



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

Fall 2014

EDSE 664 001: Ethical and Professional Conduct for Behavior Analysis
CRN: 77443, 3 - Credits

Instructor: Dr. Kristy Park	Meeting Dates: 8/25/2014 - 12/17/2014
Phone: 703 993 5251	Meeting Day(s): Thursdays
E-Mail: kparkc@gmu.edu	Meeting Time(s): 7:20pm – 10:00pm
Office Hours: By appointment	Meeting Location: Fairfax, KA 1 102

***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. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

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

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. Presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will:

- Identify and describe content from each of the Behavior Analyst Certification Board's ten Guidelines for Responsible Conduct sections.
- Identify and provide examples of conduct consistent and inconsistent with each of the Behavior Analyst Certification Board's ten Guidelines for Responsible Conduct sections.
- Identify and describe content from each section of the Behavior Analyst Certification Board's Disciplinary Standards.
- Identify and provide examples of conduct consistent and inconsistent with each section of the Behavior Analyst Certification Board's Disciplinary Standards.
- Identify and describe content from relevant Commonwealth of Virginia licensure regulations for behavior analysts.
- Identify and provide examples of conduct consistent and inconsistent with Commonwealth of Virginia licensure regulations for behavior analysts.
- Describe 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.

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 (Updated edition)*. New York: McGraw-Hill.

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.

Additional Readings

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/the-mason-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.

Students are expected to attend all classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and in a timely manner. Each night students will participate in class activities which will contribute to the attendance /participation portion of the final grade. **Points missed due to absences during class activities will NOT be made up.** When absence from class is unavoidable, students may be asked to complete additional assignments such as a written task that relates professional responsibilities to the Board's Guidelines for Responsible Conduct.

Late Work.

All assignments should be typed (submitted as hard copy and to Blackboard) and are due at 7:20 p.m. on the dates indicated. In fairness to students who make the effort to submit

work on time, two points will be deducted each day beyond the due date for work submitted late.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment to TaskStream, *Ethics Final Exam*, (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

Description	Possible Points	Cumulative Possible Points
Participation Activities	28 points	28 points
Final Exam	50 points	78 points
Quizzes	130 points	208 points
Discussion Leader	30 points	238 points
Discussion Participant	24 points	262 points

A = 249-262 points

A- = 236-248 points

B = 210-235 points

C = 184-209 points

F < 184 points

Assignments

Performance-based Assessment (TaskStream submission required).

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/>. Failure to submit the NCATE Assessment assignment to Taskstream by 11:59 pm on the date so indicated in the Course Schedule will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon the completion of the required Taskstream submission, the IN will convert to an F nine weeks into the following semester.**

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

Discussion Leader. Each student will present a portion of an evening's readings, as indicated in the schedule. Depending on the 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 and relates the content to the Guidelines for Responsible Conduct. These lessons may involve lecture, powerpoint presentations, demonstrations, or other activities.

In addition to summarizing the chapter, discussion leaders must generate a participation activity for classmates about their assigned topic. Activities can include discussion board questions, written activities, or other permanent products that students can submit. You will evaluate participation or nonparticipation on the assigned activity for classmates. Up to 20 points may be earned for accurately presenting and leading discussion on the course materials; and up to 10 additional points for the class activity and evaluation of student participation.

Discussion participant. As the participants of your classmates' presentation, your job is to participate. Depending on the number of students enrolled in the class, one to two points may be earned for participating in the activities planned by the discussion leader. Missed points due to absence cannot be made up.

Quizzes. There will be in class and module-based quizzes that will include items such as multiple choice, true false, or fill in the blank. Quizzes will be presented on the date assigned on the syllabus and will be based on the assigned readings. Students will have up to 20 minutes for in-quizzes and unlimited attempts on module based quizzes. There will be a total of 13 Quizzes with an average of 15 questions. Students can earn up to 120 possible points.

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/>. Failure to submit the NCATE Assessment assignment to Taskstream by 11:59 pm on the date so indicated in the Course Schedule will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon the completion of the required Taskstream submission, the IN will convert to an F nine weeks into the following semester.**

Other Assignments.

Participation Activities

Class sessions will include activity and discussion points during the class session times, which cannot be made up. Participation activities will include training modules as well as article summaries.

Mandatory Reporting

Students will complete the Child Abuse and Neglect training module to review the legal requirements for mandated reporting requirements to recognize indicators of child abuse and neglect. Use the link provided below http://www.doe.virginia.gov/home_files/leaving/redirect.cfm?url=http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html

Article Summaries

Articles will be assigned and students will summarize content in a 2 page paper. The paper will include a description of the relevance to the field of behavior analysis, summary of results, description of behavior principles or task list items that relate, and reflection of practices that affect practices within professions.

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 materials that will be covered in the quizzes.***

Class Date	Objectives	Read Before Class	Participation and Products
Aug 28 1 st Ssn	Introduction to the course Review syllabus and course requirements	Nothing	Select presentations
Sept 4 2 nd Ssn	The right to effective education The right to effective behavioral treatment Presentation: -25ES Ch 1 (Business Etiquette) And Ch 2 (Assertiveness)	<i>Ethics Ch 1 (How we Got Here) and 2 (Core Ethical Principles)</i> <i>Barrett et al. (1991)</i> <i>Ethics 3 (What Makes Behavior Analysis Unique) and 4 (Most Frequent Ethical Problems)</i> <i>Van Houten et al (1988)</i>	Quiz 1 Quiz 2
Sept 11 3 rd Ssn	Discussion Leader Presentations: <i>25 Essential Skills and Strategies: Essential Business Skills</i> ○ Ch 3 (Leadership) and Ch 4 (Networking) ○ Ch 6 (Total competence in applied behavior analysis and in your specialty) and Ch 7 (Ethics in daily life) 25 Essential Skills: Basic Consulting Repertoire ○ Ch 8 (Interpersonal communications) and Ch 9 (Persuasion and influence)		Discussion leader participant activities
Sept 18 4 th Ssn	Discussion Leader Presentations <i>25 Essential Sills</i> ○ Ch 10 (Negotiation and lobbying) and Ch11 (Public speaking) <i>Bringing out the Best in People</i> Part1: The Perils of Traditional Management ○ Ch 2 (Management by Common Sense is not Management at All) and Ch 3 (Louder, Longer, Meaner)		Discussion leader participant activities

	<p>Part 2: The Astonishing Power of Positive Reinforcement</p> <ul style="list-style-type: none"> ○ Ch 4 (Behavior is a Function of its Consequences) and Ch 5 (The ABCs of Performance Management) 	
Sept 25 5 th Ssn	<p><i>Ethics Modules</i></p> <p><i>Ethics Ch 5 (Everyday Ethical Challenges for Average Citizens and Behavior Analysts); Ethics Ch 6 (Responsible Conduct of a Behavior Analyst – Guideline 1)</i> <i>Johnston & Sherman (1993)</i></p> <p><i>Ethics Ch 7 (The Behavior Analyst’s Responsibility to Clients – Guideline 2)</i> <i>Linscheid et al (1990)</i></p>	<p>Quiz 3</p> <p>Quiz 4</p>
Oct 2 6 th Ssn	<p><i>Ethics Ch 8 (Assessing Behavior – Guideline 3)</i> <i>Johnston (1991)</i></p> <p><i>Ethics Ch 9 (Ethics and the Individual Behavior Change Program – Guideline 4)</i> <i>Hastings et al. (2005)</i></p>	<p>Quiz 5</p> <p>Quiz 6</p>
Oct 9 7 th Ssn	<p>Discussion Leader Presentations</p> <p><i>25 Essential Skills and Strategies: Applying your Behavioral Knowledge</i></p> <ul style="list-style-type: none"> ○ Ch 12 (Handling difficult people) and Ch 13 (Think function) ○ Ch 14 (Use shaping effectively) and Ch 15 (Can you show me that? The key to effective consulting) ○ Ch 16 (Performance management) and AD Ch 14 (Goal Setting to Shape Behavior) 	<p>Discussion leader activities</p>
Oct 16 8 th Ssn	<p>Discussion Leader Presentations</p> <p><i>Bringing out the Best in People</i></p> <p>Part 2: The Astonishing Power of Positive Reinforcement</p> <ul style="list-style-type: none"> ○ Ch 6 (The High Price of Negative Reinforcement) and Ch 7 (Capturing Discretionary Effort Through Positive Reinforcement) ○ Ch 8 (Decreasing Behavior – Intentionally or Otherwise) and Ch 9 (Effective Delivery of Reinforcement) ○ Ch 10 (Pinpoint Precision) & 11 (The Effective Use of Measurement) 	<p>Discussion leader activities</p>

<p>Oct 23 9th Ssn</p>	<p>Ethics Modules</p> <p><i>Ethics Ch 10 (The Behavior Analyst as Teacher or Supervisor – Guideline 5)</i> <i>Ethics Ch 11 (The Behavior Analyst and the Workplace – Guideline 6)</i></p> <p>Ethics Ch 12 (The Behavior Analysts’ Ethical Responsibility to the Field of Behavior Analysis – Guideline 7) Ethics Ch 13 (The Behavior Analyst’s Ethical Responsibility to Colleagues – Guideline 8) Ethics Ch 14 (The Behavior Analyst’s Ethical Responsibility to Society – Guideline 9)</p> <p><i>Ethics Ch 15 (The Behavior Analyst and Research – Guideline 10)</i> <i>Dorsey et al. (2009)</i></p>	<p>Quiz 7</p> <p>Quiz 8</p> <p>Quiz 9</p>
<p>Oct 30 10th Ssn</p>	<p><i>Ethics Modules</i></p> <p><i>Ethics Ch 16 (Conducting a Risk Benefit Analysis) Disciplinary Standards, Part 1</i></p> <p><i>Ethics Ch 17 (Delivering the Ethics Message Effectively) Disciplinary Standards, Part 2</i></p>	<p>Quiz 10</p> <p>Quiz 11</p>
<p>Nov 6 11th Ssn</p>	<p>Discussion Leader Presentations</p> <p><i>Bringing Out the Best in People</i></p> <ul style="list-style-type: none"> ○ Ch 12 (Performance Feedback) & 13 (A Model for Problem Solving) ○ Ch 15 (The Missing Link in Quality) and 16 (Teams and Empowerment) ○ Ch 17 (Turn downsizing into Rightsizing) and Ch 18 (Recognition, reward, reinforcement, and relationship) 	<p>Discussion leader activities</p>
<p>Nov 13 12th Ssn</p>	<p>Discussion Leader Presentations</p> <p><i>Bringing out the Best in People</i></p> <ul style="list-style-type: none"> ○ Ch 19 (Compensation and Performance Appraisal) and Ch 20 (Performance Management: The Executive Function) ○ Ch 21 (Accelerated Learning: Teaching More with Less) and Ch 22 (Increasing Creativity and Managing Change) 	<p>Participate in Discussions</p>

	○ Ch 23 (Managing the Nintendo Generation and Beyond) and Ch 24 (Thank God It's Monday – Celebrating Work)	
Nov 20 13 th Ssn	Ethics Modules <i>Ethics Ch 18 (Avoiding the Slippery Slope of Ethical Problems by Using a Declaration of Professional Services)</i> <i>Licensure Regs Part 1</i> <i>Ethics Ch 19 (A Dozen Practical Tips for Ethical Conduct on your First Job)</i> <i>Licensure Regs, Part 2</i>	Quiz 12 Quiz 13
Nov 27 14 th Ssn	<i>Thanksgiving Break</i>	
Dec 4 15 th Ssn	Discussion Leader Presentations ○ 25ES Ch 19 (Learn to deal behaviorally with stress) and 20 (Knowing when to seek help (and how to receive feedback) ○ 25ES Ch 21 (Critical thinking) and 22 (Creative problem solving and troubleshooting) ○ 25ES Ch 23 (Understanding and using power) and 24 (Training, Coaching, and Mentoring)	Discussion leader activities
Dec 11	Final exam due through Taskstream by 11:59 pm on this date	

Appendix