



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

Fall 2016

EDSE 664 DL1: Ethical and Professional Conduct for Behavior Analysis

CRN: 73800, 3 - Credits

12345

<b>Instructor:</b> Dr. Theodore Hoch	<b>Meeting Dates:</b> 08/31/16 - 12/14/16
<b>Phone:</b> 703-993-5245 / 703-987-8928	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> <a href="mailto:thoch@gmu.edu">thoch@gmu.edu</a> Skype: drtheodorehoch Office: Suite 100 Finley Bldg, Farifax Campus	<b>Meeting Time(s):</b> 7:20 pm - 10:00 pm
<b>Office Hours:</b> Mondays and Thursdays from 3:00 – 4:30 pm US Eastern Time; available by skype, phone, email, and text most other times	<b>Meeting Location:</b> Blackboard Collaborate

**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): B- of higher in EDSE 619.

Prerequisite(s) enforced by registration system.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**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

### **DELIVERY METHOD:**

This course will be delivered online using a synchronous and an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on

### **TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

### **EXPECTATIONS:**

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on Wednesday and **finish** on Tuesday.

- **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
  - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or [support@gmu.edu](mailto:support@gmu.edu).
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines and due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

**Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

## Learner Outcomes

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

1. Identify and describe content from each section of the Behavior Analyst Certification Board's (BACB's) Professional and Ethical Compliance Code for Behavior Analysts.
2. Identify and provide examples of conduct consistent and inconsistent with each of the ten sections of the BACB's Professional and Ethical Compliance Code for Behavior Analysts.
3. Identify and describe content from each section of the Commonwealth of Virginia Board of Medicine's (BOM's) Regulations Governing the Practice of Behavior Analysis.
4. Identify and provide examples of conduct consistent and inconsistent with the Commonwealth of Virginia BOM's Regulations Governing the Practice of Behavior Analysis.
5. Describe and exemplify steps to resolving ethical dilemmas that are consistent with the BACB's Professional and Ethical Compliance Code for Behavior Analysts and the Commonwealth of Virginia BOM's Regulations Governing the Practice of Behavior Analysis.
6. Prepare a Declaration of Professional Service that is consistent with current ethical and professional practice of applied behavior analysis.
7. Describe steps and conditions for proper and ethical case termination.
8. Describe the BACB's and Commonwealth of Virginia BOM's complaint process 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. (2016). *Ethics for behavior analysts: 3rd expanded edition*. New York, NY: Routledge. ISBN 978-1-138-94920-1.

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

## 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 *Professional and Ethical Compliance Code for Behavior Analysts*, 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

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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. No work will be accepted after the final examination has been submitted.

**Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Ethics Final Exam* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

**Grading Scale**

***NOTE: DEPENDING ON NUMBER OF STUDENTS ENROLLED IN THIS COURSE, NUMBER OF INSTANCES OF DISCUSSION LEADER MAY CHANGE, AND SO OVERALL GRADING SCALE MAY CHANGE.***

Description	Possible Points	Cumulative Possible Points
Attendance	26 points	26 points
Final Exam	51 points	77 points
Pre-Presentation Quizzes	130 points	207 points
Recorded Material Quizzes	167 points	374 points
Discussion Leader	20 points	394 points
Discussion Participant	26 points	420 points

A = 399 - 420 points; A- = 378 - 398 points; B = 336 - 377 points; C = 294 - 335 points; F < 294 points

**Assignments**

**Performance-based Assessment (Tk20 submission required).**

*Final Examination.* Each student will complete and submit a three item, 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 and of the Commonwealth of Virginia Behavior Analyst Licensure Regulations that pertain to the scenario. Next, the student will give three possible courses of action based on the Professional and

Ethical Compliance Code, the Virginia 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 50 points may be earned on the final examination. This project must be submitted through TK20.

### **Performance-based Common Assignments (No Tk20 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. 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 2061 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:
31 Aug 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
7 Sept Week 2	25ES Ch 1&2 – AD Ch 1-3 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 1 - 5 <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
14 Sept Week 3	25ES Ch 3&4 – AD Ch 4&5 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 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

Date	Presenters	Before Class:
21 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
28 Sept 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
5 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

Date	Presenters	Before Class:
12 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 25ES Ch 11&12 <input type="checkbox"/> Read AD Ch 12&13 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
19 Oct Week 8	25ES Ch 13&14 – AD Ch 14 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 11 <input type="checkbox"/> Read <i>PECCBA</i> Section 6 <input type="checkbox"/> Read 25ES Ch 13&14 <input type="checkbox"/> Read AD Ch 14 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
26 Oct Week 9	25ES Ch 15&16 – AD Ch15&16 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 12 <input type="checkbox"/> Read <i>PECCBA</i> Section 7 <input type="checkbox"/> Read 25ES Ch 15&16 <input type="checkbox"/> Read AD Ch 15&16 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz

Date	Presenters	Before Class:
2 Nov  Week 10	25 ES Ch17&18 –  AD Ch17&18 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 13 <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
9 Nov  Week 11	25ES Ch19&20 –  AD Ch19 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 14 <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 15 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
16 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

Date	Presenters	Before Class:
30 Nov 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 25ES Ch 23&24 <input type="checkbox"/> Read AD Ch 21&22 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
7 Dec Week 14	25ES Ch 25 – AD Ch 23&24 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 20 <input type="checkbox"/> Review <i>PECCBA</i> <input type="checkbox"/> Review Virginia Behavior Analyst Licensure Regulations <input type="checkbox"/> Read 25ES Ch 25 <input type="checkbox"/> Review AD Ch 23 & 24 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
14 Dec Week 15	Final Exam Due through TK20 (Link under Assessments Tab on our Blackboard site) by 11:59pm on this date	