



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2014

EDSE 664 001: Ethical and Professional Conduct in Applied Behavior Analysis
CRN: 17672, 3 - Credits

Instructor: Theodore A. Hoch, Ed.D., B.C.B.A.-D., L.B.A.	Meeting Dates: 1/21/2014 - 5/7/2014
Phone: 703.987.8928 / 703.993.5245	Meeting Day(s): Wednesday
E-Mail: thoch@gmu.edu	Meeting Time(s): 4:30pm - 7:10pm
Office Hours: Tuesday 11:00 am – 1:00 pm by phone and through Blackboard Collaborate; Wednesdays from 1:30 pm – 3:45 pm by phone and through Blackboard Collaborate; In person by appointment	Meeting Location: FX - Kellar Annex I, Rm# 103; and Blackboard

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board's Guidelines for Responsible Conduct and Disciplinary Standards, and professional conduct consistent with the practice of applied behavior analysis.

Prerequisite(s): EDSE 619 (May be taken concurrently) or permission of instructor

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

[Instructors, please revise in accordance with your specific course format]

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

- Identify, describe, and select examples and nonexamples of content from each of the Behavior Analyst Certification Board's ten Guidelines for Responsible Conduct sections.
- Identify, describe, and select examples and nonexamples of content from each section of the Behavior Analyst Certification Board's Disciplinary Standards.
- Identify and describe content from relevant Commonwealth of Virginia licensure regulations for assistant behavior analysts.
- Describe and demonstrate steps to resolving ethical dilemmas that are consistent with the Behavior Analyst Certification Board's Guidelines for Responsible Conduct and Disciplinary Standards, as well as relevant Commonwealth of Virginia licensure regulations for behavior analysts.
- Prepare a Declaration of Professional Practice that is consistent with current ethical and professional practice of applied behavior analysis
- Describe steps and conditions for proper and ethical case termination.
- Describe the Behavior Analyst Certification Board's and Virginia Board of Medicine's complaint processes and the manner in which these boards handle complaints made to them.
- State and plan for possible unwanted effects of various behavior change procedures.
- Describe, identify, and exemplify at least three different behavior change systems.
- Describe, identify, and exemplify competency-based training, performance monitoring and management, and supervision of applied behavior analysis services provided by others.

Required Textbooks

Bailey, J., & Burch, M. (2009). *Twenty-five essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge. ISBN 978-0-415-80068-6.

Bailey, J., & Burch, M. (2011). *Ethics for behavior analysts: 2nd expanded edition*. New York, NY: Routledge. ISBN 978-0-415-88030-5.

Daniels, A.C. (1999). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement*. Atlanta, GA: McGraw-Hill. ISBN 978-0-07135145-4

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

None.

Required Resources

Association for Behavior Analysis, International. (2011). ABAI Statement on Restraint and Seclusion. Available at www.abainternational.org .

Behavior Analyst Certification Board's Guidelines for Responsible Conduct. Available at www.bacb.com, in the Downloads area.

Behavior Analyst Certification Board's Disciplinary Standards. Available at www.bacb.com, in the Downloads area.

Commonwealth of Virginia Board of Medicine's Behavior Analyst Licensure Regulations. http://www.dhp.virginia.gov/medicine/medicine_laws_regs.htm

Additional Readings

You will need to locate these articles using PsychInfo, through the George Mason University website.

Barrett, B.H., Beck, R., Binder, C., Cook, D.A., Engelmann, S., Greer, R.D., Kyrklund, S.J., Johnson, K.R., Maoney, M., McCorkle, N., Vargas, J.S., & Watkins, C.L. (1991). The right to effective education. *The Behavior Analyst, 14* (1), 79-82.

Dorsey, M.F., Weinberg, M., Zane, T., & Guidi, M.M. (2009). The case for licensure of applied behavior analysts. *Behavior Analysis in Practice, 2*(1), 53-58.

Hastings, R.P., & Noone, S.J. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities, 40* (4), 335-342.

Johnston, J.M. (1991). What can behavior analysis learn from the aversives controversy? *The Behavior Analyst, 14* (2), 187-196.

Johnston, J.M. & Sherman, R.A. (1993). Applying the least restrictive alternative principle to treatment decisions: A legal and behavioral analysis. *The Behavior Analyst, 16* (1), 103-115.

Linscheid, T.R., Iwata, B.A., Ricketts, R.W., Williams, D.E., & Griffin, J.C. (1990). Clinical evaluation of the self-injurious behavior inhibiting system (SIBIS). *Journal of Applied Behavior Analysis, 23* (1), 53-78.

Van Houten, R., Axelrod, S., Bailey, J.S., Favell, J.E., Foxx, R.M., Iwata, B.A., & Lovaas, O.I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis, 21* (4), 381-384.

Course Relationships to Program Goals and Professional Organizations

This course is part of a sequence of courses (that has been approved by the Behavior Analyst Certification Board as meeting the educational requirements necessary to sit for the Board Certified Assistant Behavior Analyst (BCABA) examination, when part of a completed, relevant Bachelor's Degree program, or taken after completion of a Bachelor's degree program. It addresses the following Behavior Analyst Certification Board Content Areas: Ethical and Professional Conduct, Identification of the Problem and Assessment, Behavior Change Systems, Intervention and Behavior Change Considerations, and Implementation, Management, and Supervision.

GMU POLICIES AND RESOURCES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

All students will sign in at each session on a form circulated by the instructor at the beginning of the session. Students signing in before the form returns to the instructor and remaining for the entire session will earn 2 points for attendance; students signing in after the form has returned to the instructor or leaving before the session ends will earn 1 point

for attendance; and students not signing in will earn no points for attendance. Missed attendance points may not be made up.

Late Work.

Work submitted after the assigned due date will be assessed a 10% possible point penalty. Discussion Board Item responses entered after the due date will be assessed a 50% point penalty. **No work will be accepted after the final examination has been submitted.**

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Ethics Final Exam* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

Given these assignments, the distribution of total possible points per assignment type and grading scale are as follows:

Description	Possible Points	Cumulative Possible Points
Attendance	28 points	28 points
Final Exam	100 points	128 points
Quizzes	130 points	258 points
Embedded Quizzes	185 points	443 points
Discussion Leader	30 points	473 points
Discussion Participant	24 points	497 points

A = 472 – 497 points; A- = 447 - 471 points; B = 397 - 446 points; C = 348 - 396 points;

F < 348 points

Assignments

Performance-based Assessment (TaskStream submission required).

Final Examination. Each student will complete and submit a five item, essay test. Each item will be an ethics scenario. The student will identify the portions of the *Guidelines for Responsible Conduct* and the *Disciplinary Standards* that pertain to the scenario.

Next, the student will give three possible courses of action based on the *Guidelines*, the *Disciplinary Standards*, and the readings and discussions throughout the course. Finally the student will identify the course of action she or he would select, and would give the rationale for selecting that course of action over the other two. **Up to 50 points may be earned on the final examination.**

As the final examination is your NCATE Assessment assignment, it will not be accepted in print form. It must be submitted through Taskstream. Taskstream information is available at

<http://gse.gmu.edu/programs/sped/>.

Performance-based Common Assignments (No TaskStream submission required).

Weekly Quizzes. Each session during Weeks 2 through 14 will begin with a 10 item true / false quiz covering the reading assigned for that week. No more than 10 minutes will be allotted to taking the quiz. Missed quizzes must be made up within 2 weeks of the date they were missed, and will have a penalty of 1 point. Likewise, quizzes taken late in a session due to student tardiness will have a penalty of 1 point. **13 Quizzes at 10 points possible each, for a total of 120 possible points.**

Other Assignments.

Embedded Quizzes. Weeks 2 – 14 will have recorded material that you will view through Blackboard. There will be 15 quiz questions embedded into each of these recordings. You will have access to each week's recorded content for a two week period, beginning on the Monday of the week in which that material's class session is held. You may retake these quizzes during that two week period as many times as need to master the content and the quizzes, but you must re-watch the recording in order to do this. **13 Quizzes at 15 points each, for a total of 185 possible points.**

Discussion Leader. Each student will present a portion of an evening's readings, as indicated in the schedule, below, for two evenings. Depending on number of students enrolled in the course, presentations may be individual presentations, or by pairs of students. Presenters must prepare a lesson based on the portion of the evening's readings assigned that teaches their classmates the content of that reading. These lessons may involve lecture, powerpoint presentations, activities, demonstrations, or other activities. Discussion leaders must generate discussion about their topic among their classmates. Up to 10 points may be earned per instance of being discussion leader (or co-leader) for accurately presenting and leading discussion on the material; and up to 5 additional

points for generating class discussion on the topic. **3 opportunities at up to 10 points per opportunity for up to 30 possible points.**

Discussion participant. Clearly, the discussion leader isn't entirely responsible for the discussion. The discussion leader's classmates must also discuss! Two points per session may be earned for making comments, asking or answering questions, or otherwise participating in discussion on the topics presented. Missed points due to absence may not be made up. **12 opportunities at 2 points each for a total of 24 possible points.**

Schedule

In the schedule that appears below, 25ES refers to the Bailey and Burch (2009) text, Ethics to the Bailey and Burch 2011 text, and AD to the Aubrey Daniels text. ***Bold and italicized readings are to be completed before watching and responding to recorded content.***

Class Date	Presenters	Read Before Class	Participation and Products
22 Jan 14 Week 1	Introduction, review syllabus, general discussion	Nothing	Select presentations
29 Jan 14 Week 2	<i>Ethics Ch 1 & 2 Barrett et al. (1991)</i> 25ES Ch 1&2 AD Ch 1- 3	<i>Ethics Ch 1 (How we Got Here) and 2 (Core Ethical Principles); Barrett et al. (1991); ABAI (2011)</i> 25ES Ch 1 (Business Etiquette)& 2 (Assertiveness) AD Ch 1 (Fads, Fantasies, and Fixes), 2 (Management by Common Sense is not Management at All), & 3 (Louder, Longer, Meaner)	<i>Embedded Quizzes</i> Quiz 1 Participate in Discussions
5 Feb 14 Week 3	<i>Ethics 3 & 4 Van Houten et al. (1988)</i> 25ES Ch 3 & 4 AD Ch 4&5	<i>Ethics 3 (What Makes Behavior Analysis Unique) and 4 (Most Frequent Ethical Problems); Van Houten et al (1988), ABAI (2011)</i> 25ES Ch 3 (Leadership) and 4 (Networking) AD Ch 4 (Behavior is a Function of its Consequences) & 5 (The ABCs of Performance Management)	<i>Embedded Quizzes</i> Quiz 2 Participate in Discussions
12 Feb 14	<i>Ethics 5 & 6 Johnston &</i>	<i>Ethics Ch 5 (Everyday Ethical Challenges for Average Citizens and Behavior Analysts) and 6 (Responsible Conduct of a Behavior Analyst – Guideline 1);</i>	<i>Embedded Quizzes</i>

Week 4	Sherman (1993) 25ES Ch 5 & 6 AD Ch 6 & 7	Johnston & Sherman (1993) 25ES Ch 5 (Public Relations) and 6 (Total competence in applied behavior analysis and in your specialty) AD Ch 6 (The High Price of Negative Reinforcement) & 7 (Capturing Discretionary Effort Through Positive Reinforcement)	Quiz 3 Participate in Discussions
19 Feb 14 Week 5	Ethics Ch 7 Linscheid et al (1990) 25ES Ch 7 & 8 AD Ch 8&9	Ethics Ch 7 (The Behavior Analyst's Responsibility to Clients – Guideline 2); Linscheid et al (1990) 25ES Ch 7 (Ethics in daily life) and 8 (Interpersonal communications) AD Ch 8 (Decreasing Behavior – Intentionally or Otherwise) and 9 (Effective Delivery of Reinforcement)	Embedded Quizzes Quiz 4 Participate in Discussions
26 Feb 14 Week 6	Ethics Ch 8 Johnston (1991) 25ES Ch 9 & 10 AD Ch 10 & 11	Ethics Ch 8 (Assessing Behavior – Guideline 3); Johnston (1991) 25ES Ch 9 (Persuasion and influence) and 10 (Negotiation and lobbying) AD Ch 10 (Pinpoint Precision) & 11 (The Effective Use of Measurement)	Embedded Quizzes Quiz 5 Participate in Discussions
5 Mar 14 Week 7	Ethics Ch 9 Hastings et al. (2005) 25ES Ch 11 & 12 AD Ch 12 & 13	Ethics Ch 9 (Ethics and the Individual Behavior Change Program – Guideline 4); Hastings et al. (2005) 25ES Ch11 (Public speaking) and 12 (Handling difficult people) AD Ch 12 (Performance Feedback) & 13 (A Model for Problem Solving)	Embedded Quizzes Quiz 6 Participate in Discussions
19 Mar 14 Week 8	Ethics Ch 10 & 11 25ES Ch 13 & 14 AD Ch 14	Ethics Ch 10 (The Behavior Analyst as Teacher or Supervisor – Guideline 5) and 11 (The Behavior Analyst and the Workplace – Guideline 6) 25ES Ch 13 (Think function) and 14 (Use shaping effectively) AD Ch 14 (Goal Setting to Shape Behavior)	Embedded Quizzes Quiz 7 Participate in Discussions
26 Mar	Ethics Ch 12, 13,	Ethics Ch 12 (The Behavior Analysts' Ethical	Embedded

14 Week 9	and 14 25ES Ch 15 &16 AD Ch 15 & 16	<i>Responsibility to the Field of Behavior Analysis – Guideline 7), 13 (The Behavior Analyst’s Ethical Responsibility to Colleagues – Guideline 8), and 14 (The Behavior Analyst’s Ethical Responsibility to Society – Guideline 9)</i> 25ES Ch 15 (Can you show me that? The key to effective consulting) and 16 (Performance management) AD Ch 15 (The Missing Link in Quality) and 16 (Teams and Empowerment)	<i>Quizzes</i> Quiz 8 Participate in Discussions
2 Apr 14 Week 10	Ethics Ch 15 Dorsey et al. (2009) 25ES Ch 17 & 18 AD Ch 17 and 18	<i>Ethics Ch 15 (The Behavior Analyst and Research – Guideline 10); Dorsey et al. (2009)</i> 25ES Ch 17 (Time management the behavioral way) and 18 (Become a trusted professional) AD Ch 17 (Turning downsizing into rightsizing) and 18 (Recognition, reward, reinforcement, and relationships)	<i>Embedded Quizzes</i> Quiz 9 Participate in Discussions
9 April 14 Week 11	<i>Ethics Ch 16 Disciplinary Standards, Part 1</i> 25ES Ch 19 & 20 AD Ch 19	<i>Ethics Ch 16 (Conducting a Risk Benefit Analysis), Disciplinary Standards, Part 1</i> 25ES Ch 19 (Learn to deal behaviorally with stress) and 20 (Knowing when to seek help (and how to receive feedback)) AD Ch 19 (Compensation and Performance Appraisal)	<i>Embedded Quizzes</i> Quiz 10 Participate in Discussions
16 April 14 Week 12	<i>Ethics Ch 17 Disciplinary Standards, Part 2</i> 25ES Ch 21 & 22 AD Ch 20	<i>Ethics Ch 17 (Delivering the Ethics Message Effectively) Disciplinary Standards, Part 2</i> 25ES Ch 21 (Critical thinking) and 22 (Creative problem solving and troubleshooting) AD Ch 20 (Performance Management: The Executive Function)	<i>Embedded Quizzes</i> Quiz 11 Participate in Discussions
23 April 14 Week 13	<i>Ethics Ch 18 Licensure Regs, Part 1</i> 25ES Ch 23&24	<i>Ethics Ch 18 (Avoiding the Slippery Slope of Ethical Problems by Using a Declaration of Professional Services), Licensure Regs Part 1</i> 25ES Ch 23 (Understanding and using power), and 24 (Training, Coaching, and Mentoring)	<i>Embedded Quizzes</i> Quiz 12 Participate in

	AD Ch 21 & 22	AD Ch 21 (Accelerated Learning: Teaching More with Less) and 22 (Increasing Creativity and Managing Change)	Discussions
30 Apr 14 Week 14	<i>Ethics Ch 19 Licensure Regs, Part 2</i> 25ES Ch 25 AD Ch 23 & 24	<i>Ethics Ch 19 (A Dozen Practical Tips for Ethical Conduct on your First Job), Licensure Regs, Part 2</i> 25ES Ch 25 (Aggressive Curiosity) AD Ch 23 (Managing the Nintendo Generation and Beyond) and 24 (Thank God It's Monday – Celebrating Work)	<i>Embedded Quizzes</i> Quiz 13; Participate in Discussion
7 May 14 Week 15	Final exam due through Taskstream by 11:59 pm on 7 May 14		

Appendix

There is no appendix!