Ethics and Professional Conduct for Behavior Analysis  
SPED 659  
This course is part of the VA ABA Consortium  
(ODU SPED 642, GMU EDSE 664, VCU SEDP 622)  
3 Credit Hours  
Fall 2015  
Lynchburg College  
School of Education, Leadership Studies and Counseling

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Meeting Dates: 9/14/15 - 12/7/15 No class on 10/12/15 and the 9/21/15 class is online with an assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 434-544-8771</td>
<td>Meeting Day(s): Monday</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:bamhill@lynchburg.edu">bamhill@lynchburg.edu</a>; <a href="mailto:ebamhi2@gmu.edu">ebamhi2@gmu.edu</a></td>
<td>Meeting Times: 4:30pm – 7:00pm</td>
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<tr>
<td>Office Hours: TBA</td>
<td>Meeting Location: Schewel 109</td>
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</table>

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.

Prerequisites: Completion of SPED 654 or permission of instructor

Advising Contact Information:
Please make sure that you are being advised on a regular basis as to status and progress through your program. For assistance at Lynchburg College, contact, Dr. Gena P. Bamhill at 434-544-8771.

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 through Blackboard

Student Outcomes and Professional Standards:
Upon completion of this course, students will:
1. Identify and describe content from each of the Behavior Analyst Certification Board’s ten Guidelines for Responsible Conduct sections.
2. Identify and provide examples of conduct consistent and inconsistent with each of the Behavior Analyst Certification Board’s ten Guidelines for Responsible Conduct sections.
3. Identify and describe content from each section of the Behavior Analyst Certification Board’s Disciplinary Standards.
4. Identify and provide examples of conduct consistent and inconsistent with each section of the Behavior Analyst Certification Board’s Disciplinary Standards.
5. Identify and describe content from relevant Commonwealth of Virginia licensure regulations for behavior analysts.
6. Identify and provide examples of conduct consistent and inconsistent with Commonwealth of Virginia licensure regulations for behavior analysts.
7. 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.
8. Prepare a Declaration of Professional Practice that is consistent with current ethical and professional practice of applied behavior analysis.
9. Describe steps and conditions for proper and ethical case termination.
10. 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**


**REQUIRED MATERIALS**


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. Title of Regulations: 18 VAC 85-150-10 et seq. Effective Date: May 7, 2014.

**ADDITIONAL READINGS**

You will need to locate these articles through the library website.


POLICIES

Attendance Policy: All students are expected to attend and participate in each class session. Attendance will be taken and students will earn 10 points for attending the entire session and up to an additional 7 points for active participation in each session. Missed attendance and participation points may not be made up.

Late Work Policy: Work submitted after the assigned due date will be assessed a 10% possible point penalty. No work will be accepted after the final examination has been submitted.

COURSE REQUIREMENTS, PERFORMANCE BASED ASSESSMENTS, AND CRITERIA FOR EVALUATION

Spoken Assignments. Each is as described below.

Presenters/Discussion Leaders. Each student will present a portion of an evening’s readings, as indicated in the schedule for one evening. Presenters must prepare a lesson based on the portion of the evening’s readings assigned that teaches their classmates the content of that
These lessons may involve lecture, PowerPoint presentations, activities, demonstrations, or other activities. Presenter/Discussion leaders must generate discussion about their topic among their classmates. Up to 75 points may be earned per instance of being Presenter/Discussion leader for accurately presenting and leading discussion on the material. **1 opportunity at up to 100 possible points.**

**Discussion participant.** Clearly, the discussion leader isn't entirely responsible for the discussion. The discussion leader's classmates must also discuss! Seven points per session may be earned for making comments, asking or answering questions, or otherwise participating in discussion on the topics presented by the student presenters and the professor. Missed points due to absence may not be made up. Since session 2 is online, discussion participant points and attendance points will be earned by providing written responses to assigned questions based on the PowerPoint and readings for that session. **11 opportunities at 7 points each for a total of 77 possible points.**

**Written Assignments.** Each is described below.

**Weekly Quizzes.** Prior to class sessions 2 through 9 and 11, students will complete a short on-line quiz of 9 to a maximum of 16 multiple choice questions. These quizzes must be completed by 11:59 pm on the Sunday evening prior to the Monday class. Missed quizzes must be made up within 1 week of the date they were missed, and incur a penalty. **9 Quizzes for a total of 415 possible points** (approximately 112 questions total).

**Declaration of Professional Services.** Students will develop a Declaration of Professional Practice based on the sample in the Bailey and Burch text. **53 possible points**

**Homework Assignment on Ethical Dilemmas.** Students will respond in written form to possible ethical dilemmas similar to questions asked on the Final exam. **45 possible points**

**Final Examination.** Each student will complete and submit an essay test. Each item will be an ethics scenario. The student will identify the portions of the Professional and Ethical Compliance Code for Behavior Analysts that pertain to the scenario. Next, the student will give three possible courses of action based on the Professional and Ethical Compliance Code for Behavior Analysts 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 200 points may be earned on the final examination. It will not be accepted in print form. It must be submitted through Blackboard.**

More information and instructions on how to upload your document on BB will be provided later during the semester. Failure to submit the assignment by 7 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 submission, the IN will convert to an F nine weeks into the following semester.

**Grading Scale**

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Possible Points</th>
<th>Cumulative Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>110 points</td>
<td>110 points</td>
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<tr>
<td>Final Exam</td>
<td>200 points</td>
<td>310 points</td>
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<tr>
<td>Quizzes</td>
<td>415 points</td>
<td>725 points</td>
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<tr>
<td>Discussion Leader</td>
<td>100 points</td>
<td>825 points</td>
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<tr>
<td>Discussion Participant</td>
<td>77 points</td>
<td>902 points</td>
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<tr>
<td>HW on Ethical Dilemmas</td>
<td>45 points</td>
<td>947 points</td>
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<tr>
<td>Declaration of Professional Services</td>
<td>53 points</td>
<td>1,000 points</td>
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## Grading Scale:
- A = 930-1,000 points
- A- = 900-929 points
- B+ = 870-899 points
- B = 830-869 points
- B- = 800-829 points
- C+ = 760-799 points
- C = 730-759 points
- F = < 730 points

### Schedule

In the schedule on the following pages, **25ES** refers to the Bailey and Burch (2010) text entitled Essential Skills & Strategies for the Professional Behavior Analyst; **Ethics** refers to the Bailey and Burch (2011) text entitled Ethics for Behavior Analysts 2nd Expanded Edition; **AD** refers to the Aubrey Daniels (1999) Brining Out the Best in People text; **PECC** refers to the 2014 Professional and Ethical Compliance Code for Behavior Analysts that replaces the BACB’s Professional Disciplinary and Ethical Standards Guidelines for Responsible Conduct for Behavior Analysts.


P & A refers to participation and attendance.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Presenters</th>
<th>Read Before Class</th>
<th>Participation and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction, review syllabus, Discussion on Ethics Ch 1-5</td>
<td>Ethics: Ch 1-5 (Background for Ethics in Behavior Analysis Section) <strong>Dr. Bamhill Presents</strong> an overview of history of ABA &amp; Ethics View “The Lynchburg Story”</td>
<td>All students participate in class discussions &amp; lecture</td>
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<td>Sep 14</td>
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<td>Sep 21</td>
<td>Class is online</td>
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<td>Session 3</td>
<td>25ES Ch 1, 2, 3, &amp; 4 Ethics Ch 7 (Guideline 2) &amp; PECC Guideline 2 AD Ch 1-3 Van Houten et al. 1988; Johnston &amp; Sherman 1993</td>
<td>25ES: Ch 1(Business Etiquette), 2 (Assertiveness), 3 (Leadership), Ch 4 (Networking), Ethics: Ch 7 (The Behavior Analyst’s Responsibility to Clients-Guideline 2) <strong>AD</strong>: Ch 1 (Fads, Fantasies, and Fixes), 2 (Management by Common Sense Is Not Management at All), 3 (Louder, Longer, Meaner), <strong>Bamhill Presentation</strong> on Reid &amp; Parsons (2002) Overcoming Challenging Behavior- Working with Staff and Outcome Management</td>
<td>Quiz 2 completed by 11:59 pm 9/27 Selected presentations; Participate in Discussions</td>
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<td>Sep 28</td>
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<td>Session 4</td>
<td>25ES Ch 5, 6 &amp; 7 Ethics Ch 8 (Guideline 3) &amp; PECC Guideline 3 AD Ch 4-6 Geiger et al. 2010; Hanley 2012</td>
<td>25ES: Ch 5 (Public Relations), 6 (Total Competence in ABA), Ch 7 (Ethics in Daily Life) Ethics Ch 8 (Assessing Behavior-Guideline 3) <strong>AD</strong>: Ch 4 (Behavior Is a Function of Its Consequences), 5 (The ABCs of Performance Management), Ch 6 (The High Price of Negative Reinforcement) **Bamhill presents on FBA, Reid &amp; Parsons (2002) BIPs including Monitoring BIPs and the following 2 articles: Geiger et al. (2010). Function-based Rxs for Escape Hanley (2012). FBA: Dispelling Myths</td>
<td>Quiz 3 completed by 11:59 pm 10/4 Selected presentations; Participate in Discussions</td>
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<tr>
<td>Oct 5</td>
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<td>Oct 12</td>
<td>NO Class</td>
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<td><strong>Session 6</strong>&lt;br&gt;Oct 26</td>
<td>25ES Ch 12, 13, 14 &amp; 15&lt;br&gt;Guideline 5 &amp; 6 &amp; PECC Guideline 5&lt;br&gt;(old Guideline 6 is deleted in PECC)&lt;br&gt;AD Ch 7-9</td>
<td>25ES: Ch 12 (Handling Difficult People), Ch13 (Think Function), Ch14 (Use Shaping Effectively), 15 (Can You Show Me That?) &lt;br&gt;Ethics: Ch 10 (The Behavior Analyst as Teacher or Supervisor- Guideline 5) &amp; Ch 11(The Behavior Analyst and the Workplace- old Guideline 6); read explanation for deletion of old Guideline 6 in the Professional and Ethical Compliance code for Behavior Analysts &lt;br&gt;AD: Ch 7 (Capturing Discretionary Effort Through Positive Reinforcement), Ch 8 (Decreasing Behavior – Intentionally or Otherwise) &amp; Ch 9 (Effective Delivery of Reinforcement) &lt;br&gt;<strong>Barnhill presents</strong> on Reid &amp; Parsons (2002) Characteristics of Therapeutic Environments, Promoting Meaningful Activity in Groups and Teaching Meaningful Skills</td>
<td>Quiz 5 and completed by 11:59 pm 10/25 &lt;br&gt;Ethical Dilemmas HW due by Oct 31 at 6 pm &lt;br&gt;Selected presentations; Participate in Discussions</td>
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<td><strong>Session 7</strong>&lt;br&gt;Nov 2</td>
<td>25ES Ch 16, 17 &amp; 18&lt;br&gt;Guideline 7 &amp; 8; now Guidelines 6 &amp; 7 in PECC) &amp; PECC Guidelines 6 &amp; 7&lt;br&gt;AD Ch 10-12&lt;br&gt;Old BACB Disciplinary Standards (now Guideline 10 in PECC)</td>
<td>25ES: Ch 16 (Performance Management), Ch 17 (Time Management the Behavioral Way), 18 (Become a Trusted Professional) &lt;br&gt;Ethics: Ch12 (The Behavior Analyst’s Ethical Responsibility to the Field of Behavior Analysis-old Guideline 7, new Guideline 6) &amp; 13 (The Behavior Analyst’s Ethical Responsibility to Colleagues –old Guideline 8; new Guideline 7) &lt;br&gt;AD: Ch 10 (Pinpoint Precision), 11 (The Effective Use of Measurement), 12 (Performance Feedback) &lt;br&gt;<strong>Barnhill presents</strong> on Reid &amp; Parsons (2002) Supportive Management &amp; Corrective Management and BACB Disciplinary Standards (Now Guideline 10: Behavior Analyst’s Ethical Responsibility to the BACB in the PECC)</td>
<td>Quiz 6 completed by 11:59 pm 11/1 &lt;br&gt;Selected presentations; Participate in Discussions</td>
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<tr>
<td><strong>Session 8</strong>&lt;br&gt;Nov 9</td>
<td>25ES Ch 19, 20 &amp; 21&lt;br&gt;Guideline 9 (now Guideline 8 with additions) &amp; Guideline 10 (now Guideline 9)&lt;br&gt;AD Ch 13-15&lt;br&gt;Dorsey et al. 2009</td>
<td>25ES: Ch19 (Learn to Deal Behaviorally with Stress), Ch 20 (Knowing When to Seek Help), 21 (Critical Thinking) &lt;br&gt;Ethics: Ch14 (The Behavior Analyst’s Ethical Responsibility to Society – Guideline 9) &amp; 15 (The Behavior Analyst and Research- Guideline 10) &lt;br&gt;AD: Ch 13 ( A Model for Problem Solving), Ch 14 (Goal Setting to Shape Behavior), 15 (The Missing Link in Quality) &lt;br&gt;<strong>Barnhill presents</strong> on Dorsey et al. (2009). The Case for Licensure</td>
<td>Quiz 7 completed by 11:59 pm 11/8 &lt;br&gt;Selected presentations; Participate in Discussions</td>
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<tr>
<td><strong>Session 9</strong>&lt;br&gt;Nov 16</td>
<td>Ethics Ch 16, 17 &amp; 18&lt;br&gt;Guest speaker on VA Licensure</td>
<td>Ethics: Ch 16 (Conducting a Risk-Benefit Analysis), 17 (Delivering the Ethics Message Effectively &amp; 18 (Avoiding the Slippery Slope of Ethical Problems by Using a Declaration of Professional services)</td>
<td>Quiz 8 completed by 11:59 pm 11/15 &lt;br&gt;Selected presentations;</td>
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<tr>
<td>Session 10</td>
<td>Nov 23</td>
<td>VA LBA Regs</td>
<td>VA Board of Medicine’s Behavior Analyst Licensure Regs</td>
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<tr>
<td>25ES: Ch 22-25 AD: Ch16-19</td>
<td>25ES: 22 (Creative Problem Solving and Troubleshooting), Ch 23 (Understanding and Using Power), 24 (Training, Coaching and Mentoring)&amp; 25 (Aggressive Curiosity)</td>
<td>Brodhead et al. 2012; LeBlanc et al. 2012</td>
<td>No Quiz due Selected presentations; Participate in Discussions Declaration of Professional Conduct Due prior to start of class</td>
</tr>
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<thead>
<tr>
<th>Session 11</th>
<th>Nov 30</th>
<th>Ethics Ch 19 AD: Ch 20-24</th>
<th>Ethics: Ch 19 (A Dozen Practical Tips for Ethical Conduct on Your First Job)</th>
<th>Quiz 9 completed by 11:59 pm 11/29 Selected presentations; Participate in Discussions</th>
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<td>AD: Ch 20 (PM: The Executive Function), Ch 21 (Accelerated Learning: Teaching More with Less), Ch 22 (Increasing Creativity and Managing Change), Ch 23 (Managing the Nintendo Generation and Beyond) &amp; Ch 24 (Thank God It’s Monday - Celebrating Work)</td>
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<tr>
<th>Session 12</th>
<th>Dec 7</th>
<th>Final Exam</th>
<th>Final exam due through BB by 7 pm at the latest on December 7, 2015.</th>
</tr>
</thead>
</table>

CONTACTING YOUR INSTRUCTOR. You can contact Dr. Gena Barnhill by phone at 434-544-877 or by e-mail at bamhill@lynchburg.edu

Disability Services:
Lynchburg College is committed to providing all students equal access to learning opportunities. The Disability Services Coordinator (DSC) works with eligible students with disabilities to make arrangements for appropriate and reasonable accommodations. Students registered with the DSC who receive approved accommodations are required to communicate with each professor to discuss accommodations they wish to implement in individual courses. For information about requesting accommodations, please visit http://www.lynchburg.edu/disability-services, or contact Julia Timmons, timmons.j@lynchburg.edu, phone (434)-544-8687. (rev 8/5/15).

LC Honor Code will be observed in this course and will be respected in matters related to grading considerations and course requirements as appropriate. More specifically, the unauthorized use of the work of others, utilization of references without appropriate citation, submission of required work graded for other courses, copying answers from the tests of others, will not be tolerated. Appropriate action and resolution as determined by this instructor will result.

Notes Regarding Plagiarism: These are critical notes; violations are significant. There are 2 broad categories:

First, plagiarism of ideas occurs when the writer presents the ideas of others as his/her own. Information, data, interpretations, and conclusions that come from a specific source must be attributed to the source even if the original language is not used. Plagiarism of ideas can easily be avoided by including documentation of the original source.

Second, plagiarism of language occurs when the writer lifts sentences or substantive words from the source. Writers must use quotation marks or block quotations to indicate words in the essay or paper that are exactly the same as those in the original text, and writers must provide a citation that
correctly identifies the source (with page number). It is important that the writer fulfill his/her responsibility to the original source by being precise and accurate when quoting.

**Honor Pledge:** “I understand the importance of honor in any community. Only by maintaining a strict standard of honor can we expect to achieve any measure of academic or social excellence. I, therefore, pledge that during my tenure as a student at Lynchburg College, I will not lie, cheat, or steal either in college affairs or in the environs of the College, nor tolerate such actions by fellow students.”

**Special Notes:**

- This class will emphasize the institutional values of Lynchburg College. They include commitments to academic excellence, intellectual honesty, open inquiry, critical thinking, sound reasoning, celebrating diversity, encouraging personal wellness and student engagement.

- Classroom Policies: In accord with the above values, it is requested that everyone show respect for each other and the learning process by arriving to class on time and turning off all cell phones, pagers, blackberries, etc. before class begins. Laptops, if used, should be for note taking only. In addition to the basics of etiquette and attention, it is requested that students participate in class discussions.