



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Fall

Course Prefix: AUTS

Course Title: Autism Seminar

Year: 2025

Course and Section #: 482R - 001

Credits: 1

Course Description

Provides a generalist base for autism practice in a weekly seminar. Integrates classroom learning with learning that takes place in the on-site field practicum. This course should be completed in the first semester of your internship. students should be enrolled in AUTS 481R concurrently. May be graded credit/no credit.

Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Partrick Mallory

Student Learning Outcomes

1. Demonstrate competency in the Behavior Analyst Certification Board (BACB) Fifth Edition Task List.
 2. Identify gaps in service delivery systems and the ability to advocate for programs and policies to meet unmet needs.
 3. Identify evidence-based strategies for training and performance management.
 4. Use research findings to guide intervention and treatment strategies conforming to regulatory and licensing requirements.
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Course Materials and Texts

1. The Supervisor's Guidebook Evidence-based strategies for promoting work quality and Enjoyment Among Human Service Staff by Dennis H. Reid, Marsha B. Parsons, and Carolyn W. Green ISBN-13: 978-0398093600
2. Websites – www.bacb.com

Course Requirements

Course Assignments, Assessments, and Grading Policy

70– 100	Credit
0-69	No Credit

Class Attendance: Students are expected to attend all class sessions. Attendance will be taken each class period (5 pts). The instructor will provide questions to answer for each of the weekly attendance assignments. If you are over 10 minutes late, you will not receive credit for the day. In the event of an absence due to a legitimate reason beyond the student's control, students are responsible for obtaining class announcements, notes, and handouts from other students in a class for the missed class session. Please know that this class will not be recorded due to the confidentiality of the topics discussed. This course is a required course of the BCaBA-verified course sequence. Students cannot miss more than one class and still pass the course. Please let me know if you are going to miss class. This is a credit/no-credit class. Students must maintain a 70% or above to receive credit.

Reading Assignments (10pts each): Each week, there will be a reading assignment and a summary of what you have read. Summaries should be at most one page double-spaced. Enough information should be provided so that you read the material clearly and not just the boldfaced and bulleted information.

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Overview of paper work for AUTs 481R

BACB Ethical Compliance Code for Behavior Analyst Podcast 16 and Podcast 18

- History of the BACB Ethical Compliance codes, and recent changes to the code

Chapter 1 and 2 Dennis H. Reid, Marsha B. Parsons, and Carolyn W. Green

- Importance of staff supervisions and ethical considerations during supervision
- Evidence- based supervision protocol

Chapter 3 Dennis H. Reid, Marsha B. Parsons, and Carolyn W. Green

- Delegating task, collaborating with others, Specifying work responsibilities in an observable measurable way

Chapter 4 Dennis H. Reid, Marsha B. Parsons, and Carolyn W. Green

- Developing staff goals, training staff in a group, training staff using behavior skills training

Zoning a Classroom podcast by Christina Reeves

- Setting up zones in a classroom or work environment so each staff member knows who they are are working with and the expectations.
- Setting up zones to allow for training during the workday

Chapter 4 Dennis H. Reid, Marsha B. Parsons, and Carolyn W. Green

- Behavior Skills training – instruction, model, rehearse, feedback repeated practice

Chapter 5 Dennis H. Reid, Marsha B. Parsons, and Carolyn W. Green

- Importance of feedback, creating staff data sheets to monitor staff performance, power of positive feedback, evidence-based practice in feedback (feedback sandwich)

Chapter 6 – Providing Corrective Feedback

- Misconceptions about feedback, active listening, specifying what staff performed in correctly

Chapter 8 – Correcting nonproficient work performance

- Prerequisites for corrective feedback, building rapport with staff, incapability of performing duties, ADA

Brodhead M. T. (2015). Maintaining Professional Relationships in an Interdisciplinary Setting: Strategies for Navigating Nonbehavioral Treatment Recommendations for Individuals with Autism. *Behavior analysis in practice*, (1), 70–78

- Review of job descriptions for SLP, OT, PT, ABA and teachers, evidence based process for looking at non behavior interventions

Broadhead, Quigley, Wilczynski 2018

- Attending webinar, conferences, review of peer reviewed journals in our field,

Fong, E. H., Catagnus, R. M., Brodhead, M. T., Quigley, S., & Field, S.

- Cultural responsiveness,- compassionate care in the field of ABA
- Considering cultural factors in assessments and intervention to better serve individuals
- Behavior analysts to understand their own cultural values and those of their clients, and become more culturally aware in everyday practice especially when working in homes

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses, or interviews assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

AI is very useful for a lot of activities; however it pulls from a variety of sources of which may not include correct information. When checking it against information in this course, it often came up as incorrect. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

New AI tools are available for free with your UVU account! Through Edge and Bing Chat Enterprise (also known as Copilot), you can access ChatGPT-4 and DALL-E 3 at no cost. Just visit bing.com/chat and sign in with your UVU credentials.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.