



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

Fall 2015

EDSE 664 001: Ethical and Professional Conduct for Behavior Analysis
CRN: 74808, 3 - Credits

Instructor: Dr. Theodore Hoch	Meeting Dates: 09/03/15 - 12/17/15
Phone: 703-993-5245 / 703-987-8928	Meeting Day(s): Thursday
E-Mail: thoch@gmu.edu Skype: drtheodorehoch	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: by appointment, although I am available by phone or email almost any time, and can be available by skype or in my office if you phone first	Meeting Location: Fairfax KH 15

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
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.

Advising Tip

Did you know you can order an official transcript through Patriotweb? Logon to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

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. (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

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

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 *Professional and Ethical Compliance Code for Behavior Analysts*, 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/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.

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.

Blackboard 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 Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Description	Possible Points	Cumulative Possible Points
Attendance	28 points	28 points
Final Exam	100 points	128 points
Pre-Presentation Quizzes	130 points	258 points
Recorded Material Quizzes	210 points	468 points
Discussion Leader	30 points	498 points
Discussion Participant	26 points	524 points

A = 498 – 524 points; A- = 472 - 497 points; B = 419 - 471 points; C = 367 - 418 points; F < 367 points

Assignments

Performance-based Assessment (Blackboard 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 Blackboard. More information regarding the submission process will be shared at a later date.

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

Pre-Class Quizzes. Students will complete a 10 item, true / false quiz through Blackboard prior to attending class during Weeks 2 through 14. A week's quiz will not be available once the class session has begun, and cannot be made up if missed. Quiz questions will cover content read for that evening's class session. 13 Quizzes at 10 points possible each, for a total of 130 possible points.

Other Assignments.

Recorded Material Quizzes. Weeks 1 – 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 needd to master the content and the quizzes, but you must re-watch the recording in order to do this. 14 Quizzes at 15 points each, for a total of 210 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. 13 opportunities at 2 points each for a total of 26 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, PECCBA refers to the *Professional and Ethical Compliance Code for Behavior Analysts*, and AD to the Aubrey Daniels text. Bold and italicized readings are to be completed before watching and responding to recorded content.

Date	Presenters	Before Class:
3 Sept Week 1	Hoch	<input type="checkbox"/> N / A <input type="checkbox"/> In-class introduction and syllabus review <input type="checkbox"/> Selection of presenters <input type="checkbox"/> Recommendations for presentations <input type="checkbox"/> Review of GMU Honor Code
10 Sept Week 2	25ES Ch 1&2 AD Ch 1-3	<input type="checkbox"/> Read <i>Ethics</i> Ch 1 - 4 <input type="checkbox"/> Read Barrett et al. (1991) <input type="checkbox"/> Read Van Houten et al. (1988) <input type="checkbox"/> Read ABAI (2011) <input type="checkbox"/> Read 25ES Ch 1&2 <input type="checkbox"/> Read AD Ch 1-3 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
17 Sept Week 3	25ES Ch 3&4 AD Ch 4&5	<input type="checkbox"/> Read <i>Ethics</i> Ch 5 & 6 <input type="checkbox"/> Read PECCBA Section 1 <input type="checkbox"/> Read Johnston & Sherman (1993) <input type="checkbox"/> Read 25ES Ch 3 & 4 <input type="checkbox"/> Read AD Ch 4 & 5 <input type="checkbox"/> Complete Recorded Material Quiz

		<input type="checkbox"/> Complete Pre-presentation quiz
24 Sept Week 4	25ES Ch 5&6 AD Ch6&7	<input type="checkbox"/> Read <i>Ethics</i> Ch 7 <input type="checkbox"/> Read <i>PECCBA</i> Section 2 <input type="checkbox"/> Read Linscheid et al. (1990) <input type="checkbox"/> Read <i>25ES</i> Ch 5&6 <input type="checkbox"/> Read <i>AD</i> Ch 6&7 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
1 Oct Week 5	25ES Ch 7&8 AD Ch 8&9	<input type="checkbox"/> Read <i>Ethics</i> Ch 8 <input type="checkbox"/> Read <i>PECCBA</i> Section 3 <input type="checkbox"/> Read Johnston (1991) <input type="checkbox"/> Read <i>25ES</i> Ch 7&8 <input type="checkbox"/> Read <i>AD</i> Ch 8&9 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
8 Oct Week 6	25ES Ch 9&10 AD Ch 10&11	<input type="checkbox"/> Read <i>Ethics</i> Ch 9 <input type="checkbox"/> Read <i>PECCBA</i> Section 4 <input type="checkbox"/> Read Hastings et al. (2005) <input type="checkbox"/> Read <i>25ES</i> Ch 9&10 <input type="checkbox"/> Read <i>AD</i> Ch 10&11 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
15 Oct Week 7	25ES Ch 11&12 AD Ch 12&13	<input type="checkbox"/> Read <i>Ethics</i> Ch 10 <input type="checkbox"/> Read <i>PECCBA</i> Section 5

		<input type="checkbox"/> Read <i>25ES</i> Ch 11&12 <input type="checkbox"/> Read <i>AD</i> Ch 12&13 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
22 Oct Week 8	25ES Ch 13&14 AD Ch 14	<input type="checkbox"/> Read <i>Ethics</i> Ch 11 and 12 <input type="checkbox"/> Read <i>PECCBA</i> Section 6 <input type="checkbox"/> Read <i>25ES</i> Ch 13&14 <input type="checkbox"/> Read <i>AD</i> Ch 14 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
29 Oct Week 9	25ES Ch 15&16 AD Ch15&16	<input type="checkbox"/> Read <i>Ethics</i> Ch 13 <input type="checkbox"/> Read <i>PECCBA</i> Section 7 <input type="checkbox"/> Read <i>25ES</i> Ch 15&16 <input type="checkbox"/> Read <i>AD</i> Ch 15&16 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
5 Nov Week 10	25 ES Ch17&18 AD Ch17&18	<input type="checkbox"/> Read <i>Ethics</i> Ch 14 <input type="checkbox"/> Read <i>PECCBA</i> Section 8 <input type="checkbox"/> Read <i>25ES</i> Ch 17&18 <input type="checkbox"/> Read <i>AD</i> Ch 17&18 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
12 Nov Week 11	25ES Ch19&20 AD Ch19	<input type="checkbox"/> Read <i>Ethics</i> Ch 15 <input type="checkbox"/> Read <i>PECCBA</i> Section 9

		<input type="checkbox"/> Read <i>25ES</i> Ch 19&20 <input type="checkbox"/> Read <i>AD</i> Ch 19 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
19 Nov Week 12	25ES Ch21&22 AD Ch20	<input type="checkbox"/> Read <i>Ethics</i> Ch 16&17 <input type="checkbox"/> Read <i>PECCBA</i> Section 10 <input type="checkbox"/> Read <i>25ES</i> Ch 21&22 <input type="checkbox"/> Read <i>AD</i> Ch 20 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
3 Dec Week 13	25ES Ch 23&24 AD Ch21&22	<input type="checkbox"/> Read <i>Ethics</i> Ch 18&19 <input type="checkbox"/> Read Virginia Behavior Analyst Licensure Regulations <input type="checkbox"/> Read <i>25ES</i> Ch 23&24 <input type="checkbox"/> Read <i>AD</i> Ch 21&22 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
10 Dec Week 14	25ES Ch 25 AD Ch 23&24	<input type="checkbox"/> Review <i>PECCBA</i> <input type="checkbox"/> Review Virginia Behavior Analyst Licensure Regulations <input type="checkbox"/> Read <i>25ES</i> Ch 25 <input type="checkbox"/> Review <i>AD</i> Ch 23 & 24 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
17 Dec	Final Exam Due through Blackboard by 11:59pm on this date	

Week 15	
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