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 2016
Lynchburg College
School of Education, Leadership Studies and Counseling

Instructor: Gena Barnhill PhD, NCSP, BCBA-D, LBA
Phone: 434-544-8771
E-Mail: bamhill@lynchburg.edu; ebamhi2@gmu.edu
Office Hours: TBA
Meeting Dates: 9/12/16 – 12/5/16 No class on 10/10/16
Meeting Day(s): Monday
Meeting Times: 7:30pm – 10:00pm
Meeting Location: Graduate Studies Building Lower Level

Course Description:
Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board’s Professional and Ethical Compliance Code for Behavior Analysts, 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. Barnhill 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 codes from the Professional and Ethical Compliance Code for Behavior Analysts sections.
2. Identify and provide examples of conduct consistent and inconsistent with each of the Behavior Analyst Certification Board’s ten codes from the Professional and Ethical Compliance Code for Behavior Analysts sections.
3. Identify and describe content from the Behavior Analyst Certification Board’s Disciplinary Review and Appeals Process.
4. Identify and provide examples of conduct consistent and inconsistent with the Behavior Analyst Certification Disciplinary Review and Appeals Process.
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 Professional and Ethical Compliance Code for Behavior Analysts, 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**


Commonwealth of Virginia Board of Medicine’s Behavior Analyst Licensure Regulations. Title of Regulations: 18 VAC 85-150-10 et seq. Effective Date: January 27, 2016 at: https://www.dhp.virginia.gov/medicine/leg/BehaviorAnalysis_01272016.doc

**ADDITIONAL REQUIRED READINGS**

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


**SUGGESTED SUPPLEMENTAL RESOURCE (Not required)**


**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 at a possible 10% 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 100 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 10 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 390 possible points** (approximately 105 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. **60 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 (BB) and also uploaded to TK 20 through the Assessment tab on BB. More information and instructions on how to upload your document for grading and for TK 20 on BB will be provided during class. Failure to complete these submissions 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>390 points</td>
<td>700 points</td>
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<tr>
<td>Discussion Leader</td>
<td>100 points</td>
<td>800 points</td>
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<tr>
<td>Discussion Participant</td>
<td>77 points</td>
<td>877 points</td>
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<tr>
<td>HW on Ethical Dilemmas</td>
<td>64 points</td>
<td>941 points</td>
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<tr>
<td>Declaration of Professional Services</td>
<td>59 points</td>
<td>1,000 points</td>
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</table>
**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 *25 Essential Skills & Strategies for the Professional Behavior Analyst*; **Ethics** refers to the Bailey and Burch (2016) text entitled *Ethics for Behavior Analysts 3rd Edition*; **AD** refers to the Aubrey Daniels (1999) *Bringing Out the Best in People* text; **PECC** refers to the 2014 Professional and Ethical Compliance Code for Behavior Analysts that replaced 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>
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<tbody>
<tr>
<td>Session 1</td>
<td>Introduction, Review syllabus, Discussion on Ethics Ch 1-5</td>
<td>Dr. Barnhill presents 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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<tr>
<td>Sep 12</td>
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<td>Ethics Ch 1-5 (Background for Ethics in Behavior Analysis Section)</td>
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<td></td>
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<td><strong>Dr. Barnhill presents</strong> on Ethics: Ch 6 Responsible Conduct of a Behavior Analysts- Code 1.0 and on Reid &amp; Parsons (2002) Overcoming Challenging Behavior- Working with Staff and Outcome Management</td>
<td>Quiz 1 completed by 11:59 pm 9/18 Selected presentations; Participate in Discussions</td>
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<tr>
<td>Session 2</td>
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<td>Ethics Ch 6 &amp; 7 PECC Code 1 &amp; 2</td>
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<tr>
<td>Sep 19</td>
<td>Van Houten et al. 1988; Johnston &amp; Sherman 1993</td>
<td>Ethics: Ch 7 Behavior Analysts’ Responsibility to Clients- Code 2.0</td>
<td>Quiz 2 completed by 11:59 pm 9/25 Selected presentations; Participate in Discussions</td>
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<td></td>
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<td>Van Houten et al. (1988). The Right to Effective Behavioral Rx</td>
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<tr>
<td>Session 3</td>
<td></td>
<td>25ES Ch 1, 2, 3, 4 Ethics Ch 8 Code 3</td>
<td>Quiz 3 completed by 11:59 pm 10/2 Selected presentations; Participate in Discussions</td>
</tr>
<tr>
<td>Sept 26</td>
<td>Geiger et al. 2010; Hanley 2012</td>
<td>25ES: Ch 1 (Business Etiquette), 2 (Assertiveness), 3 (Leadership), 4 (Networking)</td>
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<td></td>
<td>Ethics Ch 8 Assessing Behavior- Code 3.0</td>
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<td><strong>Dr. Barnhill presents</strong> on FBA, Reid &amp; Parsons (2002) BIPs including Monitoring BIPs and the following 2 articles: Geiger et al. (2010). Function-based Rx for Escape; Hanley (2012). FBA: Dispelling Myths</td>
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<td></td>
<td>Kelly &amp; Tincani 2013</td>
<td>25ES: Ch 5 (Public Relations), Ch 6 (Total Competence in ABA), Ch 7 (Ethics in Daily Life), Ch 8 (Interpersonal Communications)</td>
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<td>Ethics: Ch 9 Behavior Analysts and the Behavior Change Program- Code 4.0</td>
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<td>AD: Ch 1 (Fads, Fantasies, and Fixes), 2 (Management by Common Sense Is Not Management at All), 3 (Louder, Longer, Meaner), AD: Ch 4 (Behavior Is a Function of Its Consequences)</td>
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<td><strong>Barnhill presents</strong> on Communication &amp; Consultation Skills and Kelly &amp; Tincani article</td>
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<tr>
<td>Oct 10</td>
<td>NO Class</td>
<td>25ES: Ch 9 (Persuasion and Influence), Ch 10 (Negotiating and Lobbying), Ch 11 (Public Speaking), Ch 12 (Handling Difficult People)</td>
<td>Quiz 4 completed by 11:59 pm 10/16</td>
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<tr>
<td>Session 5</td>
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<td>25ES Ch 9,10, 11, 12 Ethics Ch 10 Code 5</td>
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<td>Session 6</td>
<td>Oct 24</td>
<td>25ES Ch 13, 14, 15, 16 Ethics Ch 11 &amp; 12 Code 6 &amp; 7 AD Ch 9, 10, 11, 12</td>
<td>25ES: Ch 13 (Think Function), Ch 14 (Use Shaping Effectively), Ch 15 (Can You Show Me That?) Ch 16 (Performance Management) Ethics: Ch 11 Behavior Analysts’ Ethical Responsibility to the Profession of Behavior Analysis-Code 6.0 &amp; Ch 12 Behavior Analysts’ Ethical Responsibility to Colleagues-Code 7.0 AD: Ch 9 (Effective Delivery of Reinforcement), Ch 10 (Pinpoint Precision), Ch 11 (The Effective Use of Measurement), Ch 12 (Performance Feedback) <strong>Barnhill presents on</strong> Reid &amp; Parsons (2002) Characteristics of Therapeutic Environments, Promoting Meaningful Activity in Groups and Teaching Meaningful Skills</td>
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<td>Session 7</td>
<td>Oct 31</td>
<td>25ES Ch 17, 18, 19, 20 Ethics Ch 13 &amp; 14 Code 8 &amp; 9 AD Ch 13, 14, 15, 16</td>
<td>25ES: Ch 17 (Time Management the Behavioral Way), Ch 18 (Become a Trusted Professional), Ch 19 (Learn to Deal Behaviorally with Stress), Ch 20 (Knowing When to Seek Help) Ethics: Ch 13 Public Statements-Code 8.0 &amp; Ch 14 Behavior Analysts and Research-Code 9.0 AD: Ch 13 (A Model for Problem Solving), Ch 14 (Goal Setting to Shape Behavior), Ch 15 (The Missing Link in Quality), Ch 16 (Teams and Empowerment) <strong>Barnhill presents on</strong> Reid &amp; Parsons (2002) Supportive Management &amp; Corrective Management</td>
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<tr>
<td>Session 8</td>
<td>Nov 7</td>
<td>25ES Ch 21, 22, 23, 24 Ethics Ch 15 Code 10 &amp; Ch 16 AD Ch 17, 18, 19, 20 Dorsey et al. 2009 BACB Disciplinary Review and Appeals Process</td>
<td>25ES: Ch 21 (Critical Thinking), Ch 22 (Creative Problem Solving and Troubleshooting), Ch 23 (Understanding and Using Power), Ch 24 (Training, Coaching and Mentoring) Ethics: Ch 15 Behavior Analysts’ Ethical Responsibility to the BACB-Code 10.0 &amp; Ch 16 Conducting a Risk-Benefit Analysis AD: Ch 17 (Turning Downsizing into Rightsizing), Ch 18 (Recognition, Reward, Reinforcement and Relationships), Ch 19 (Compensation and Performance Appraisal), Ch 20 (PM: The Executive Function) <strong>Barnhill presents on</strong> Dorsey et al. (2009). The Case for Licensure and the BACB Disciplinary Review and Appeals Process</td>
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<tr>
<td>Session 9</td>
<td>Nov 14</td>
<td>Ethics Ch 17 &amp; 18 Guest speaker on VA Licensure VA LBA Regs.</td>
<td>Ethics Ch 17 Delivering the Ethics Message Effectively &amp; Ch 18 Using a Professional Declaration of Services VA Board of Medicine’s Behavior Analyst Licensure Regs.</td>
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</table>
CONTACTING YOUR INSTRUCTOR. You can contact Dr. Gena Barnhill by phone at 434-544-8771 or by e-mail at barnhill@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 (medical, physical, mental health and cognitive) to make arrangements for appropriate, reasonable accommodations. Students registered with the DSC who receive approved accommodations are required to provide letters of accommodation each semester to each professor. A meeting to discuss accommodations the student wishes to implement in individual courses is strongly suggested. 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 5/4/16)

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.