervision.

The contract should:

- State the responsibilities of the supervisor and supervisee, including completion of the online experience training module by both the supervisor and supervisee as well as completion of the 8-hour supervision training by the supervisor; and
- Include a description of the appropriate activities and instructional objectives; and
- Include the objective and measurable circumstances under which the supervisor will sign the supervisee’s Experience Verification Form when
the experience has ended; and
- Delineate the consequences should the parties not adhere to their responsibilities (including proper termination of the relationship); and
- Include a statement requiring the supervisee to obtain written permission from the supervisee’s on-site employer or manager when applicable; and
- Include an attestation that both parties will adhere to the Compliance Code.

The supervisee and supervisor are responsible for retaining and providing to the BACB, if requested, a copy of the contractual agreement.

**DOCUMENTATION OF ONGOING SUPERVISION:** The supervisee and supervisor are responsible for collecting documentation on the Experience Supervision Form during each supervisory period. One form should be completed within each supervisory period, ideally at each meeting. Backdated forms will not be accepted.

The BACB reserves the right to request this documentation at any time following an individual’s application to take the certification exam. This documentation should **NOT** be submitted with an exam application unless specifically requested by the BACB.

Supervisors are strongly encouraged to use the BACB Experience Supervision Form to document supervision. Alternate forms will be acceptable if they include all of the following elements:

- Date of each supervisory meeting
- Duration of each supervisory meeting
- Type of experience for the supervisory period (i.e., supervised independent fieldwork, practicum, intensive practicum)
- Format of each supervisory meeting (i.e., individual or small group)
- An evaluation of supervisee performance
- The total experience hours obtained during the supervisory period, with time spent in direct implementation of behavior-analytic programs separated from other activities
- The total individual and small-group supervision hours obtained during the supervisory period
- Date lines for supervisor and supervisee indicating when the form was completed & signed
- Signature lines for supervisor and supervisee

The supervisee and supervisor are responsible for retaining and providing to the BACB, if requested, copies of supervision documentation. Supervision documentation should be retained for at least 7 years from the date of the last supervision meeting.

All applicants for certification must submit documentation of their experience using the then-current version of the Experience Verification Form.

**MULTIPLE SUPERVISORS AND/OR SETTINGS:** It is permissible to utilize multiple supervisors and settings within a given time frame in order to meet these experience
requirements. In such cases, all parties must take great care to ensure that the supervision contract includes all relevant parties and clearly defines all roles and responsibilities. In cases where multiple supervisors share responsibility for a supervisee’s experience, they may jointly sign a single Experience Verification Form attesting to the experience as a whole.

**APPROPRIATE EXPERIENCE**

**EXPERIENCE CATEGORIES:** There are three experience categories available: Supervised Independent Fieldwork, Practicum, and Intensive Practicum. In Supervised Independent Fieldwork, supervisees are typically responsible for securing an appropriate experience placement and obtaining the necessary supervision. By contrast, Verified Experience (i.e., Practicum and Intensive Practicum) requires explicit oversight and involvement by a Verified Course Sequence (VCS); these may only be offered by VCSs and only after BACB approval of an application to offer these categories of experience. The tables below outline additional critical details in each category.

### Supervised Independent Fieldwork

<table>
<thead>
<tr>
<th>Requirement</th>
<th>BCBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of Experience</td>
<td>1500 hours</td>
</tr>
<tr>
<td>Length of Supervisory Period</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Minimum # of Contacts per Supervisory Period</td>
<td>1 contact</td>
</tr>
<tr>
<td>Minimum Amount of Supervision per Supervisory</td>
<td>5% of total hours</td>
</tr>
</tbody>
</table>

### Practicum

<table>
<thead>
<tr>
<th>Requirement</th>
<th>BCBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of Experience</td>
<td>1000 hours</td>
</tr>
<tr>
<td>Length of Supervisory Period</td>
<td>1 week</td>
</tr>
<tr>
<td>Minimum # of Contacts per Supervisory Period</td>
<td>1 contact</td>
</tr>
<tr>
<td>Minimum Amount of Supervision per Supervisory</td>
<td>7.5% of total hours</td>
</tr>
<tr>
<td>Course Grade</td>
<td>Official documentation reflects a passing grade (C or better) in all experience</td>
</tr>
</tbody>
</table>

### Intensive Practicum

<table>
<thead>
<tr>
<th>Requirement</th>
<th>BCBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of Experience</td>
<td>750 Hours</td>
</tr>
<tr>
<td>Length of Supervisory Period</td>
<td>1 week</td>
</tr>
<tr>
<td>Minimum # of Contacts per Supervisory Period</td>
<td>2 contacts</td>
</tr>
<tr>
<td>Minimum Amount of Supervision per Supervisory</td>
<td>10% of total hours</td>
</tr>
</tbody>
</table>
Accrual of Experience. For all categories, no fewer than 10 hours but no more than 30 hours, including supervision hours, may be accrued per week. Supervisees may accrue experience in only one category per supervisory period.

Combination of Experience Categories. Supervisees may elect to accrue hours in a single category or may combine any 2 or 3 of the categories above to meet the experience requirement, with Practicum having 1½ times the temporal value of Supervised Independent Fieldwork, and Intensive Practicum having 2 times the temporal value of Supervised Independent Fieldwork.

ONSET OF EXPERIENCE: Supervisees may not start accumulating experience hours until they have done all of the following:

- Started qualifying coursework (may begin accruing hours after attending first class meeting)
- Passed the Experience Standards Training Module
- Secured a qualified supervisor

DURATION OF EXPERIENCE: The start and end dates of the experience may not be more than five years apart.

CLIENTS: Any person for whom behavior-analytic services are appropriate may be a client. However, the supervisee may not be the client’s primary caretaker or be related to the client or their primary caretaker. Supervisees must work with multiple clients during the experience period. Also, see the following relevant sections of the BACB Professional and Ethical Compliance Code for Behavior Analysts (Compliance Code): 1.06, 1.07, 2.0, 3.01, 3.04, 3.05, 4.05, 4.0, and 8.06.

ACTIVITIES: The supervisee’s primary focus should be acquiring new behavior-analytic skills related to the BCBA as appropriate. Activities must be consistent with the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article “Some Current Dimensions of Applied Behavior Analysis” published in the Journal of Applied Behavior Analysis. The supervisor will determine if experience activities qualify based on these sources.

Supervisees are strongly encouraged to have multiple experiences (e.g., sites, populations) with multiple supervisors and from each of the areas of activity below.

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Official documentation reflects a passing grade (C or better) in all experience</th>
</tr>
</thead>
</table>
• Conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment);
• Designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs;
• Overseeing the implementation of behavior-analytic programs by others;
• Training, designing behavioral systems, and performance management;
• 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.

Only behavior-analytic activities may be counted toward experience requirements. Non-behavior-analytic job duties may not be counted. 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; service-delivery activities that are not behavior-analytic in nature (e.g., physical management techniques, CPR); 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. Although such activities might be part of any employment or experience scenario, supervisors and supervisees must be sure to count only acceptable behavior-analytic activities toward these experience requirements. For example, coursework assignments such as readings and homework are not acceptable toward these experience standards because they are not directly related to a client program.

Restricted Direct Implementation Activities. At least 50% of the total accrued experience hours must be spent in activities other than direct implementation of behavior-analytic programs. This limitation applies to the supervisee’s entire experience; not to individual supervisory periods.

Unrestricted Activities. Direct implementation does not refer to all time spent working with clients. Rather, it refers to the time spent delivering therapeutic and instructional procedures. Although this time is an important aspect of the experience requirement, it is also essential to provide supervisees with opportunities to perform other activities consistent with these standards. Some examples of acceptable activities that are not limited by the 50% restriction include:

1. Direct Activities (Non-Implementation of Behavior-Analytic Programs)
   • Observation and data collection
   • Observation of others (e.g., implementers, staff, parents)
   • 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
   • Performing behavior-analytic assessments (e.g., functional analysis, stimulus preference assessment)
Indirect Activities (Behavior-Analytic)
- Data graphing and analysis
- Researching the literature related to a specific behavior-analytic program
- Writing and revising behavior-analytic programs

CONTESTED EXPERIENCE

If a supervisee is unable to obtain the signature of a supervisor on the Experience Verification Form or disagrees with the information recorded on the form, the supervisee may submit a request for a Contested Experience by submitting a Contested Experience Form along with all of the following:

a. A copy of the supervisory contract; and
b. Copies of the signed Experience Supervision Forms completed during the experience; and

Emails, letters, or documentation of other correspondence between the supervisor and supervisee regarding the refusal to sign and/or from third parties who observed the supervisory relationship and are able to provide verifiable support of the contested experience; and
d. Documentation of any third-party actions related to the Contested Experience.

Supervisees also must provide the supervisor with copies of the documentation they are submitting to the BACB (unless the supervisor is unreachable) and must include proof of provision of this information to the supervisor (e.g., certified mail receipt along with a letter from the supervisee to the supervisor, forwarded e-mail correspondence). The BACB will attempt to contact the supervisor to confirm receipt of this information and to provide them with an opportunity to address this matter in writing. The supervisor will be asked to provide documentation of dissatisfaction/concerns regarding the experience previously provided to supervisees claiming a Contested Experience.

If the Contested Experience review results in a determination that is unfavorable to the supervisee, then the supervisee will have a right to appeal the determination. Information derived from the review of a Contested Experience may be used in an ethics review in the event that a Notice of Alleged Violation is filed related to the supervised experience. Appeals and disciplinary cases that may be characterized as Contested Experience may be subject to this process.

ABA PROGRAMS POLICIES AND PROCEDURES

Registration

All students will have an advising meeting with their faculty advisor prior to registering. Students are required to register on-line in the SLU banner self-service system after meeting with their advisor. Registration for the spring semester generally takes place in November. Registration for both summer and fall semesters usually takes place in April. New student
registration takes place in August for fall semester. For each registration period, students receive registration information in the ABA e-newsletter or on Banner Self-Service. Students are urged to register early to secure the classes they need. Registration forms, change of registration (add/drop), and student information update forms are located in the Learning Resource Center in Tegeler Hall.

The ABA Programs course schedule and semester time frames do not always follow the University’s graduate school calendar as the programs offer Saturday courses and expanded summer hours.

Advising

Following acceptance to an ABA Program, every new student will discuss course selection with the program coordinator and program director. Shortly after the beginning of the student's first semester, he/she will be assigned to a faculty advisor. Advisors seek to understand the educational and career goals of students and provide assistance and mentoring in course planning, registration, and other academic and career concerns. The School embraces an adult-learner model of advising, with advising meetings often scheduled as requested by the student. However, the student must meet with her/his advisor annually. The ABA Program Director notifies students and faculty advisors of the dates during which registration is to occur. Students then contact their advisors to arrange mutually convenient times to meet. Any later changes in registration (e.g., adding, dropping, or changing courses) also begin by discussing with one's advisor. At any time during the progression through the program, students may request a change of advisor. Requests are submitted in writing to the Director of the ABA Programs.

Graduation

Students planning to graduate must complete an "Application for Degree form" early in the semester in which they plan to graduate. Notices regarding the availability of applications and their due date will be announced in the electronic newsletter, posted, and copies placed in students’ mail folders. This application is required and provides your address for where the diploma should be sent.

Pre-commencement and Commencement Ceremonies

There are pre-commencement and commencement ceremonies held every year in December and May. The pre-commencement ceremonies are held with the College for Public Health and Social Justice prior to the university-wide commencement. Students completing the degree in May or August are invited to the pre-commencement and commencement ceremonies in May or December. Students completing the degree in August and December will also be invited to the December and the following May graduation ceremonies. All ABA students are required to rent a cap, gown, and hood. At the pre-commencement ceremonies, student names will be individually read and they will be “hooded” as is the custom for master’s graduates. Graduation regalia can be rented at the SLU Barnes and Noble bookstore in advance.
Grading Policy

1. The grading system in the ABA Programs for academic courses consists of a 9-point letter grade system: A, A-, B+, B, B-, C+, C, C- and F. The grade point values attached to the letter grades are as follows: 4.0 grade points for each credit of A; 3.7 grade points for each credit of A-; 3.3 grade points for each credit of B+; 3.0 grade points for each credit of B; 2.7 grade points for each credit of B-; 2.3 grade points for each credit of C+; 2.0 grade points for each credit of C; 1.7 grade points for each credit of C- and; 0.0 grade points for each credit of F. Note: Any ABA course not passed with a B (3.0) or greater must be retaken.

2. The grading system for practicum courses and two integrative seminars consist of the grades of P (Pass) and NP (No Pass).

3. The grades of P and NP carry no grade point equivalents and are not calculated in a student's overall grade point average (GPA).

4. A grade of I (Incomplete) is given only in unusual circumstances and at the discretion of the instructor. The student must complete and sign a copy of Form #2 – Petition for Course Extension which states the reason for the incomplete work and specifies the date by which the incomplete coursework will be completed. A grade of I must be replaced by the date specified by the instructor, but no later than one year from the end of the course, or an F or NP grade will be recorded for the course. (Semesters are considered as regular semesters under this provision.)

5. A student with three or more outstanding incompletes may not register for additional academic or practicum courses.

6. A student may withdraw from an academic course with a grade of W before or on the date of the "Last day to withdraw" as specified in the Saint Louis University Schedule of Classes by completing and submitting a Change of Registration form. The deadline for withdrawing from an academic course during the semester is the Friday of the sixth week of classes.

7. Withdrawal from a practicum course any time after the beginning of the semester requires the prior approval of the Director of Field Education. The Director of Field Education shall consult with the student's Field Instructor before deciding whether or not to approve a request to withdraw. Such approval will be given only in cases where there are serious extenuating circumstances.

8. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, a grade of NP will be assigned for that practicum course subject to the review and approval of the Director of Field Education.

9. A student who withdraws may be entitled to a partial refund according to the University's established refund policies for “parts of term” (5746, 5774, 5747, 5748) and “full term” (all other) courses. Students should consult the "Tuition and Refund Schedule” published for each semester. Please click here for the schedule.
10. Cancellation of registration that entitles the student to a tuition refund will be approved by the Director of the ABA Programs only in rare and extraordinary circumstances such as a serious illness or death in the family.

11. Courses in which students earn a grade of B or better need not be repeated. The student may, however, retake the course for the purpose of improving his or her GPA and increasing the probability of passing the Behavior Analysis Certification Board exam to become a Board Certified Behavior Analyst.

12. A student receiving a grade of NP or a grade below a B in a required course or practicum must retake the failed course or practicum. The student, in consultation with the advisor, should complete the "Grade Substitution" form and submit it to the Director of the ABA Programs. If a student receives a grade of NP or a grade below a B in SWRK-ABA 5746, 5747, 5748, 5749, or 5931, ABA 5826, 5827, or 5828, or SWRK 5822, 5823, or 5824, or SWRK-ABA 5820, 5830, 5840 he or she will not be able to advance through the ABA course series until this course is repeated with a passing grade. Further, any student who starts the ABA course sequence and does not complete the first course (due to withdrawal, medical leave of absences, or receipt of an incomplete or failing grade in 5746) may not take any other courses from the ABA program until that course requirement is met. Students who wish to retake the course will fill out a leave of absence form, and must meet with the Program Director before registering for future courses.

13. A student who fails an elective will consult with his/her advisor to select a replacement course. This may be either the same course or an appropriate substitute. The student, in consultation with the advisor, should complete the "Grade Substitution" form and submit it to the Director of the ABA Programs.

14. When a student retakes a course or substitutes a new course, the subsequent grade replaces the former grade for the course for the purpose of computing the GPA required for graduation from the Programs. The original grade, however, will still appear on the transcript and will be calculated into the overall university GPA.

15. A student must maintain a cumulative GPA of 3.00 in all graduate courses and in each required ABA course and do minimally acceptable work (B or better) in all courses in order to be in good academic standing in the ABA Programs of the School of Social Work.

16. A student whose cumulative GPA falls below 3.00 or who receives a grade below a B in a required ABA course or F in any academic course or a grade of NP in a practicum course will automatically be placed on academic probation. Any student on academic probation is not allowed to be enrolled in practicum.

17. A student on academic probation must remove the probation by raising his/her GPA to a minimum of 3.00 or replace an F or NP grade according to the procedures specified above within the next 6 hours of course enrollments or the student will automatically be dismissed from the School.

18. A student who at any point has received any combination of two grades less than a B- or NP shall be dismissed from the ABA Programs. This includes any NP grade or grade below a B- which, for the purpose of computing the grade point average, has been replaced by a subsequent grade as specified in points 8 through 11 above. A student
dismissed for any of the reasons enumerated in this section may file a written appeal with the Director of the School. The appeal should specify the extenuating circumstances that would account for the student's previous performance and provide evidence that the student currently has the ability to successfully complete the program. The appeal must be filed within 15 days of the issuance of the letter of dismissal. The decision of the Director will be final.

19. A student must have at least a 3.00 cumulative GPA in order to graduate.

Switching Degrees within the School of Social Work

Any student wanting to switch degrees (from MSABA to MSWABA or vice versa) must apply as a new student to the new degree program and complete the following steps:

1. A petition to amend degree form, and adhere to all requirements and deadlines for applications and admittance into the new degree program as appropriate, including (but not limited to) interviews, submission of letters of recommendations, transcripts from other institutions, etc.

2. Write a letter to the ABA and MSW program committee explaining why a switch is being requested. The letter should be submitted to the Program Directors of each program at the same time as the new application is submitted. This letter can be used as the writing sample required for application.

3. Transfer credits, if any, from either program to the new program is at the discretion and assessment of the Program Director.

MSABA students wishing to switch degrees must do so before completion of ABA 5748 (Behavior Change and Processes) and/or before completion of the second ABA practicum.

Grievance

Any student enrolled in a School of Social Work course and/or degree program may submit a written grievance to the Director of the School of Social Work. The Director will forward the grievance for review to the Director of ABA Programs or the Student Affairs Committee. A “grievance” is defined as a formal inquiry or complaint requesting a review related to a school policy or procedure, or a situation where the student feels that a faculty or staff member treated them unfairly or unprofessionally. Students are first encouraged to resolve any conflicts with the specific faculty or staff member and any overall program policies with the Director of the ABA programs. For graduate students, any concerns related to grades, harassment, or discrimination may be considered for a written grievance but should also be reported as soon as possible to the Director of ABA Programs.

The Director of ABA Programs or the Chairperson of Student Affairs will meet with students to discuss possible ways to address the situation and/or to encourage the student to write a formal grievance. Once the Director or Chairperson receives and reviews the written grievance then an
individual director or full committee meeting will be convened within five working days with the
student. Advocates will not be allowed for graduate grievance meetings. Following consideration
and review, the committee shall forward a written recommendation on action to the Director of
the ABA Programs or the Director of the School of Social Work for action. Within an additional
five working days, the student shall have a response to their grievance.

If the student and the Department Chair or Program Director cannot reach a satisfactory solution,
the student should convey the complaint to the CPHSJ Associate Dean for Academic Affairs,
either in writing or by personal visit. The Associate Dean for Academic Affairs thereafter will
research the matter, making whatever inquiries are appropriate, and then inform the student of
her findings. The student may appeal to the Dean who has the final decision. If a satisfactory
solution is not reached, then the student may convey the complaint to the Vice President for
Graduate Education in writing or in person. The matter will be reviewed for adherence to
process(es), and the student of will be informed of the findings.

Professional Competence

Professional competence refers to expected behaviors that are required of Saint Louis University
School of Social Work students who are also developing as professionals. Students are expected
to maintain positive and constructive interpersonal communications and relationships with
faculty, students, staff, and persons in practicum agencies. Students are expected to positively
contribute to the academic learning environment within the classroom, school, and in practicum
placements. This includes respecting diversity and not participating in any form of
discriminatory actions. As a student in a professional school, emotional stability is necessary for
practice.

Students enrolled in the Applied Behavior Analyst programs and courses are asked to abide by
the Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior
Analysts (Appendix D).

In addition, a policy on Professional expectations is included on every School of Social Work
course syllabus. The policy is as follows:

Students are expected to demonstrate professionalism in classes. Expectations include:

1. Arriving promptly to class and leaving at the scheduled ending time
2. Preparing thoroughly for each session
3. Participating fully in all classroom activities and discussions
4. Displaying respect for others’ ideas and different styles while offering own points of
   view
5. Turning off all electronic devices (e.g., cell phones and others) during class
6. Displaying respect for professors, as evidenced by following grievance policy
7. Displaying professional behaviors via electronic communication with peers and
   professors outside of classes must also be maintained
In the event that a student is not demonstrating behaviors reflecting professional competence, a faculty member, student, staff person, or practicum instructor can request a professional review with the Chair of the Student Affairs committee. The Chair of the Student Affairs committee will then convene a small group of appropriate faculty to meet with the student. The outcome of the meeting would include any of the following: a discussion with documentation for the student’s file only, professional probation with a contract, or a professional competence dismissal from the program. The overall focus will be strengths and educationally based in order to assist the student in continuing with and achieving success in the programs. The student is able to bring one person as an “advocate” to the meeting, if they desire. Students who are placed on professional probation may not register or complete a practicum until they are no longer on probation. The Student Affairs committee then submits a report with recommendations to the Director of the ABA Programs. The Director of the ABA Programs will then meet with the student and discuss the final decision and provide a written letter or contract. If the student desires to appeal the decision, then a written appeal must be presented to the Director of the School within 10 days of the review meeting or outcome notice being sent.

**Academic Expectations**

Academic expectations include successful completion of all assignments in the courses as well as meeting all requirements for the degree plan. Successful completion is defined as maintaining the necessary grades and GPAs for the degree as well as not having any violations of academic integrity. On every syllabus in the School of Social Work, the academic integrity and honesty policy appears.

Academic Integrity Statement:

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.*

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for existence. They also demean and compromise the activities of teaching, research, health care and community service that are its primary mission. Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. This policy was adopted Spring 2015; to access the full policy including definitions of violations, processes for reporting violations, sanctions, and appeals, please access the full policy at the Academic Affairs website [http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%2006-26-15.pdf](http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%2006-26-15.pdf)

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Catholic, Jesuit institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates academic integrity and honesty. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary
between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would include copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student’s work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accordance with standards and procedures of the school or college through which the course is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

In the event of an academic dishonesty situation, any professor in the ABA Program will report the instance to the Student Affairs Committee (SCA). The Chair of the SAC will convene the faculty of the committee and meet with the student. The meeting will focus as both a learning experience as well as gaining information to assess the situation. It is desired that a plan can be developed to assist the student in future academic success. The student can invite one person as an “advocate” to the academic review meeting. Possible outcomes of the meeting could include an “F” in the course, academic probation, or dismissal from the program. The Student Affairs committee will forward a report with recommendations to the Director of the ABA Programs. The Director of the ABA Programs will make the final decision and meet with the student and provide a letter or contract. Documentation regarding this event will be placed in the student’s academic record. It is shredded upon graduation. The student is able to appeal the decision within 10 days through a written letter to the Director of the School of Social Work.

**Admission Probation**

Students may be admitted on admission probation status if they do not meet or exceed admission criteria as outlined on the ABA Application. Those requirements are:

- Minimal cumulative GPA of 3.0
- Three strong academic and/or professional references
- A thoughtful and well written professional statement
- Employment/volunteer/practicum experiences in human and/or health services
- Leadership potential as an applied behavior analyst
- Personal and professional maturity
The Admission Probation determination is made by the Student Affairs Committee faculty upon referral from the Director of Graduate Recruitment and Admissions. Students are informed of the admission decision through a letter from the Director. Included in the letter is a contract outlining the student’s requirements to fulfill while on admission probation. Typically, probationary students will not exceed registering for six credit hours in one semester and must maintain a 3.0 cumulative GPA in ABA courses and in all graduate courses taken at SLU at all times. The probationary period is over one semester for a total of 6 credit hours. Failure to meet a 3.0 GPA in ABA courses, a 3.0 GPA in all graduate courses taken at SLU, and any other requirement of probation may result in the dismissal from the program. Probationary students are not eligible to plan for practicum until successful completion of their probationary period. The determination is made by the Student Affairs committee after review of the student’s academic performance and consultation with their advisor or instructors at the end of each semester. The student will receive a letter of removal from admission probation or other action from the Director of Graduate Recruitment and Admissions. The student can appeal the decision within 10 days with a written appeal to the Director of the School of Social Work.

**Academic Probation**

If a student’s cumulative GPA falls below a 3.0 in ABA courses and/or all graduate courses, then the Director of ABA Programs shall send a letter of academic probation. Within the next 6 credit hours of coursework, the student needs to show an improvement in grades and raise the GPA to 3.0. While students are on academic probation, they are not eligible to complete a practicum.

**Academic Dismissal**

Students will have an automatic dismissal from the ABA programs for any of the following reasons:

1. If, at any time during the course of study, the student receives two grades below a “B.”
2. If the student fails to move off of academic probation within 6 credit hours.
3. If, by the end of the 4-year limit for completion of degree requirements, the student does not have a 3.0 GPA.
4. If, by the end of the 4-year limit for completion of degree requirements, the student has not completed all required courses.

Dismissal decisions and notification are handled by the Director of ABA Programs. A student may appeal the decision within 10 days by submitting a written letter to the Director of the School of Social Work.

**Withdrawal or Leave of Absence from the Program**

Students planning to withdraw temporarily from the program for one or more semesters should send a letter requesting a leave of absence to the Director of the ABA programs. This letter should stipulate the reasons for the request and the semester in which the student plans to return. Any student who intends to withdraw permanently from the program should also send a letter to the Director indicating this intention. A student who withdraws from two or more courses on
separate occasions, or files for two or more leaves of absences, will be put on academic probation and must present a rationale for program completion to the ABA program committee in writing. Upon review, the committee will determine if the study will continue the program with idiosyncratic accommodations or be dismissed from the program.

**Parental Leave Policy**

The Graduate Student Parental Leave policy is outlined in the 2016-2017 Graduate Catalogue (in the Admission Policies and Procedures section after Matriculation Policies and before Transfer of Credit) posted in the left column of the Graduate Education Website (http://www.slu.edu/Documents/graduate/graduate_education/Graduate_Catalog_2015-16.pdf). At least 60 days prior to the expected due date or adoption, a graduate student who meets eligibility criteria above may apply for a Graduate Student Parental Leave. Parental leaves must be approved by the student’s mentor or advisor, the academic department chair, the appropriate College, School, or Center graduate education faculty administrator (e.g. Associate Dean for Graduate Education), and the Associate Vice President for Graduate Education. The Graduate Student Parental Leave Policy will provide relief of all full-time graduate duties including research, teaching assistant responsibilities, and thesis proposals or defenses for 6 weeks following childbirth or adoption. It is mandatory for graduate students on an approved parental leave to maintain continuous enrollment during the leave period. The nature of the coursework is to be determined in consultation with the advisor. However, given that many ABA courses only last 7 weeks, and that courses must be taken in a specified order, we strongly recommend that students take an online version of the course they will miss while on leave or take a leave of absence from the program and start again the following school year.

**Four-Year Completion of Program Requirement**

All students have four years from their date of entry into the program to complete the program of study. Any student who cannot comply with this requirement and has a legitimate reason for being unable to do so may request an extension. The written request for extension should be approved by the advisor and sent to the Director of the ABA Programs for consideration. The request should explain reasons for an exception to this policy as well as include a detailed timetable for completion of the requirements. The student will be notified in writing by the Director of the ABA Programs of the acceptance or rejection of this request.

**Financial Aid**

The School of Social Work assists students in obtaining financial assistance to help pay for the cost of graduate education. The two most immediate sources of financial aid are the School of Social Work through the Director of Graduate Recruitment and Admissions (314-977-2752) and the University's Office of Student Financial Services, located in Room 121 of DuBourg Hall (314-977-2350).

The School's funds for financial aid are primarily in the form of merit-based scholarships. The School attempts to provide support to as many students as possible. This means that the awards are small but a greater number of students are helped than would be the case if large awards were
made to a few. Partial scholarships are awarded, as funds allow, to students who can demonstrate academic and/or community service merit. In addition, the School has Full and Partial Graduate and Research Assistantships which provide opportunities to work closely with faculty and receive tuition remission. The Full Graduate Assistantships also provide a stipend and student health insurance. Faculty often receive other funding for evaluation projects where students are notified of additional financial support opportunities. Students interested in further information regarding financial aid administered by the School of Social Work are encouraged to consult with the Director of Graduate Recruitment and Admissions, Room 212, Tegeler Hall, Phone: 314-977-2752.

**Criminal Records**

The School of Social Work does not require or conduct criminal background checks on students. Conviction of a criminal offense does not necessitate barring an individual from becoming a behavior analyst or from making a major contribution to society. Applicants for admission to the School of Social Work will be evaluated on the basis of their overall qualifications. Students should be advised, however, that a criminal conviction could prevent him/her from practicing as a behavior analyst in some settings. Questions should be directed to the Behavior Analysis Certification Board’s legal consultant Ms. Bloom at misty@bacb.com or 850-765-0905, extension 105

### OPTIONAL EMERGENCY FUNDS AND RESOURCES

<table>
<thead>
<tr>
<th>Name</th>
<th>About</th>
<th>Qualifying Requirements</th>
<th>Who to contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Student Emergency Loan</strong></td>
<td>The USX Foundation has provided a loan fund to Graduate Education to particularly help its students meet expenses at the beginning of an academic term, for travel to scholarly meetings, or to provide assistance in emergencies. The maximum amount to be borrowed is $1,200, and, if repaid in 90 days, the loan is interest free.</td>
<td>These funds are available on a first-come, first-served basis to classified students who are U.S. citizens and in academic good standing. Ordinarily, these loans will be granted a maximum of three times provided the previous ones have been repaid. Students may contact Graduate Education Office to discuss their options.</td>
<td>Graduate Education Office One North Grand Blvd. DuBourg Hall, Room 420 St. Louis, MO 63103-2907 p: <strong>314-977-2601</strong> e: <a href="mailto:areller2@slu.edu">areller2@slu.edu</a></td>
</tr>
<tr>
<td><strong>Dean’s Emergency Scholarship</strong></td>
<td>This nonrenewable scholarship is for student who can demonstrate a substantial financial need that poses a threat to the completion of coursework.</td>
<td>Consideration will be given to those who have exhausted all other financial aid. Students must be registered for courses by the application deadline. In addition, students should: Have all required official transcripts submitted to SPS Be registered for courses in the term for which you are seeking a scholarship Be able to provide documentation of financial need.</td>
<td>Apply online at: <a href="http://www.slu.edu/school-for-professional-studies/home/tuition-scholarships-and-financial-aid/scholarships-and-financial-aid/sps-scholarships/deans-emergency-scholarship">http://www.slu.edu/school-for-professional-studies/home/tuition-scholarships-and-financial-aid/scholarships-and-financial-aid/sps-scholarships/deans-emergency-scholarship</a> Saint Louis University, DuBourg Hall, Room 121, (314) 977-2350</td>
</tr>
<tr>
<td><strong>Student Emergency Relief Fund</strong></td>
<td>Mission and Ministry and Student Development have established the SLU Student Emergency Relief Fund to serve students who experience emergencies during their time at SLU.</td>
<td>This fund is designed to help any part-time or full-time, undergraduate or graduate student at SLU recover from any single event of unplanned or unexpected catastrophic, life-changing conditions by providing post-incident aftercare in the form of direct reimbursement for basic need expenditures. <em>Examples</em> of qualifying incidents include, but are not strictly limited to, are natural disaster (e.g., flood, tornado, hurricane), 911 emergency (e.g., fire, assault, hate crime, biohazard), loss of family support/relationship, remote location disaster (e.g., terrorist act in another country affecting family members), catastrophic loss of income or employment, sudden life-threatening medical diagnosis. <em>Examples</em> of basic needs include, but are not strictly limited to, are food, clothing, shelter, medication, toiletries and emergency travel. Contact Student Development at 314-977-2226 or Mission and Ministry at 314-977-7065 for further information.</td>
<td></td>
</tr>
<tr>
<td>Scholarship Foundation of St. Louis – EMERGENCY</td>
<td>Students must be a permanent resident of St. Louis City, St. Louis County, Franklin County, Jefferson County or St. Charles County in Missouri for at least 2 years prior to date of application. Student must have no history of loan default or bankruptcy. Requires a minimum GPA of 2.0 in high school or in college coursework.</td>
<td>There is no application deadline for this emergency, interest free loan. Contact: (314) 725-7990</td>
<td></td>
</tr>
<tr>
<td>United Way 2-1-1</td>
<td>A toll-free call to 2-1-1 connects you to a community</td>
<td>United Way 2-1-1 will get you in touch with the resources you need. <a href="http://www.211.org/">http://www.211.org/</a></td>
<td></td>
</tr>
</tbody>
</table>
resource specialist in your area who can get you in touch with local organizations that provide critical services that can improve—and save—lives. need. Some stipulations may apply, call for more details.

United Way of Greater Saint Louis
910 N 11th St
(800) 427-4626 or (314) 421-0700

SAINT LOUIS UNIVERSITY
POLICY ON HARASSMENT

Statement of Principle

Saint Louis University is a Catholic Jesuit institution with a distinctive educational mission and philosophy emphasizing Christian humanism, human dignity, and the development of the total human being. These core values are manifested in the University’s commitment to foster a workplace and learning environment that is free from any form of harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran’s status, or any other characteristics protected by law.

Scope

This policy applies to all faculty, staff and students of Saint Louis University, with the exception of the Saint Louis University at Madrid campus.

Policy

Saint Louis University affirms that harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran’s status, pregnancy, or any other protected classification is detrimental to its mission and values. The University endeavors to take steps reasonably necessary to prevent such behavior from occurring, including providing education and training to faculty, staff, and students as to their rights and responsibilities, informing persons of the appropriate procedures for reporting inappropriate behavior, promptly investigating complaints, and imposing appropriate sanctions.

Amorous relationships that occur in the context of educational or employment supervision and evaluation present serious concerns about the validity of consent. The disparity of power between persons involved in amorous relationships, such as those between a teacher and student, supervisor and subordinate, or senior and junior colleagues in the same department or unit, makes these relationships susceptible to exploitation. Those who abuse their power in such a context violate their duty to the University community.

Anyone who engages in a sexual relationship with a person over whom s/he has any power or authority within the University structure must understand that the validity of the consent may be questioned. In the event of a charge of sexual harassment, the University will give very critical scrutiny to any defense based upon consent when the facts establish that a power differential existed within the relationship.
**Prohibitions**

A. For purposes of this policy, “harassment” means any intentional unwelcomed, unsolicited, and offensive conduct that tends to injure, degrade, disgrace, or show hostility toward a person because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, pregnancy, or any other characteristic protected by law. For purposes of applying this policy, “sexual” harassment includes conduct that is of a sexual nature or related to a person’s gender and may include persons of the same sex.

Harassment is a violation of this policy in any of the following situations:

1. If a person is promised or is given some favorable academic or employment-related action or benefit only if she or he will submit to or tolerate the harassing behavior; or
2. If a person is threatened with or suffers adverse academic or employment-related action because s/he has not submitted to or tolerated the harassing behavior; or
3. If the harassing behavior in question interferes with a person’s work or academic performance, has the purpose or effect of interfering with a person’s status or participation in a university course, program, or activity, is used as a basis for educational or employment decisions, or has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment.

A complaint will be reviewed under the totality of the circumstances to determine whether or not a violation has occurred under A (1)-(3) and the severity of the violation. This will include examining such factors as the nature of the conduct, the context in which the alleged incident(s) occurred, whether the conduct was solicited or invited, and the frequency, severity, and impact of the conduct on the victim. In order to find a violation the conduct must be both objectively unwelcome and offensive to a reasonable person and, in fact, perceived as such by the complaining party.

B. False complaints: Any person who, in bad faith, files a false complaint or provides false information to University officials investigating a complaint shall be deemed to have violated this policy. This is not in any way meant to discourage legitimate complaints or consultation.

C. Retaliation: The University will not tolerate retaliation against any person who in good faith makes a harassment complaint, exercises his/her rights under this policy, or cooperates or participates in any internal or external investigation or proceedings. Retaliation constitutes a violation of this policy.

**Examples**

The following examples are provided so that members of the University community have a better understanding of the general range of behaviors that might constitute harassment in violation of
this policy.

Examples of “harassment” in violation of this policy include the following:

(1) Sexual advances, propositions, flirtations, requests or pressure of any kind for sexual favors under any of the circumstances described by Prohibitions A(1), (2), or (3);

(2) Sexually explicit, graphic, abusive, degrading, intimidating, or offensive jokes, comments, remarks, or gestures, under any of the circumstances described by Prohibitions A(1), (2), or (3).

(3) Physical contact or intimidation under any of the circumstances described by Prohibitions A(1), (2), or (3).

(4) Display, circulation, or communication of any sexually suggestive, explicit, graphic, or offensive objects, pictures, or materials of any kind, under any of the circumstances described by Prohibitions A(1), (2), or (3).

(5) Epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts that relate to sex, race, religion, color, national origin, ancestry, age, physical or mental disability, marital status, pregnancy, sexual orientation, military status, veteran’s status or any other characteristics protected by law, under any of the circumstances described by Prohibitions A(1), (2), or (3).

(6) Placing on walls, bulletin boards, email, or elsewhere on the University’s premises graphic material that shows hostility or aversion to an individual group because of sex, race, religion, color, national origin, ancestry, age, physical or mental disability, marital status, pregnancy, sexual orientation, military status, veteran’s status, or any other characteristics protected by law, under any of the circumstances described by Prohibitions A(1), (2), or (3).

**Confidentiality**

The University recognizes the sensitive nature of harassment complaints. It endeavors within this policy to respect the rights and dignity of all persons involved and to provide a neutral atmosphere in the investigation of complaints and in its efforts to end prohibited behavior. The University endeavors to maintain confidentiality on all matters relating to processing harassment complaints, subject to its need to effectively administer this policy.

**Academic Freedom**

This policy shall be applied in a manner consistent with the University’s provision on academic freedom set forth in The Faculty Manual of Saint Louis University (Section III.H.1).

**Complaints**

Any person who believes that s/he has been subjected to conduct prohibited under this policy may elect to pursue the matter as either an informal or a formal complaint. An informal complaint involves discussion and counseling as the primary means by which conduct may be constructively influenced and resolution reached. A formal complaint may result in disciplinary action against the accused.
Procedures

The following procedures have been developed to receive and investigate harassment complaints. Any person who believes that s/he has been subjected to Prohibited Harassment may elect to pursue the matter as either an informal or formal complaint.

A. Where to Get Help--Informal Complaints

The persons listed below have been designated as the contact person(s) for informal complaints and to provide information and consultation regarding Prohibited Harassment and this policy:

Informal complaints against students involving conduct in the residence halls should be directed to the Resident Assistant, Area Coordinator, or the Director of Housing. All other informal complaints against undergraduate students should be reported to the Assistant Vice President for Student Development/Dean of Students or the Director of Diversity and Affirmative Action. Informal complaints against graduate or professional students should be directed to the Director of Diversity and Affirmative Action or the Dean of the accused’s or the complainant’s School or College. It is recommended that the complainant keep a record of prohibited conduct such as a journal of his/her experiences, reflecting dates, times, places, nature of the incident, and names of any witness(es).

Informal complaints directed against staff employees should be reported to the employee’s immediate supervisor, department head, unit vice president, Vice President for Human Resources, or the Director of Diversity and Affirmative Action.

Informal complaints directed against faculty should be reported to the faculty member’s Chair, Dean, Provost, or the Director of Diversity and Affirmative Action.

All complaints involving persons who are not members of the University community, such as employees of outside vendors, should be reported to the Director of Diversity and Affirmative Action.

The informal complaint may be resolved as follows:

1. The complainant may meet with the accused, discuss the behavior of the accused, and, if appropriate, request that such behavior be stopped;

2. The complainant may meet with the designated contact person to ask that the contact person meet with the accused to discuss the behavior and, if appropriate, ask that the behavior be stopped; or

3. If, after consultation with the designated contact person or after steps under the Informal Complaint process have been taken, the complainant should indicate s/he does not wish the University to take further action on the complaint, the designated contact person shall present “a request for no action” form to the complaining party. The completion of the form is strictly voluntary.
The University administration reserves the right to initiate the Formal Complaint process outlined below depending upon the nature and seriousness of the complaint.

B. Formal Complaints

The Director of Diversity and Affirmative Action (“Director”) is responsible for processing and investigating formal complaints against faculty, staff, and students. All formal complaints should be directed by the complainant or referred by University personnel to the Director. Prior to initiating the investigation, the Director will contact the appropriate Vice President or the Provost to give notice of the complaint and the pending investigation.

In order to screen the complaint and determine if an investigation is warranted, the Director ordinarily will require the complainant to submit a written complaint. The complaint should be signed by the complainant and set forth in writing the particulars relating to the alleged harassment, including the name and position of the accused. The Director will investigate the complaint with assistance from Human Resources or personnel from other appropriate units as needed. Alternatively, the Director may refer the complaint to some other suitable authority for investigation and possible action.

Whenever the Director conducts the investigation the complainant and the accused will be interviewed. The accused will be furnished with a copy of the complaint and will have an opportunity to respond and submit additional information. The Director will interview other witnesses and collect such additional information as the Director deems reasonably necessary to determine whether a violation of this policy did or did not occur. Within a reasonable period of time after commencing the investigation, the Director will submit a report to the appropriate Vice President or the Provost, the accused, and the complaining party outlining the Director’s findings and recommended disciplinary or corrective action.

Within five (5) working days from receipt of the report, the complainant or the accused may file a request for reconsideration with the appropriate Vice President or the Provost by attaching a copy of the Director’s report and stating the specific reasons for setting aside the Director’s findings or recommendations. The Vice President or the Provost will review the record of the investigation conducted by the Director and may seek additional information and consult with the Director or any other person, including the complainant or the accused, as needed. Ordinarily, the Director’s report will be accepted except where the Vice President or the Provost concludes that the findings or the recommended actions are not reasonable or supported by the record. The Vice President or the Provost also may recommend more or less severe disciplinary or other corrective action depending upon the circumstances in any particular case including, but not limited to, the prior employment record of the accused and due consideration for effective enforcement of this policy. After reviewing the Director’s report and any request for reconsideration, the Vice President or the Provost will issue a written decision accepting or rejecting the Director’s report and outlining any disciplinary actions or proceedings that will be initiated. A copy of the decision will be sent to the accused, the complainant, and the Director.
In any instance where the accused is an officer of the University, the Director will consult with the appropriate higher ranking official(s) and a representative of the General Counsel’s Office for direction on administering the complaint.

C. Disciplinary Action

The appropriate Vice President or the Provost is responsible for ultimately determining whether disciplinary action is warranted and invoking the applicable University disciplinary policies and procedures. Potential disciplinary actions implemented under this policy may include but will not be limited to, formal warning, mandatory training and education, transfer, demotion, suspension, probation, or separation from the University, residence hall reassignment, and termination of relationships with outside contractors and vendors. The Vice President or the Provost may take reasonable and necessary interim action until an investigation can be completed or a final disciplinary action can be implemented.

All interim and final disciplinary or corrective action shall be initiated consistent with the specific policies and procedures applicable to faculty, staff, or students depending upon the particular status of the accused. Disciplinary action against undergraduate students will be processed under the Code of Nonacademic Student Discipline and Responsibility contained in the Student Handbook of Saint Louis University. Cases involving disciplinary action against graduate or professional students will be referred to the Dean of the respective School or College for handling under policies and procedures governing Prohibited Harassment or matters relating to the student’s qualifications and fitness to continue in a particular program. Disciplinary action against faculty will be governed by the procedural requirements and standards contained in The Faculty Manual of Saint Louis University. Depending on the nature of the action(s) sought by the University administration, the faculty member may invoke the grievance procedures set out in Section III.I.9.2. of the Faculty Manual, procedures for challenging serious sanctions short of termination set out in Section III.I.8. of the Faculty Manual, or the procedures for challenging termination for cause set out in Section III.I.6. of the Faculty Manual. Any disciplinary action against staff will be implemented consistent with the policies and procedures set forth in the Staff Handbook of Saint Louis University except where otherwise provided for employees who are covered by a collective bargaining agreement.

Communication of Outcome

The University will inform the accused, complainant, and any other persons who have a legitimate need to know of the general outcome of any informal or formal complaint. Disclosure of information involving students shall be subject to any legal requirements including the Family Educational Rights and Privacy Act (FERPA) and the Clery Act.

(Approved 10/30/07)

ABA STUDENT RESOURCES

STUDENT ASSOCIATIONS

The ABA Student Association is also an official student organization within the school and
university. This group has various activities throughout the year. The group is open to all students. If interested in joining, please contact Dr. Alyssa Wilson (alyssa.wilson@slu.edu) who serves as the advisor.

Additional student organizations within the School of Social Work and University are as follows:

Allies for Inclusion—Contact Dr. Karen Myers (karen.myers@slu.edu)

Black Social Work Student Association—Contact Dr. Sabrina Tyuse (sabrina.tyuse@slu.edu)

OneWorld—Contact Mary Shannon (oneworldmagazine@gmail.com)

SLU CORE—Contact Anne Milne (slucore@slu.edu)

Rainbow Alliance—Contact George Theotokatos (rainbow@slu.edu)

Una—esabetta@slu.edu) Visit the organization website for contacts and other information: https://sites.google.com/site/unaslu/

**CAMPUS RESOURCES**

School of Social Work
3550 Lindell Blvd.
St. Louis, MO 63103
314-977-2720
soicalwork.slu.edu

School of Social Work Librarian
Rebecca Hyde
314-977-3106
rebecca.hyde@slu.edu

Graduate Writing Center
PIUS Memorial Library, 503
314-977-3231

Student Health and Counseling Services Marchetti Towers East
314-977-2323

Center for Counseling & Family Therapy
3740 Lindell Blvd.
314-977-2505

Financial Aid Questions
Kristi Richter
314-977-2752
kristi.richter@slu.edu

Student Financial Services
DuBourg Hall, room 121
314-977-2350
Appendix A
COURSE CONTENT VERIFICATION FORM

1. Refer to BACB Eligibility Standards, Task List, and Application FAQs when completing this form. (See sample above.)
2. Course hours may be broken up to meet multiple content requirements but cannot count twice.
3. For each course listed below give course number and course title in column heading; and number of contact hours of instruction for each content area. (1 semester credit = 15 contact hours, 1 quarter credit = 10 contact hours.)
4. For courses listed below that are not part of an approved course sequence, submit the course syllabus or other verifiable evidence of course content, as described on the Application FAQ section of www.BACB.com.
5. Include transcripts showing all courses applied to this requirement with the applicable courses highlighted on the transcripts.
6. Make a notation next to any courses that were not taken on-campus (e.g., “distance course” or “online course”).

<table>
<thead>
<tr>
<th>CONTENT AREA AND REQUIRED NUMBER OF CLASSROOM HOURS</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
<th>Total Hours for content area</th>
</tr>
</thead>
<tbody>
<tr>
<td>(graduate courses must be reflected on transcript; practicum hours do not count unless hours are in-university classroom instruction)</td>
<td># 5746 Title: Principles and Concepts in Behavior Analysis</td>
<td># 5774 Title: Measurement and Experimental Design</td>
<td># 5747 Title: Assessment and Selecting Interventions</td>
<td># 5748 Title: Behavior Change and Processes</td>
<td># 5749 Title: Behavior Change and Ethics</td>
<td># 5931 Title: Special Topics</td>
<td>(Extra hours will be applied toward discretionary)</td>
</tr>
<tr>
<td>Pre-Approved?</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>If no, attach documentation.</td>
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<td>If no, attach documentation.</td>
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</tr>
<tr>
<td>a. 45 hours in ethical and professional conduct</td>
<td></td>
<td></td>
<td>45</td>
<td></td>
<td>45</td>
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<td></td>
</tr>
<tr>
<td>b. 45 hours in concepts and principles of behavior analysis</td>
<td>45</td>
<td></td>
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<tr>
<td>c. 25 hours in measurement (including data analysis)</td>
<td>25</td>
<td></td>
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<td>25</td>
<td></td>
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<tr>
<td>d. 20 hours in experimental design</td>
<td>20</td>
<td></td>
<td></td>
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<td>20</td>
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<td></td>
</tr>
<tr>
<td>e. 30 hours in identification of the problem &amp; assessment</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td></td>
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</tr>
<tr>
<td>f. 45 hours in fundamental elements of behavior change and specific behavior change procedures</td>
<td></td>
<td></td>
<td>45</td>
<td></td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. 10 hours in intervention &amp; behavior change considerations</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. 10 hours in behavior change systems</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. 10 hours in implementation, management, and supervision</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>g. 30 hours Discretionary</td>
<td></td>
<td></td>
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<td>30</td>
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</tr>
<tr>
<td><strong>Total Hours of Instruction for course</strong></td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>270</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section I: The first section, Basic Behavior-Analytic Skills, covers tasks that a practicing behavior analyst will perform with some, but probably not all, clients. These tasks represent basic, commonly used skills and procedures.

A. MEASUREMENT

<table>
<thead>
<tr>
<th>Task Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Measure frequency (i.e., count).</td>
</tr>
<tr>
<td>02 Measure rate (i.e., count per unit time).</td>
</tr>
<tr>
<td>03 Measure duration.</td>
</tr>
<tr>
<td>04 Measure latency.</td>
</tr>
<tr>
<td>05 Measure interresponse time (IRT).</td>
</tr>
<tr>
<td>06 Measure percent of occurrence.</td>
</tr>
<tr>
<td>07 Measure trials to criterion.</td>
</tr>
<tr>
<td>08 Assess and interpret interobserver agreement.</td>
</tr>
<tr>
<td>09 Evaluate the accuracy and reliability of measurement procedures.</td>
</tr>
<tr>
<td>10 Design, plot, and interpret data using equal interval graphs.</td>
</tr>
<tr>
<td>11 Design, plot, and interpret data using a cumulative record to display data.</td>
</tr>
<tr>
<td>12 Design and implement continuous measurement procedures (e.g., event recording).</td>
</tr>
<tr>
<td>13 Design and implement discontinuous measurement procedures (e.g., partial &amp; whole interval, momentary time sampling).</td>
</tr>
<tr>
<td>14 Design and implement choice measures.</td>
</tr>
</tbody>
</table>

B. Experimental Design

<table>
<thead>
<tr>
<th>Task Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Use the dimensions of applied behavior analysis (Baer, Wolf, &amp; Risley, 1968) to evaluate whether interventions are behavior analytic in nature.</td>
</tr>
<tr>
<td>02 Review and interpret articles from the behavior analytic literature.</td>
</tr>
<tr>
<td>03 Systematically arrange independent variables to demonstrate their effects on dependent variables.</td>
</tr>
<tr>
<td>04 Use withdrawal/reversal designs.</td>
</tr>
<tr>
<td>05 Use alternating treatments (i.e., multielement) designs.</td>
</tr>
<tr>
<td>06 Use changing criterion designs.</td>
</tr>
<tr>
<td>07 Use multiple baseline designs.</td>
</tr>
<tr>
<td>08 Use multiple probe designs.</td>
</tr>
<tr>
<td>09 Use combinations of design elements.</td>
</tr>
<tr>
<td>10 Conduct a component analysis to determine the effective components of an intervention package.</td>
</tr>
<tr>
<td>11 Conduct a parametric analysis to determine the effective values of an independent variable.</td>
</tr>
</tbody>
</table>
C. Behavior-Change Considerations

**Task Item**

<table>
<thead>
<tr>
<th>Task Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 State and plan for the possible unwanted effects of reinforcement.</td>
</tr>
<tr>
<td>02 State and plan for the possible unwanted effects of punishment.</td>
</tr>
<tr>
<td>03 State and plan for the possible unwanted effects of extinction.</td>
</tr>
</tbody>
</table>

D. Fundamental Elements of Behavior Change

**Task Item**

<table>
<thead>
<tr>
<th>Task Item</th>
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</thead>
<tbody>
<tr>
<td>01 Use positive and negative reinforcement.</td>
</tr>
<tr>
<td>02 Use appropriate parameters and schedules of reinforcement.</td>
</tr>
<tr>
<td>03 Use prompts and prompt fading.</td>
</tr>
<tr>
<td>04 Use modeling and imitation training.</td>
</tr>
<tr>
<td>05 Use shaping.</td>
</tr>
<tr>
<td>06 Use chaining.</td>
</tr>
<tr>
<td>07 Conduct task analyses.</td>
</tr>
<tr>
<td>08 Use discrete trial and free operant arrangements.</td>
</tr>
<tr>
<td>09 Use the verbal operants as a basis for language assessment.</td>
</tr>
<tr>
<td>10 Use echoic training.</td>
</tr>
<tr>
<td>11 Use mand training.</td>
</tr>
<tr>
<td>12 Use tact training.</td>
</tr>
<tr>
<td>13 Use intraverbal training.</td>
</tr>
<tr>
<td>14 Use listener training.</td>
</tr>
<tr>
<td>15 Identify punishers.</td>
</tr>
<tr>
<td>16 Use positive and negative punishment.</td>
</tr>
<tr>
<td>17 Use appropriate parameters and schedules of punishment.</td>
</tr>
<tr>
<td>18 Use extinction.</td>
</tr>
<tr>
<td>19 Use combinations of reinforcement with punishment and extinction.</td>
</tr>
<tr>
<td>20 Use response independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement).</td>
</tr>
<tr>
<td>21 Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH).</td>
</tr>
</tbody>
</table>

E. Specific Behavior-Change Procedures

**Task Item**

<table>
<thead>
<tr>
<th>Task Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli.</td>
</tr>
<tr>
<td>02 Use discrimination training procedures.</td>
</tr>
<tr>
<td>03 Use instructions and rules.</td>
</tr>
<tr>
<td>04 Use contingency contracting (i.e., behavioral contracts).</td>
</tr>
<tr>
<td>05 Use independent, interdependent, and dependent group contingencies.</td>
</tr>
<tr>
<td>06 Use stimulus equivalence procedures.</td>
</tr>
<tr>
<td>07 Plan for behavioral contrast effects.</td>
</tr>
<tr>
<td>08 Use the matching law and recognize factors influencing choice.</td>
</tr>
<tr>
<td>09 Arrange high probability request sequences.</td>
</tr>
<tr>
<td>10 Use the Premack principle.</td>
</tr>
<tr>
<td>11 Use pairing procedures to establish new conditioned reinforcers and punishers.</td>
</tr>
</tbody>
</table>
Section II: The second section, Client-Centered Responsibilities, includes tasks related to working with all clients and they should apply in most applied situations.

### F. Behavior-Change Systems

**Task Item**

<table>
<thead>
<tr>
<th>Task Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Use self-management strategies.</td>
</tr>
<tr>
<td>02 Use token economies and other conditioned reinforcement systems.</td>
</tr>
<tr>
<td>03 Use Direct Instruction.</td>
</tr>
<tr>
<td>04 Use precision teaching.</td>
</tr>
<tr>
<td>05 Use personalized systems of instruction (PSI).</td>
</tr>
<tr>
<td>06 Use incidental teaching.</td>
</tr>
<tr>
<td>07 Use functional communication training.</td>
</tr>
<tr>
<td>08 Use augmentative communication systems.</td>
</tr>
</tbody>
</table>

### G. Identification of the Problem

**Task Item**

<table>
<thead>
<tr>
<th>Task Item</th>
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<tbody>
<tr>
<td>01 Review records and available data at the outset of the case.</td>
</tr>
<tr>
<td>02 Consider biological/medical variables that may be affecting the client.</td>
</tr>
<tr>
<td>03 Conduct a preliminary assessment of the client in order to identify the referral problem.</td>
</tr>
<tr>
<td>04 Explain behavioral concepts using nontechnical language.</td>
</tr>
<tr>
<td>05 Describe and explain behavior, including private events, in behavior analytic (nonmentalistic) terms.</td>
</tr>
<tr>
<td>06 Provide behavior analytic services in collaboration with others who support and/or provide services to one’s clients.</td>
</tr>
<tr>
<td>07 Practice within one’s limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary.</td>
</tr>
<tr>
<td>08 Identify and make environmental changes that reduce the need for behavior analysis services</td>
</tr>
</tbody>
</table>

### H. Measurement

**Task Item**

<table>
<thead>
<tr>
<th>Task Item</th>
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<tbody>
<tr>
<td>01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.</td>
</tr>
<tr>
<td>02 Select a schedule of observation and recording periods.</td>
</tr>
<tr>
<td>03 Select a data display that effectively communicates relevant quantitative relations.</td>
</tr>
<tr>
<td>04 Evaluate changes in level, trend, and variability.</td>
</tr>
<tr>
<td>05 Evaluate temporal relations between observed variables (within &amp; between sessions, time series).</td>
</tr>
</tbody>
</table>

### I. Assessment

**Task Item**

<table>
<thead>
<tr>
<th>Task Item</th>
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</thead>
<tbody>
<tr>
<td>01 Define behavior in observable and measurable terms.</td>
</tr>
<tr>
<td>02 Define environmental variables in observable and measurable terms.</td>
</tr>
<tr>
<td>Task Item</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>03 Design and implement individualized behavioral assessment procedures.</td>
</tr>
<tr>
<td>04 Design and implement the full range of functional assessment procedures.</td>
</tr>
<tr>
<td>05 Organize, analyze, and interpret observed data.</td>
</tr>
<tr>
<td>06 Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.</td>
</tr>
<tr>
<td>07 Design and conduct preference assessments to identify putative reinforcers</td>
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</tbody>
</table>

### J. Intervention

<table>
<thead>
<tr>
<th>Task Item</th>
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<tbody>
<tr>
<td>01 State intervention goals in observable and measurable terms.</td>
</tr>
<tr>
<td>02 Identify potential interventions based on assessment results and the best available scientific evidence.</td>
</tr>
<tr>
<td>03 Select intervention strategies based on task analysis.</td>
</tr>
<tr>
<td>04 Select intervention strategies based on client preferences.</td>
</tr>
<tr>
<td>05 Select intervention strategies based on the client’s current repertoires.</td>
</tr>
<tr>
<td>06 Select intervention strategies based on supporting environments.</td>
</tr>
<tr>
<td>07 Select intervention strategies based on environmental and resource constraints.</td>
</tr>
<tr>
<td>08 Select intervention strategies based on the social validity of the intervention.</td>
</tr>
<tr>
<td>09 Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.</td>
</tr>
<tr>
<td>10 When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.</td>
</tr>
<tr>
<td>11 Program for stimulus and response generalization.</td>
</tr>
<tr>
<td>12 Program for maintenance.</td>
</tr>
<tr>
<td>13 Select behavioral cusps as goals for intervention when appropriate.</td>
</tr>
<tr>
<td>14 Arrange instructional procedures to promote generative learning (i.e., derived relations).</td>
</tr>
<tr>
<td>15 Base decision making on data displayed in various formats.</td>
</tr>
</tbody>
</table>

### K. Implementation, Management, and Supervision

<table>
<thead>
<tr>
<th>Task Item</th>
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<tbody>
<tr>
<td>01 Provide for ongoing documentation of behavioral services.</td>
</tr>
<tr>
<td>02 Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.</td>
</tr>
<tr>
<td>03 Design and use competency based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.</td>
</tr>
<tr>
<td>04 Design and use effective performance monitoring and reinforcement systems.</td>
</tr>
<tr>
<td>05 Design and use systems for monitoring procedural integrity.</td>
</tr>
<tr>
<td>06 Provide supervision for behavior change agents.</td>
</tr>
<tr>
<td>07 Evaluate the effectiveness of the behavioral program.</td>
</tr>
<tr>
<td>08 Establish support for behavior analytic services from direct and indirect consumers.</td>
</tr>
<tr>
<td>09 Secure the support of others to maintain the client’s behavioral repertoires in their natural environments.</td>
</tr>
<tr>
<td>10 Arrange for the orderly termination of services when they are no longer required</td>
</tr>
</tbody>
</table>
Section III: The third section, Foundational Knowledge, covers concepts that should have been mastered prior to entering practice as a behavior analyst. The topics listed in this section are not tasks that a practitioner would perform; instead, they are basic concepts that must be understood in order to perform the tasks included in the first two sections.

<table>
<thead>
<tr>
<th>Explain and behave in accordance with the philosophical assumptions of behavior analysis</th>
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<tbody>
<tr>
<td>FK-01 Lawfulness of behavior</td>
</tr>
<tr>
<td>FK-02 Selectionism (phylogenetic, ontogenic, cultural)</td>
</tr>
<tr>
<td>FK-03 Determinism</td>
</tr>
<tr>
<td>FK-04 Empiricism</td>
</tr>
<tr>
<td>FK-05 Parsimony</td>
</tr>
<tr>
<td>FK-06 Pragmatism</td>
</tr>
<tr>
<td>FK-07 Environmental (as opposed to mentalistic) explanations of behavior</td>
</tr>
<tr>
<td>FK-08 Distinguish between radical and methodological behaviorism.</td>
</tr>
<tr>
<td>FK-09 Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Define and provide examples of</th>
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</thead>
<tbody>
<tr>
<td>FK-10 behavior, response, response class</td>
</tr>
<tr>
<td>FK-11 environment, stimulus, stimulus class</td>
</tr>
<tr>
<td>FK-12 stimulus equivalence</td>
</tr>
<tr>
<td>FK-13 reflexive relations (US-UR)</td>
</tr>
<tr>
<td>FK-14 respondent conditioning (CS-CR)</td>
</tr>
<tr>
<td>FK-15 operant conditioning</td>
</tr>
<tr>
<td>FK-16 respondent-operant interactions</td>
</tr>
<tr>
<td>FK-17 unconditioned reinforcement</td>
</tr>
<tr>
<td>FK-18 conditioned reinforcement</td>
</tr>
<tr>
<td>FK-19 unconditioned punishment</td>
</tr>
<tr>
<td>FK-20 conditioned punishment</td>
</tr>
<tr>
<td>FK-21 schedules of reinforcement and punishment</td>
</tr>
<tr>
<td>FK-22 extinction</td>
</tr>
<tr>
<td>FK-23 automatic reinforcement and punishment</td>
</tr>
<tr>
<td>FK-24 stimulus control</td>
</tr>
<tr>
<td>FK-25 multiple functions of a single stimulus</td>
</tr>
<tr>
<td>FK-26 unconditioned motivating operations</td>
</tr>
<tr>
<td>FK-27 conditioned motivating operations</td>
</tr>
<tr>
<td>FK-28 transitive, reflexive, surrogate motivating operations</td>
</tr>
<tr>
<td>FK-29 distinguish between the discriminative stimulus and the motivating operation</td>
</tr>
<tr>
<td>FK-30 distinguish between motivating operation and reinforcement effects</td>
</tr>
<tr>
<td>FK-31 behavioral contingencies</td>
</tr>
<tr>
<td>FK-32 contiguity</td>
</tr>
<tr>
<td>FK-33 functional relations</td>
</tr>
<tr>
<td>FK-34 conditional discriminations</td>
</tr>
<tr>
<td>FK-35 stimulus discrimination</td>
</tr>
<tr>
<td>FK-36 response generalization</td>
</tr>
<tr>
<td>FK-37 stimulus generalization</td>
</tr>
<tr>
<td>FK-38 behavioral contrast</td>
</tr>
<tr>
<td>FK-39 behavioral momentum</td>
</tr>
<tr>
<td>FK-40 matching law</td>
</tr>
<tr>
<td>FK-41 contingency-shaped behavior</td>
</tr>
<tr>
<td>FK-42 rule-governed behavior</td>
</tr>
<tr>
<td><strong>Distinguish between the verbal operants</strong></td>
</tr>
<tr>
<td>FK-43 Echoics</td>
</tr>
<tr>
<td>FK-44 Mands</td>
</tr>
<tr>
<td>FK-45 Tacts</td>
</tr>
<tr>
<td>FK-46 Intraverbals</td>
</tr>
<tr>
<td><strong>Measurement Concepts</strong></td>
</tr>
<tr>
<td>FK-47 Identify the measurable dimensions of behavior (e.g., rate, duration, latency, interresponse time).</td>
</tr>
<tr>
<td>FK-48 State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures (e.g., partial- and whole-interval recording, Momentary time sampling).</td>
</tr>
</tbody>
</table>
Appendix C

BACB Experience Supervision Form

This form (or equivalent) must be completed at least once during each supervisory period.

Supervisee: ___________________________  Supervisor(s): ___________________________

Supervisory Meeting Date(s) & Duration(s): ___________________________

Supervisory Meeting Format (check all that apply):  ______ individual  ______ group

This document covers the supervisory period from ______/_____/______ to ______/_____/______

Type of Experience (check one):  _____ Supervised Independent Fieldwork  _____ Practicum  _____ Intensive Practicum

Experience Hours Accumulated During This Supervisory Period (complete all lines)

A) Number of independent experience hours accumulated (excluding time spent with supervisor): ______
B) Number of individual supervision hours accumulated: ______
C) Number of small-group supervision hours accumulated: ______
D) Total experience hours accumulated (add lines A through C): ______

Of the hours listed above, state the number spent in direct implementation of behavior-analytic programs: ______

Characteristics of Supervision Conducted During This Supervisory Period (check all that apply)

______ BACB Task List skills covered (list Task numbers): ___________________________
______ Specific client(s) discussed
______ Client privacy protected
______ Observation of supervisee (video)
______ Observation of supervisee (in-person)
______ Supervisory discussion & feedback (in-person)
______ Supervisory discussion & feedback (remote)
______ Readings: ___________________________

Evaluation of Supervisee Performance:

<table>
<thead>
<tr>
<th></th>
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<th>N</th>
<th>I</th>
<th>U</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrives on time for supervision</td>
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<tr>
<td>Maintains professional and courteous interactions with:</td>
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<tr>
<td>- Clients/consumers</td>
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<tr>
<td>- Other service providers</td>
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<tr>
<td>- Coworkers</td>
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<tr>
<td>Maintains appropriate attire &amp; demeanor</td>
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<tr>
<td>Initiates professional self-improvement</td>
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<tr>
<td>Accepts supervisory feedback appropriately</td>
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<tr>
<td>Seeks supervision appropriately</td>
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<td>Timely submission of written reports</td>
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<td>Communicates effectively</td>
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<tr>
<td>Written</td>
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<tr>
<td>Oral</td>
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<tr>
<td>Demonstrates appropriate sensitivity to nonbehavioral providers</td>
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<tr>
<td>Supervises self-detects personal limitations</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Supervises self-detects professional limitations</td>
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<td></td>
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<tr>
<td>Acquisition of target behavior-analytic skills</td>
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</tr>
</tbody>
</table>

Overall evaluation of supervisee performance during this period (circle one):  S  N  I  U

Supervisee signature: ___________________________ Date: ___________________________

Supervisor signature: ___________________________ Date: ___________________________

TO BE COMPLETED DURING EACH SUPERVISORY PERIOD – BACKDATED FORMS ARE NOT ACCEPTABLE
DO NOT SUBMIT THIS FORM TO THE BACB WITH THE EXAM APPLICATION
SUPERVISOR AND SUPERVISEE MUST EACH RETAIN A COPY OF THIS FORM FOR AT LEAST 7 YEARS FROM THE DATE OF THE LAST SUPERVISION MEETING

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BACB Experience Verification Form

SECTION A

Use one form per experience. Applicants may accrue only one type of experience at a time.

Applicant’s Name: __________________________

Date Applicant Completed the Experience Standards Training Module at www.BACB.com: __________

Experience Hours Accumulated (complete all three lines):

A) Number of independent experience hours accumulated (excluding time spent with supervisor): ______

B) Number of supervision hours accumulated: ______

C) Total experience hours accumulated (add lines A and B): ______

Of the hours listed above, state the number spent in direct implementation of behavior-analytic programs: ______

Experience Type Obtained (check only one):

☐ Supervised Independent Fieldwork

☐ BACB Verified University Practicum (transcript must show passing grade in verified courses)

☐ BACB Verified University Intensive Practicum (transcript must show passing grade in verified courses)

Experience Time-Frame:

Starting date (MM/DD/YYYY) __/__/____ - Ending date (MM/DD/YYYY) __/__/____
(Must NOT be prior to April 1, 2005) (Indicate specific date; do not write “present”)

Supervisor’s Name: __________________________

Date Supervisor Completed the Supervisor Training Requirements: __________________________

Supervisor’s Title: __________________________ Telephone: __________________________

Experience Setting: __________________________ City: __________________________ State/Country: __________________________

SECTION B

Must be completed by supervisor

By signing below, I hereby attest that:

• The applicant completed the experience as specified in this policy document under my supervision and in compliance with all of the stated requirements.

• I am the responsible supervisor designated in the supervision contract with this supervisee.

• During the applicant's experience I was:
  o a Board Certified Behavior Analyst # __________________________: OR
  o a BACB authorized supervisor for Practicum or Intensive Practicum experience within VCS # ______________._I was authorized by the BACB on __________: OR
  o a licensed or registered psychologist certified by the American Board of Professional Psychology in Behavioral and Cognitive Psychology who was tested in Applied Behavior Analysis, license/registration # __________________________

Supervisor: By signing below, you attest that ALL of the information contained on this Experience Verification Form is true and correct to the best of your knowledge.

Printed Name of Supervisor: __________________________

Signature: __________________________ Date: __________

This document must bear the original signature of the supervisor. Photocopies, faxed, or emailed copies of this document will not be accepted. Original documents that have been altered (white-out, strike-through, etc.) will not be accepted. Incomplete documents will not be accepted.
Appendix D
BACB ETHICAL COMPLIANCE CODE FOR BEHAVIOR ANALYSTS