

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	Meeting Dates: 9/12/16 – 12/5/16 No class on 10/10/16
Phone: 434-544-8771	Meeting Day(s): Monday
E-Mail: barnhill@lynchburg.edu ; ebarnhi2@gmu.edu	Meeting Times: 7:30pm – 10:00pm
Office Hours: TBA	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

Bailey, J., & Burch, M. (2010). *Twenty-five essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York: Routledge. ISBN 978-0-415-80068-6

Bailey, J., & Burch, M. (2016). *Ethics for behavior analysts, 3rd edition*. New York: Routledge: ISBN 138-94920-1

Daniels, A. C. (1999). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement-New & updated edition*. New York: McGraw Hill. ISBN0-07-135145-0

REQUIRED MATERIALS

Association for Behavior Analysis, International. (ABAI, 2010). ABAI Statement on Restraint and Seclusion. Available at <https://www.abainternational.org/about-us/policies-and-positions/restraint-and-seclusion,-2010.aspx>

Association of Professional Behavior Analysts. (APBA, 2010). Position Statement on the Use of Restraint and Seclusion as Interventions for Dangerous and Destructive Behaviors: Supporting Research and Practice Guidelines. Available at <http://www.apbahome.net/Support%20for%20APBA%20Pos%20Stmt%20-%20Restraint%20&%20Seclusion.pdf>

Association of Professional Behavior Analysts. (APBA, 2009). The Use of Restraint and Seclusion as Interventions for Dangerous and Destructive Behaviors. Available at http://www.apbahome.net/Restraint_Seclusion%20.pdf

The *Professional and Ethical Compliance Code for Behavior Analysts* (2014) at <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>

BACB Disciplinary Review and Appeals Process at <http://bacb.com/disciplinary-and-appeals-process/>

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.

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.

Brodhead, M. T., Higbee, T. S. (2012). Teaching and maintaining ethical behavior in a professional organization. *Behavior Analysis in Practice*, 5(2), 82-88.

- 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.
- Geiger, K. B., Carr, J. E., & LeBlanc, L. A. (2010). Function-based treatments for escape-maintained problem behavior: A treatment selection model for practicing behavior analysts. *Behavior Analysis in Practice, 3*, 22-323.
- Hanley, G. P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. *Behavior Analysis in Practice, 5*, 54-72.
- 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.
- Kelly, A., & Tincani, M. (2013). Collaborative training and practice among applied behavior analysts who support individuals with autism spectrum disorder. *Education and Training in Autism and Developmental Disabilities, 48*, 120-131.
- LeBlanc, L. A., Heinicke, M. R., & Baker, J. C. (2012). Expanding the consumer base for behavior-analytic services: Meeting the needs of consumers in the 21st century. *Behavior Analysis in Practice, 5*(1), 4-14.
- 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.

SUGGESTED SUPPLEMENTAL RESOURCE (Not required)

- Carnegie, D., & Associates. (2012). *How to win friends and influence people in a digital age*. New York: Simon & Shuster. ISBN978-4516-1259-2

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

reading. 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:

Description	Possible Points	Cumulative Possible Points
Attendance	110 points	110 points
Final Exam	200 points	310 points
Quizzes	390 points	700 points
Discussion Leader	100 points	800 points
Discussion Participant	77 points	877 points
HW on Ethical Dilemmas	64 points	941 points
Declaration of Professional Services	59 points	1,000 points

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

Class Date	Presenters	Read Before Class	Participation and Products
Session 1 Sep 12	Introduction, Review syllabus, Discussion on Ethics Ch 1-5	<u>Ethics</u> : Ch 1-5 (Background for Ethics in Behavior Analysis Section) Dr. Barnhill presents an overview of history of ABA & Ethics View "The Lynchburg Story"	All students participate in class discussions & lecture
Session 2 Sep 19	Ethics Ch 6 & 7 PECC Code 1 & 2 Van Houten et al. 1988; Johnston & Sherman 1993	Dr. Barnhill presents on Ethics : Ch 6 Responsible Conduct of a Behavior Analysts- Code 1.0 and on Reid & Parsons (2002) Overcoming Challenging Behavior- Working with Staff and Outcome Management <u>Ethics</u> : Ch 7 Behavior Analysts' Responsibility to Clients- Code 2.0 Van Houten et al. (1988). The Right to Effective Behavioral Rx Johnston & Sherman (1993). Least Restrictive Alternative Principle	Quiz 1 completed by 11:59 pm 9/18 Selected presentations; Participate in Discussions
Session 3 Sept 26	25ES Ch 1, 2, 3, 4 Ethics Ch 8 Code 3 Geiger et al. 2010; Hanley 2012	25ES: Ch 1 (Business Etiquette), 2 (Assertiveness), 3 (Leadership), Ch 4 (Networking) <u>Ethics</u> Ch 8 Assessing Behavior- Code 3.0 Dr. Barnhill presents on FBA , Reid & 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	Quiz 2 completed by 11:59 pm 9/25 Selected presentations; Participate in Discussions
Session 4 October 3	25ES Ch 5, 6, 7, 8 Ethics 9 Code 4 AD Ch 1, 2, 3, 4 Kelly & Tincani 2013	25ES: Ch 5 (Public Relations), Ch 6 (Total Competence in ABA), Ch 7 (Ethics in Daily Life), Ch 8 (Interpersonal Communications) <u>Ethics</u> : Ch 9 Behavior Analysts and the Behavior Change Program- Code 4.0 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) Barnhill presents on Communication & Consultation Skills and Kelly & Tincani article	Quiz 3 Completed by 11:59 pm 10/2 Selected presentations; Participate in Discussions
Oct 10	NO Class		
Session 5 Oct 17	25ES Ch 9,10, 11, 12 Ethics Ch 10 Code 5	25ES: Ch 9 (Persuasion and Influence), Ch10 (Negotiating and Lobbying), Ch 11 (Public Speaking), Ch 12 (Handling Difficult People)	Quiz 4 completed by 11:59 pm 10/16

	AD Ch 5, 6, 7, 8	<p><u>Ethics</u>: Ch 10 Behavior Analysts as Supervisors- Code 5.0</p> <p>AD: Ch 5 (The ABCs of Performance Management), Ch 6 (The High Price of Negative Reinforcement,) Ch 7 (Capturing Discretionary Effort Through Positive Reinforcement), Ch 8 (Decreasing Behavior – Intentionally or Otherwise)</p>	Selected presentations; Participate in Discussions
Session 6 Oct 24	25ES Ch 13, 14, 15, 16 Ethics Ch 11 & 12 Code 6 & 7 AD Ch 9, 10, 11, 12	<p>25ES: Ch13 (Think Function), Ch14 (Use Shaping Effectively), 15 (Can You Show Me That?) Ch 16 (Performance Management)</p> <p><u>Ethics</u>: Ch11 Behavior Analysts’ Ethical Responsibility to the Profession of Behavior Analysis-Code 6.0 & Ch 12 Behavior Analysts’ Ethical Responsibility to Colleagues-Code 7.0</p> <p>AD: Ch 9 (Effective Delivery of Reinforcement), Ch 10 (Pinpoint Precision), 11 (The Effective Use of Measurement), 12 (Performance Feedback)</p> <p>Barnhill presents on Reid & Parsons (2002) Characteristics of Therapeutic Environments, Promoting Meaningful Activity in Groups and Teaching Meaningful Skills</p>	Quiz 5 completed by 11:59 pm 10/23 Ethical Dilemmas HW due by Oct 29 at 6 pm Selected presentations; Participate in Discussions
Session 7 Oct 31	25ES Ch 17, 18, 19, 20 Ethics Ch 13 & 14 Code 8 & 9 AD Ch 13, 14, 15, 16	<p>25ES: Ch 17 (Time Management the Behavioral Way), 18 (Become a Trusted Professional), Ch19 (Learn to Deal Behaviorally with Stress), Ch 20 (Knowing When to Seek Help)</p> <p><u>Ethics</u>: Ch13 Public Statements-Code 8.0 & Ch 14 Behavior Analysts and Research-Code 9.0</p> <p>AD: Ch 13 (A Model for Problem Solving), Ch 14 (Goal Setting to Shape Behavior), 15 (The Missing Link in Quality), Ch 16 (Teams and Empowerment)</p> <p>Barnhill presents on Reid & Parsons (2002) Supportive Management & Corrective Management</p>	Quiz 6 completed by 11:59 pm 10/30 Selected presentations; Participate in Discussions
Session 8 Nov 7	25ES Ch 21, 22, 23, 24 Ethics Ch 15 Code 10 & Ch 16 AD Ch 17, 18, 19, 20 Dorsey et al. 2009 BACB Disciplinary Review and Appeals Process	<p>25ES: Ch 21 (Critical Thinking), Ch 22 (Creative Problem Solving and Troubleshooting), Ch 23 (Understanding and Using Power), Ch 24 (Training, Coaching and Mentoring)</p> <p><u>Ethics</u>: Ch 15 Behavior Analysts’ Ethical Responsibility to the BACB-Code 10.0 & Ch 16 Conducting a Risk-Benefit Analysis</p> <p>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)</p> <p>Barnhill presents on Dorsey et al. (2009). The Case for Licensure and the BACB Disciplinary Review and Appeals Process</p>	Quiz 7 completed by 11:59 pm 11/6 Selected presentations; Participate in Discussions
Session 9 Nov 14	Ethics Ch 17 & 18 Guest speaker on VA Licensure VA LBA Regs.	<p><u>Ethics</u> Ch17 Delivering the Ethics Message Effectively & Ch 18 Using a Professional Declaration of Services</p> <p>VA Board of Medicine’s Behavior Analyst Licensure Regs.</p>	Quiz 8 completed by 11:59 pm 11/13 Selected presentations; Participate in Discussions
Session 10 Nov 21	ABAI 2011; APBA 2009, 2010 Barrett et al. 1991	<p>Dr. Barnhill Presents online:</p> <p>ABAI (2011) Restraint and Seclusion APBA(2009, 2010) Restraint and Seclusion</p>	By 6 pm 11/26 complete written assignment to

	Johnston 1991; Hastings & Noone 2005; Linscheid et al.1990	Barrett et al. (1991). The Right to Effective Education Johnston (1991). Aversives Controversy Hastings & Noone (2005). SIB Linscheid et al. (1990). SIBIS	earn P & A points for online class
Session 11 Nov 28	25ES: Ch 25 Ethics 19 & 20 AD 21, 22, 23, 24 Brodhead et al. 2012; LeBlanc et al. 2012	ES25: Ch 25 (Aggressive Curiosity) Ethics Ch 19 A Dozen Tips for Ethical Conduct on Your First Job & Ch 20 A Code of Ethics for Behavioral Organizations AD: Ch 21 (Accelerated Learning: Teaching More with Less), Ch 22 (Increasing Creativity and Managing Change), Ch 23 (Managing the Nintendo Generation and Beyond) & Ch 24 (Thank God It's Monday – Celebrating Work) Barnhill presents on Brodhead et al. (2012). Teaching and Maintaining Ethical Behavior and LeBlanc et al. (2012). Expanding the Consumer Base	Quiz 9 completed by 11:59 pm 11/27 Selected presentations; Participate in Discussions <u>Declaration of Professional Conduct Due prior to start of class</u>
Session 12 Dec 5 Final Exam	Final exam due through BB by 7 pm at the latest on December 5, 2015.		

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. Lap tops, 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.