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Improving Information-seeking Behaviors and Knowledge Base for Thesis Students in the Applied Behavior Analysis Graduate Program and Students in the Rehabilitation and Mental Health Counseling Graduate Program

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Innovative Learning-Centered Grant: Support for Faculty Creativity in Teaching

January 30, 2009

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Project Title: Improving Information-seeking Behaviors and Knowledge Base for Thesis Students in the Applied Behavior Analysis Graduate Program and Students in the Rehabilitation and Mental Health Counseling Graduate Program

Project Abstract: Baer, Wolf, and Risley's 1968 article¹ is the standard description of Applied Behavior Analysis (ABA). Its seven dimensions are application; a focus on behavior; the use of analysis; and its technological, conceptually systematic, effective, and general approach. The benefit of such an approach, when applied to information-seeking skills, is the transferability of schema across discipline-based resources and extensibility of platforms across internet applications. Mirroring the ABA approach, we will create a series of videocasts incorporating the use of library and networked technologies in the development of a thesis in applied behavior analysis. Not only will this project address departmental and college requirements regarding field of knowledge, it will address Goal II of the USF *Strategic Plan*, i.e., “demonstrated acquisition of knowledge, communication and critical thinking skills; and competency to synthesize and apply new knowledge.”²

¹ Baer DM, Wolf MM, Risley TR (1968). "Some current dimensions of applied behavior analysis". *Journal of Applied Behavior Analysis* 1 (1): 91–97. doi:10.1901/jaba.1968.1-91.

<http://www.pubmedcentral.nih.gov/articlerender.fcgi?pubmedid=16795165>.

² University of South Florida. *Strategic plan: 2007-2010*: <http://www.ods.usf.edu/Plans/Strategic/goals-strategies.htm>

Narrative Description:

1. What course(s) will this project benefit? This grant will serve two masters' programs within the College of Behavioral and Community Sciences: The Applied Behavior Analysis program and the master's program in Rehabilitation and Mental Health Counseling. These are interdisciplinary programs and, as such, we are requesting the larger proposal.

The thesis course (MHS 6971) in the Applied Behavior Analysis program within the College of Behavioral and Community Sciences is one of the target courses for this grant. In this course, the graduate students are prepared to research, write, conduct, and defend their thesis. In a transdisciplinary field, such as applied behavior analysis, the use of conceptual models to map and guide research allows the systematization of knowledge sufficient to successfully complete their thesis requirement.

The 46-credit-hour master's degree in ABA is interdisciplinary. It provides coursework and practical supervision across three colleges (College of Arts and Sciences, College of Education, and the Louis de la Parte Florida Mental Health Institute). This interdisciplinary program links existing courses, as well as new courses, to create a comprehensive, cohesive degree program. Students are required to show proficiency in courses that constitute a core curriculum, demonstrate content areas through supervised practicum experiences, and complete a thesis. The master's degree program was designed to prepare students to meet the standards to be Board Certified Behavior Analysts. It will assist in their preparation for employment in fields such as developmental services, education, child protective services, rehabilitation, and mental health--where there are growing demands for competent professionals with expertise in applied behavior analysis.

The Master's program in Rehabilitation and Mental Health Counseling is the second venue that would benefit from such a course. Two courses with immediate application are Research and Program Evaluation (RCS 6740) and the graduate seminar course (RCS 6930).

The Department of Rehabilitation and Mental Health Counseling emphasizes psychological, social, medical, and vocational aspects of disability and the development and refinement of personal adjustment counseling skills. Students come from a full range of disciplines and related programs to pursue licensure by the Florida Department of Health Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. For professionals returning to the academia, this video course, as a whole or in component parts, integrates into departmental programs for both in-service and pre-service participants.

2. What specific innovation would grant funds enable you to make in this course? For the first time, the FMHI Research Library will offer a series of instructional videos, which meet both student and faculty needs, for clear, concise, and measurable goals in the development of student theses. These videos would be incorporated into the coursework as content and as resources for students to refer to 24/7.

3. *What instructional products will this project produce that can be shared with other instructors? Describe what and how.*

There will be 15 videos produced to address specific topics in the thesis course. Each video will relate that week's topic to what is available within the world of knowledge as defined by the application of ABA in a particular setting or as a modality. Many of these videos will be transferable to other courses, such as Social Work, Special Education, and Psychology. For example, the video on epidemiology addresses a brief definition, identifies epidemiological resources, and walks the student through identified and pertinent online resources. Hence, each video could be a stand-alone resource in other classes also examining epidemiological resources. Topics:

1. Transdisciplinarity: Planning a literature review across fields of study
2. Basic terminology and principles of database searching
3. Backward and forward citations: The art of tracking citations
4. Finding assessments, tests, and measures
5. Keeping current: Using automated search and retrieve functions
6. Epidemiology of disorders: Finding and assessing statistics
7. Cultural and linguistic issues in information-seeking
8. The IRB as a dynamic process
9. Interventions: Finding empirical and clinical research
10. APA citation style
11. Creating APA paper templates
12. Law, statutes, and codes
13. Organizing your literature: Citation management software
14. Emerging areas of inquiry: Forecasting and trends
15. Preparing to publish

The videos will be produced in Camtasia software. Each of the videos will be captioned to comply with standards required for accessibility by the Americans with Disabilities Act (ADA). In addition, the federal government requires accessibility for all federal grant recipients who create web or digital content to meet Section 508 of the Rehabilitation Act: Electronic and Information Technology Accessibility Standards (<http://www.access-board.gov/508.htm>). Since the College and USF are the recipients of a number of federal grants, accessibility is essential. Since the videos are captioned, transcripts (.pdf) will be available with the videos.

4. *What is the proposed budget? Include salary, workload of student assistants and hours of staff time.*

This grant will serve two masters' programs within the College of Behavioral and Community Sciences: The Applied Behavior Analysis program and the master's program in Rehabilitation and Mental Health Counseling. These are interdisciplinary programs and, as such, **we are requesting the larger proposal**, i.e., up to \$10,000.

TOTAL PROPOSED BUDGET:	\$7946.05
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Proposed Budget for IL-CG Grant - Interdisciplinary Level of Funding

"Improving Information-Seeking Behaviors for Masters Students in ABA and RehabMHC Programs"

Personnel Costs

Student Assistants: 2	Dollars
Salary: \$15/hr @ 20 hours per video x 15 vid	4,500.00

Library Staff

5-10 hours/video, depending on complexity	
Tasks: write the scripts	0.00
Oversee creation/collection of visuals	
Review and supervise produce delivery	

Subtotal: Personnel Costs 4,500.00

Equipment and Material Costs

	Unit Cost	Volume	Dollars
Additional Licences for Camtasia and Snagit	190	3	570.00
Headphones with microphones	19.99	3	59.97
Eight-Gigabyte USB drives	26.99	4	107.96
PCs specified for video work	1354.06	2	2,708.12

Subtotal: Equipment and Material Costs 3,446.05

Total Proposal Budget	7,946.05
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5. What types of support will be necessary to complete the project?

The additional support listed above will equip the PIs and the two graduate students with complete hardware and software units necessary to process the videos specified in this grant.

6. What is the project time line?

March 2009	Present proposal to the program director of the ABA program, the chair of the Department of Child and Family Studies (where the ABA program is situated), and the Dean of the CBCS. Reach consensus.
April	Determine a style and voice for the series of videos. Determine the depth of detail and measurable outcomes for each video, evidenced on the checklists.
May	2 videos created and reviewed
June	2 videos created and reviewed
July	2 videos created and reviewed
August	2 videos created and reviewed Videos 1-7 mounted for course incorporation Faculty feedback requested

	Changes/edits made
September	2 videos created and reviewed Videos 8-9 mounted for course incorporation Faculty feedback requested Changes/edits made
October	2 videos created and reviewed Videos 10-11 mounted for course incorporation Faculty feedback requested Changes/edits made
November	2 videos created and reviewed Videos 12-13 mounted for course incorporation Faculty feedback requested Changes/edits made
December	1 video created and reviewed Videos 14-15 mounted for course incorporation Faculty feedback requested Changes/edits made
Jan 2010	Student feedback requested through evaluation tool in BlackBoard
Feb	Student feedback requested through evaluation tool in BlackBoard
Mar	Student feedback requested through evaluation tool in BlackBoard
Apr	Student feedback requested through evaluation tool in BlackBoard
May	Student feedback requested through evaluation tool in BlackBoard Evaluations analyzed; faculty/program director discussion; Edits/changes made
June 1	Final project report completed

7. How will the impact of the project be assessed? Explain steps to determine student learning and teaching improvement.

We plan to evaluate the impact of the project on a matrix across the six levels of the educational objectives of Bloom's Taxonomy and by the five fundamental units of information systems. This competency perspective ties the "intended behaviors *in the context of information literacy* which the student shall display at the end of some period of education"³

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Hardware	What are the hardware components of a system?	What do the components of a hardware system do?	When would the hardware suit my needs?	How does this piece of hardware work?	How would I build this hardware?	What improves hardware design?
Software	What are the software components of a system?	What is the role of software in a system?	When would the software fit the situation?	How does this software work?	How would I build this software?	What conditions produce quality software?
Data	Where can	What does this	When would	How is this	How do I	What factors

³ Vitolo, T. M., & Coulston, C. (2002). Taxonomy of information literacy competencies. *Journal of Information Technology Education*, 1(1), 43-51. Available <http://jite.org/documents/Vol1/v1n1p043-052.pdf>.

	I get data?	data mean?	I use this data?	data interpreted?	appropriately gather the data?	increase the value and reliability of data?
Procedure	What actions can be taken?	What is the purpose of an action?	When would an action occur?	What are the steps of the action?	How would I define the steps of the action?	Which aspects of an action are necessary and which are sufficient?
People	Who are the stakeholders?	What are the roles and relationships of individuals in a situation?	When should an individual become involved?	How is the person responding?	How can the individuals have their responses changed?	What significance does an individual have to the progress of a system?

This new way of looking at skills and competencies makes sense in a statistically-intensive, computing-intensive, transdisciplinary, and quickly-evolving field such as applied behavior analysis. This approach benefits pre-service as well as in-service training that must also consider new models of reasoning, new systems or applications, or work processes from the perspectives of both naïve and experienced users.⁴

The videos will be encapsulated for viewing in BlackBoard. The first round of assessment is by faculty during the development process. Since the ABA and Rehabilitation and Mental Health Counseling faculty have an investment in student learning, they will expect appropriate criteria and standards in the videos. The formative evaluations provided by faculty will focus on improving work in progress.

The second round of assessment will be by students during the actual thesis/seminar courses. After the student has viewed the video, he or she will be asked to answer a series of questions that are relevant to the matrix. These include but are not limited to perception of skills/knowledge learned, awareness of service or tool, ease of use of resource, and application to course requirement of that week. For example, the question, “Can you apply the concepts/skills demonstrated in this video to your thesis process?” followed by a binary yes/no, and an explanation allows the student to evaluate the usefulness of video X vis-à-vis course/thesis requirements and their current knowledge base of the topic as found in this resource/concept. The summative evaluation will provide us with snapshots through time on each video as well as an overall benchmark of the videos as a series. Finally, there will be space for reflective comments by both students and faculty as in what might have been different or other personal observations.

Our goal is for the students to have videos available to them on the relevant topics for use as they are working on their thesis. Thesis advisors will request the students to make the use of the videos. Our expectation is that students will evaluate the videos and provide feedback; however, we may not realize 100% participation.

⁴ Wells, A. T., & Hanson, A. (2003). E-reference. In A. Hanson, & B. L. Levin (Eds.), *Building a virtual library* (pp. 95-120). Hershey, PA: IDEA Group Publishing.

8. What evidence of prior technology-enhanced learning can you offer?

In September 2008, I, Claudia Dold, was selected as the faculty representative from the USF Library System to attend the USF C21TE Teaching with Technology course. As a direct result of this training, I produced six videos for the FMHI Research library between September and December of 2008. These videos addressed the basic questions about how to find the library, how to contact librarians, and how to find the hours of operation. Videos 2, 3, and 5 demonstrated how to look for articles using the USF online catalog, how to find journals on the shelves in the FMHI library, and how to use the interlibrary loan system for materials outside the USF libraries. Video 4 pulled together ideas on how to narrow a topic for a research paper and then use bibliographic software to collect the research material and enhance the writing process. Video 6 describes the scope and focus of the mental health services research and policy collection at the FMHI Research Library and introduces a new focal area of disaster mental health. I have received high praise for this body of work from students, professionals, and individuals external to USF.

I have also been a TA in BlackBoard and am conversant with BlackBoard and its features. In addition to creating videos, I have taught both groups and individuals how to structure their searches, how to use USF databases for research, and how to construct a logical paper. In other venues, I have tutored students in English, French, and German. I have written curricula for Vietnamese, Cambodians, and Laotians to learn English in conjunction with the City of Atlanta school system.

I am fortunate to have Ardis Hanson as my direct supervisor. Since 1998, she has taught on-line library courses and FMHI courses, many of which incorporate multimedia applications and content. One online class, Mental Health Informatics, examines and incorporates the use of online applications and media in health care delivery. I feel confident I may rely on her experience and good judgment in tailoring instructional videos to the graduate student body and to professors in the college.

Attachments

1. Cost estimates
2. Letters of support
 - a. Ray Miltenberger, Program Director, Applied Behavior Analysis
 - b. Catherine Batsche, Associate Dean, College of Behavioral & Community Sciences
 - c. William Garrison, Dean, USF Libraries
 - d. Tennyson Wright – email acknowledging support of project, letter sent directly to Diane Williams.