

**FALL 2025 SYLLABUS FOR EAB 4930 - ADVANCED SEMINAR IN BEHAVIOR ANALYSIS:
PROFESSIONAL DEVELOPMENT AND ETHICS IN BEHAVIOR ANALYSIS**

Instructor: Dr. Faris R. Kronfli

Section Number: 3G61

Class Meeting Time and Place: Tuesdays 10:40-11:30 AM; Thursdays 10:40 -12:35; PSY 151

Office Hours and Location: Tuesdays 11:30-12:30; PSY 311N

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Course Description

This is a course on methodology, professional issues, and ethics in behavior analysis, designed to give advanced undergraduate students insight/experience into the practice of behavior analysis.

The class will have a focus on:

1. Practical skills required for practicing and conducting research in behavior analysis.
2. Ethics of behavior analytic practice, as outlined in the Ethics Code for Behavior Analysts.

It is designed to impart the “how” to complement the “why” students have contacted in prior applied behavior analysis classes. Students will a) contact and discuss readings describing essential elements of behavior analytic practice and b) complete exercises designed to teach, and permit demonstration of, critical behavior analysis skills.

Course Objectives

By the end of the semester, students will be able to:

1. Demonstrate critical skills through readings and completion of guided exercises related to observing and measuring behavior and behavior change.
2. Demonstrate critical skills through readings and completion of guided exercises related assessing behavioral deficits, behavioral excesses, and identification of reinforcing stimuli.
3. Understand, interpret, and discuss ethical considerations for practice and research in behavior analysis.

Course Material

Course materials consist of book chapters, articles, and video material selected to provide instruction on specific aspects of behavior-analytic practice. All materials will be made available by the instructor and posted on the Canvas website. Please check the site frequently, as we periodically substitute readings with another that we consider more instructive. All substitutes will be announced at least a week in advance.

Weekly Course Format

The course is scheduled for Tuesdays (1-hr block) and Thursdays (2-hr block). Most weeks, the meeting will include some combination of:

First Class of Each Topic:

1. A lecture and question/answer session led by Dr. Kronfli about the assigned topic.
2. A review and discussion of the reading(s) assigned for that week.

3. A description of instructions and expectations for that week's activity.

Second Class of Each Topic:

The second class will be devoted to the completion of that week's activity. You will spend about 1-2 hours per week engaged in skill-building activities.

Attendance and Make-up Work

Class attendance is expected. Missed assignments can be made up if you missed class:

1. Because of a university-sanctioned event or
2. Because of an emergency, illness, or other unavoidable event.

In either case, documentation is required. Requirements for attendance, make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grading

1. **Activities (100 points).** In most weeks, you will be required to submit a 1–2-page paper related to critical skills. There will be a total of 11 assignments, each worth 10 points towards your total grade. However, only your top 10 scores will count. I will provide a rubric for completing each assignment and review this during the description.
2. **Exams (90 Points):** Three, non-cumulative, exams are scheduled. Each is worth 30 points and will consist of multiple choice, true-false, matching, and short answer items. Questions will be based both on the readings and lectures for each unit until that point in the semester. I will provide a detailed study guide at least one week in advance of each exam.

3. Grading Scheme Points Needed

93% +	= A	176+
90-92%	= A-	171-175
87-89%	= B+	165-170
83-86%	= B	157-164
80-82%	= B-	152-156
77-79%	= C+	146-151
73-76%	= C	138-145
70-72%	= C-	133-137
67-69%	= D+	127-132
63-66%	= D	119-126
60-62%	= D-	114-118
59% and below	= Fail	113 or less

See current UF grading policies at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

UF Policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#).

Date	In-Class Topic/Assignment	Activity
Unit 1: Observation, Measurement, and Experimental Design		
August 21 Introduction	Introduction and Overview <ul style="list-style-type: none"> Syllabus Review & Rationale 	
August 26 (No Class on August 28) Measurement 1	Operational Definitions, Observation, and Measurement <ul style="list-style-type: none"> <i>Kahng et al. (2011)</i> Format/Instructions for outside activity. 	<ol style="list-style-type: none"> Watch session and take behavior data. Compare duration, whole-interval, partial-interval, and momentary time sampling. Submit one-page paper describing your results
September 2/4 Measurement 2	Designs for Evaluating Intervention Effects <ul style="list-style-type: none"> <i>Roane et al. (2011). Single-Case Experimental Designs</i> Format/Instructions for outside activity 	<ol style="list-style-type: none"> Review raw data provided to you. Create an ABAB design graph based on these data in Excel (instructions will be provided) Submit a 1-page paper depicting the graph and describing the results
September 9/11 Measurement 4	Visual Analysis and Interpretation of Behavioral Data <ul style="list-style-type: none"> <i>Bourret & Pietras (2013)</i> Format/Instructions for outside activity 	<ol style="list-style-type: none"> Review four single-case graphs that I will send you. Submit 1-page reactions to these 4 graphs in which you discuss each of 5 criteria emphasized in class.
September 16 (No Class on September 18) Review and Exam 1	<ul style="list-style-type: none"> Exam review session Exam 1 	
Unit 2: Assessment		
September 23/25 Assessment 1	Descriptive Assessment of Challenging Behavior <ul style="list-style-type: none"> <i>Thompson and Borrero (2011)</i> <i>Thompson and Iwata (2007)</i> Format/Instructions for activity 	<ol style="list-style-type: none"> Watch observation session Collect ABC data. Submit one-page paper describing results, including graph, describing the results.
September 30/October 2 Assessment 2	Preference and Reinforcer Assessment <ul style="list-style-type: none"> <i>Johnson and Graff (2023)</i> Format/Instructions for activity 	<ol style="list-style-type: none"> Develop data sheet. Conduct a role-played preference assessment with a confederate and take a video. Submit the video along with a graph displaying preference hierarchy

October 7/9 Assessment 3	<p>Assessment of Functional Skills I: Adaptive Skills Assessment and Task Analysis</p> <ul style="list-style-type: none"> • <i>Najdowski et al. (2014, pages 179-192)</i> • <i>Cooper et al. (2008, pages 437-441)</i> • <i>Szidon and Franzone (2009)</i> • Format/Instructions for activity 	<ol style="list-style-type: none"> 1. Select an adaptive skill task. 2. Develop a task analysis and a task mastery assessment sheet for the skill.
October 14/16 Assessment 4	<p>Assessment of Functional Skills II: Language Assessment and Performance Diagnostics</p> <ul style="list-style-type: none"> • <i>Bondy & Frost (2006)</i> • <i>Pampino et al. (2004)</i> 	<ol style="list-style-type: none"> 1. Find a confederate that displays dissatisfaction or poor performance in some aspect of their work or school related activity. 2. Complete a Performance Diagnostic Checklist. 3. Submit a one-page paper describing the assessment results and the recommended intervention.
October 21/23 Review and Exam 2	<ul style="list-style-type: none"> • Exam review session • Exam 2 	
Unit 3: Ethics for Behavior Analysts		
October 28/30 Ethics 1	<p>Behavior Analysis Ethics Code</p> <ul style="list-style-type: none"> • Ethics Code for Behavior Analysts, Introduction and Section 1 (Responsibility as a Professional) • <i>Rosenberg & Schwartz (2019)</i> • Format/Instructions for outside activity 	<ol style="list-style-type: none"> 1. Review an ethics case (provided to you) 2. Write one-page paper on ethics cases
November 4/6 Ethics 2	<p>Behavior Analysis Ethics Code</p> <ul style="list-style-type: none"> • Ethics Code for Behavior Analysts, Sections 2 (Responsibilities in Practice) and 3 (Responsibilities to Clients and Stakeholders) • <i>Van Houten et al. (1988)</i> 	<ol style="list-style-type: none"> 1. Review an ethics case (provided to you) 2. Write one-page paper on ethics cases
November 13 Ethics 3	<p>Behavior Analysis Ethics Code</p> <ul style="list-style-type: none"> • Ethics Code for Behavior Analysts, Sections 4 (Responsibilities to Supervisees and Trainees) and 	<ol style="list-style-type: none"> 1. Search the web for violations of Section 5 2. Submit 1-page paper with: <ul style="list-style-type: none"> • Relevant web image

	<p>5 (Responsibility in Public Statements)</p> <ul style="list-style-type: none"> • <i>Sellers et al. (2016)</i> 	<ul style="list-style-type: none"> • Specifies what code element is violated. • Describes what part of the image is in violation of the code element
November 18/20 Ethics 4	<p>Behavior Analysis Ethics Code</p> <ul style="list-style-type: none"> • Ethics Code for Behavior Analysts, Section 6 (Responsibility in Research) • <i>The Belmont Report</i> • Exam review session 	<ul style="list-style-type: none"> • Review an ethics case (provided to you) • Write one-page paper on ethics cases
December 2 Final (Ethics) Exam		