



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

Spring 2015

EDSE 664 695: Ethical and Professional Conduct in Applied Behavior Analysis  
CRN: 18118, 3 - Credits

<b>Instructor:</b> Dr. Theodore Hoch Office: 203B Finley Building / MS 1F2, 4400 University Drive / Fairfax, VA 22030	<b>Meeting Dates:</b> 1/21/2015 - 4/15/2015
<b>Phone:</b> 703-987-8928 / 703-993-5245	<b>Meeting Day(s):</b> Wednesdays
<b>E-Mail:</b> thoch@gmu.edu	<b>Meeting Time(s):</b> 5:00 pm-8:30 pm
<b>Office Hours:</b> Wednesdays from 1:00 – 4:00 and Thursdays from 11:00 – 1:00	<b>Meeting Location:</b> Off-campus

***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. Research and presentation activities
6. Electronic supplements and activities via Blackboard

## **Learner Outcomes**

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

- 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. (2010). *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: 2<sup>nd</sup> 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](http://www.abainternational.org) .

Behavior Analyst Certification Board's Guidelines for Responsible Conduct. Available at [www.bacb.com](http://www.bacb.com), in the Downloads area.

Behavior Analyst Certification Board's Disciplinary Standards. Available at [www.bacb.com](http://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](http://www.dhp.virginia.gov/medicine/medicine_laws_regs.htm)

## **Additional Readings**

Barrett, B.H., Beck, R., Binder, C., Cook, D.A., Engelmann, S., Greer, R.D., Kyrklund, S.J., Johnson, K.R., Mahoney, 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.

Attendance will be taken at the beginning of every session. Students present at the beginning of the session and remaining for the entire session will earn 2 points for attendance; students arriving at the session after attendance has been taken or leaving

before the session ends will earn 1 point for attendance; and students not attending a session will earn 0 points for attendance. Missed attendance points may not be made up.

Late Work.

**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 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**

Assignment Description	Points Per Instance	Number of Instances	Points Possible	Cumulative Points Possible
Attendance	2 points	10 instances	20 points	20 points
Final Exam	100 points	1 instance	100 points	122 points
Live Material Quizzes	10 points	10 instances	100 points	222 points
Recorded Material Quizzes	1 point per question	180 questions	180 points	402 points
Discussion Leader	10 points	2 instances	20 points	422 points
Discussion Participant	5 points	10 instances	50 points	472 points
A: 449 – 472 points	A- : 425 – 448 points	B: 378 – 424 points	C: 331 – 377 points	F: < 331 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, Disciplinary Standards*, and Virginia Behavior Analyst Licensure Regulations that pertain to the scenario. Next, the student will give three possible courses of action based on the *Guidelines, the Disciplinary Standards*, the Licensure Regulations, 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 100 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.** Prior to each session during Weeks 2 through 11, students will complete a 10 item true / false quiz covering the reading assigned for that week. Quizzes must be taken before the class period for which they were assigned **and may not be made up if missed. 10 Quizzes at 10 points possible each, for a total of 100 possible points.**
- **Discussion Leader.** Each student will be discussion leader at least once (and possibly more than once, depending on enrollment) during the semester in this course. Each student will select the chapter(s) from the assigned reading about which they will lead discussion. During the appointed class session, the discussion leader will conduct a learning activity or otherwise present the material from the chapter(s) read, and will lead her or his classmates in discussion on that material. Activities and discussions must deepen or extend classmates' understanding of the material and its applications. There will be 10 points per instance of serving as Discussion Leader.
- **Discussion Participant.** Each week, each student is expected to participate actively in discussions and activities led that week by the Discussion Leaders. Your instructor will record data on your participation, and will give 1 point for each instance of contributing to discussion with a question, answer, comment, or other contribution, for up to five points per class period.

### **Other Assignments.**

- **Recorded Material Quizzes.** Weeks 2 – 11 will have recorded material that you will view through Blackboard. There will be quiz questions associated with each of these recordings. You will answer each of these. You may retake these quizzes once if

needed to master the content, and the higher of your two scores (e.g., original and retake scores) will be counted. You are strongly encouraged to re-view the associated recording before retaking a quiz. **180 one point questions.**

## Schedule

In the following schedule, 25ES refers to the Bailey and Burch (2009) text, Ethics to the Bailey and Burch (2011) text, and AD to the Aubrey Daniels text. ***Read bold and italicized readings before watching and responding to recorded content.***

Class Date	Session Content	Read Before Class	Participation and Products
1/21/15 Week 1	Introduction, review syllabus, discussion	Nothing	Participate in Class Discussion
1/28/15 Week 2	<b><i>Ethics Ch 1-4</i></b> <b><i>Van Houten et al. (1988); Barrett et al. (1991); ABAI (2011)</i></b>  25ES Ch 1&2  AD Ch 1- 3	<b><i>Ethics Ch 1 (How we Got Here), 2 (Core Ethical Principles), 3 (What Makes Behavior Analysis Unique) and 4 (Most Frequent Ethical Problems; Van Houten et al. (1988), Barrett et al. (1991); ABAI (2011)</i></b>  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)	<b><i>Embedded Quizzes</i></b>  Quiz 1  Participate in Discussions
2/4/15 Week 3	<b><i>Ethics 5 &amp; 6</i></b> <b><i>Johnston &amp; Sherman (1993)</i></b>  25ES Ch 3 & 4  AD Ch 4&5	<b><i>Ethics Ch 5 (Everyday Ethical Challenges for Average Citizens and Behavior Analysts) and 6 (Responsible Conduct of a Behavior Analyst – Guideline 1); Johnston &amp; Sherman (1993)</i></b>  25ES Ch 3 (Leadership) and 4 (Networking)  AD Ch 4 (Behavior is a Function of its Consequences) & 5 (The ABCs of Performance Management)	<b><i>Embedded Quizzes</i></b>  Quiz 2  Participate in Discussions
2/11/15 Week 4	<b><i>Ethics Ch 7-8</i></b> <b><i>Linscheid et al (1990); Johnston (1991)</i></b>  25ES Ch 5 & 6	<b><i>Ethics Ch 7 (The Behavior Analyst’s Responsibility to Clients – Guideline 2) and 8 (Assessing Behavior – Guideline 3); Johnston (1991); Linscheid et al (1990)</i></b>  25ES Ch 5 (Public Relations) and 6 (Total competence in applied behavior analysis and in your specialty)	<b><i>Embedded Quizzes</i></b>  Quiz 3  Participate in Discussions



	AD Ch 6 & 7	AD Ch 6 (The High Price of Negative Reinforcement) & 7 (Capturing Discretionary Effort Through Positive Reinforcement)	
2/18/15 Week 5	<b><i>Ethics Ch 9 Hastings et al. (2005)</i></b>  25ES Ch 7 & 8  25ES Ch 9 & 10  AD Ch 8&9  AD Ch 10 & 11	<b><i>Ethics Ch 9 (Ethics and the Individual Behavior Change Program – Guideline 4); Hastings et al. (2005)</i></b>  25ES Ch 7 (Ethics in daily life) and 8 (Interpersonal communications)  25ES Ch 9 (Persuasion and influence) and 10 (Negotiation and lobbying)  AD Ch 8 (Decreasing Behavior – Intentionally or Otherwise) and 9 (Effective Delivery of Reinforcement)  AD Ch 10 (Pinpoint Precision) & 11 (The Effective Use of Measurement)	<b><i>Embedded Quizzes</i></b>  Quiz 4  Participate in Discussions
2/25/15 Week 6	<b><i>Ethics Ch 10 &amp; 11</i></b>  25ES Ch 11 & 12  25ES Ch 13 & 14  AD Ch 12 & 13  AD Ch 14	<b><i>Ethics Ch 10 (The Behavior Analyst as Teacher or Supervisor – Guideline 5) and 11 (The Behavior Analyst and the Workplace – Guideline 6)</i></b>  25ES Ch11 (Public speaking) and 12 (Handling difficult people)  25ES Ch 13 (Think function) and 14 (Use shaping effectively)  AD Ch 12 (Performance Feedback) & 13 (A Model for Problem Solving)  AD Ch 14 (Goal Setting to Shape Behavior)	<b><i>Embedded Quizzes</i></b>  Quiz 5  Participate in Discussions
3/4/15 Week 7	<b><i>Ethics Ch 12, 13, and 14</i></b>  25ES Ch 15 &16  AD Ch 15 & 16	<b><i>Ethics Ch 12 (The Behavior Analysts’ Ethical 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></b>  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)	<b><i>Embedded Quizzes</i></b>  Quiz 6  Participate in Discussions
3/18/15	<b><i>Ethics Ch 15</i></b>	<b><i>Ethics Ch 15 (The Behavior Analyst and Research –</i></b>	<b><i>Embedded</i></b>

Week 8	<b>Dorsey et al. (2009)</b> 25ES Ch 17 & 18 AD Ch 17 and 18	<b>Guideline 10); Dorsey et al. (2009)</b> 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)	<b>Quizzes</b> Quiz 7 Participate in Discussions
3/25/15 Week 9	<b>Ethics Ch 16 Disciplinary Standards, Part 1</b> 25ES Ch 19 & 20 25ES Ch 21 & 22 AD Ch 19 AD Ch 20	<b>Ethics Ch 16 (Conducting a Risk Benefit Analysis), Disciplinary Standards, Part 1</b> 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) AD Ch 19 (Compensation and Performance Appraisal) AD Ch 20 (Performance Management: The Executive Function)	<b>Embedded Quizzes</b> Quiz 8 Participate in Discussions
4/1/15 Week 10	<b>Ethics Ch 17 Disciplinary Standards, Part 2</b> 25ES Ch 23&24 AD Ch 21 & 22	<b>Ethics Ch 17 (Delivering the Ethics Message Effectively) Disciplinary Standards, Part 2</b> 25ES Ch 23 (Understanding and using power), and 24 (Training, Coaching, and Mentoring) AD Ch 21 (Accelerated Learning: Teaching More with Less) and 22 (Increasing Creativity and Managing Change)	<b>Embedded Quizzes</b> Quiz 9 Participate in Discussions
4/8/15 Week 11	<b>Ethics Ch 18 - 19 Licensure Regs, Parts 1 &amp; 2</b> 25ES Ch 25 AD Ch 23 & 24	<b>Ethics Ch 18 (Avoiding the Slippery Slope of Ethical Problems by Using a Declaration of Professional Services) and 19 (A Dozen Practical Tips for Ethical Conduct on your First Job), Licensure Regs Parts 1 &amp; 2</b> 25ES Ch 25 (Aggressive Curiosity) AD Ch 23 (Managing the Nintendo Generation and Beyond) and 24 (Thank God It's Monday – Celebrating Work)	<b>Embedded Quizzes</b> Quiz 10 Participate in Discussions
4/15/15 Week 12	Final exam due through Taskstream by 11:59 pm on 15 April 2015		

