



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

Summer 2018

EDSE 664 001: Ethical and Professional Conduct for Behavior Analysis

CRN: 40973, 3 – Credits

Instructor: Dr. Barbara Kaminski	Meeting Dates: 5/21/2018 – 8/11/2018
Phone: 703-987-0132	Meeting Day(s): Wednesday
E-Mail: bkamins2@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: by appointment	Meeting Location: Fairfax, KH 15
Office Location: as arranged	Other Phone: N/A

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): EDSE 619 B-

Co-requisite(s): None

Course Description

Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Boards Guidelines for Responsible Conduct and Disciplinary Standards, and professional conduct consistent with the practice of applied behavior analysis. Offered by Graduate School of Education. May not be repeated for credit.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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.

Course Delivery Method

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, teacher candidates/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.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Applied Behavior Analysis Graduate Certificate. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>. For more information on the Board and the examination, please visit the Board's website at www.bacb.com. 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.

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. (2016). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement*. Atlanta, GA: McGraw-Hill. ISBN: 1259644901.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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

Commonwealth of Virginia Board of Medicine's *Behavior Analysts Licensure Regulations*. http://dhp.virginia.gov/medicine/medicine_laws_regs.htm

Additional Readings

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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For *EDSE 664*, the required PBA is Ethics Final Exam. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Final Examination. You will complete and submit a five item, essay test. Each item will be an ethics scenario. You will identify all 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, you will give at least 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, you will identify the course of action you would select, and would give the rationale for selecting that course of action over the other two. Up to 100 points may be earned on the final examination. This project must be submitted through TK20.

College Wide Common Assessment (TK20 submission required)

N/A

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 10. 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. 10 Quizzes at 10 points possible each, for a total of 100 possible points.

Recorded Material Quizzes.

Weeks 2 – 10 will have recorded material that you will view through Blackboard. There will quiz questions after each recording, with a total of 151 quiz questions worth 1 point each distributed across the course. You will have access to quizzes for up to two weeks after the class session for which the reading was assigned.

Discussion Leader.

Each student will lead discussion a portion of an evening's readings, as indicated in the schedule, below. 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. Up to 10 points per discussion led.

Final Exam Preparation Practice.

Prior to sessions 6 - 10, you will complete a Decision Sequence for a Final Exam Preparation Scenario, and will upload your document through Blackboard. You will be provided feedback on your submission. You may earn up to 2 points per scenario addressed.

Mandated Reporter Training.

This assignment may be completed at any point during the semester. You will go to this website

http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html

and complete the Child Abuse: Recognizing, Reporting, and Responding for Educators training course that is there. You will submit the certificate of completion that comes with this course by the date indicated on the syllabus for 5 points. Note: If you have already completed this training course for another

course or for your employment, you may submit the certificate of completion for that course, provided that you completed the course within the last two years. If the course was completed more than two years ago, you must complete this course.

CITI Human Subjects Basic Course.

You will go to this website

<https://www.citiprogram.org/index.cfm?pageID=88>

and complete the Human Subjects Research Basic course. You will submit the certificate of completion that comes with this course by the date indicated on the syllabus for 10 points. This assignment may be completed at any point during the semester. Note: If you have already completed this course for another GMU course, you may submit the certificate of completion that you earned at that point, provided that the completion date is within the last three years. If the completion date was more than three years ago, you must complete the Refresher Course, and submit the certificate of completion for that course.

EXTRA CREDIT: 8 Hour Behavior Analyst Supervisor Training Course. You will be enrolled, free of charge, in an online, 8 hour Behavior Analysis Supervisor Training Course. You may complete this course any time during the semester. When you complete the course (watching each recording in its entirety – and your instructor will check to make sure you have done this, because the BACB will check!) and you have answered at least 80% of the quiz questions correctly, you will email your instructor requesting your certificate of completion. Once received, you'll upload that certificate of completion through Blackboard for 10 points.

Course Policies and Expectations

Attendance/Participation

This is a course in ethics and professional conduct. Part of behaving ethically and professionally is being where one needs to be, when one needs to be there. Given this, attendance will be taken at the beginning of each class session. All students present in the classroom when the class session begins will receive one point. (Those arriving late won't receive this point). All students present when the class session ends will receive a second point. (Those who are not present, for whatever reason, when the class session ends will not receive this point.) Attendance points may only be earned for Sessions 2 – 11. Missed attendance points cannot be made up. Given the possibility of computer or internet difficulties students may experience from time to time, students must consider and identify alternative availability of computers and internet access (e.g., public libraries, their employer (if permissible by the employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner.

Late Work

All quizzes must be taken before the class session for which they were assigned. Quizzes become unavailable once the class session for which they were assigned begins. Missed quizzes may not be made up. No assignments will be accepted once you have completed and submitted your final exam.

No Final Exams will be accepted after 11:59pm on August 8, 2018.

Grading Scale

Assignment	Points per Opportunity	Number of Opportunities	Points Possible	Cumulative Points Possible
Final Exam	100	1 Exam	100	100
PreClass Quizzes	10 pts	13 quizzes	130	230
Recorded Material Quizzes	1 pt per quest	150 questions	150	380
Discussion Leader	10 pts	1	10	390
Mandated Reporter Training	5 pts	1	5	395
Attendance and Participation	2 pts	10	20	415
Final Exam Practice Prep	2 pts	5 assignments	10	425

A	A-	B	C	F
425 - 395	394 - 383	382-340	339-297	Less than 297

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Readings & Recordings	In Class	Assignments
In class: May 24, 2018 Folder: Week 1	<ul style="list-style-type: none"> • Syllabus 	<ul style="list-style-type: none"> • Quiz 1 • Explore Bb site • Review Syllabus • Introduction to Ethics 	<ul style="list-style-type: none"> • Purchase Textbooks • Sign Up for Discussion Leader
In class: May 30, 2018 Folder: Week 2	<ul style="list-style-type: none"> • Ethics Ch 1 – 5 • Barrett et al. (1991) • Van Houten et al. (1988) • ABAI (2011) • ES Ch 1 & 2 • Daniels Ch 1-3 • View all Week 2 recordings 	<ul style="list-style-type: none"> • Discussions <ul style="list-style-type: none"> • ES Ch 1 & 2 • Daniels Ch 1-3 	<ul style="list-style-type: none"> • Quiz 2 • Recorded Material Quiz 1
In class: June 6, 2018 Folder: Week 3	<ul style="list-style-type: none"> • Ethics Ch 6 • PECCBA Section 1 • Johnston & Sherman (1993) • ES Ch 3 & 4 • AD Ch 4 & 5 • View all Week 3 recordings 	<ul style="list-style-type: none"> • Multiple Relationships Discussion (instructor led) • Discussions <ul style="list-style-type: none"> • ES Ch 3 - 4 • AD Ch 4 - 5 	<ul style="list-style-type: none"> • Quiz 3 • Recorded Material Quiz 2
In class: June 13, 2018 Folder: Week 4	<ul style="list-style-type: none"> • Ethics Ch 7 • PECCBA Section 2 • Linscheid et al. (1990) • ES Ch 5 & 6 • AD Ch 6 & 7 • View all Week 4 recordings 	<ul style="list-style-type: none"> • Business Practices Discussion (instructor led) • Discussions <ul style="list-style-type: none"> • ES Ch 5-6 • AD Ch 6 - 7 	<ul style="list-style-type: none"> • Quiz 4 • Recorded Material Quiz 3
In class: June 20 Folder: Week 5	<ul style="list-style-type: none"> • Ethics Ch 8 • PECCBA Section 3 • Johnston (1991) • ES Ch 7 & 8 • AD Ch 8 & 9 • View all Week 5 recordings 	<ul style="list-style-type: none"> • Non-behavior analytic interventions Discussion (instructor led) • Discussions <ul style="list-style-type: none"> • ES Ch 7-8 • AD Ch 8 - 9 	<ul style="list-style-type: none"> • Quiz 5 • Recorded Material Quiz 4

Date	Readings & Recordings	In Class	Assignments
In class: June 27, 2018 Folder: Week 6	<ul style="list-style-type: none"> • Ethics Ch 9 • PECCBA Section 4 • Hastings et al (2005) • ES Ch 9, 10, 11 • AD Ch 10, 11, 12, 13 • View all Week 6 recordings 	<ul style="list-style-type: none"> • Discussions <ul style="list-style-type: none"> • ES Ch 9-11 • AD Ch 10-13 	<ul style="list-style-type: none"> • Quiz 6 • Recorded Material Quiz 5
NO ON CAMPUS CLASS JULY 4, 2018 Folder: Week 7	<ul style="list-style-type: none"> • Ethics Ch 10-11 • PECCBA Section 5-6 • View all Week 7 recordings 	NO CLASS	<ul style="list-style-type: none"> • Quiz 7 • Recorded Material Quiz 6 • Complete Week 7 Decision Sequence
In class: July 11, 2018 Folder: Week 8	<ul style="list-style-type: none"> • Ethics Ch 12-13 • PECCBA Section 7-8 • ES Ch 12, 13, 14, 15 • AD Ch 14, 15, 16, 17 • View all Week 8 recordings 	<ul style="list-style-type: none"> • Discussions <ul style="list-style-type: none"> • ES Ch 12, 13, 14, 15 • AD Ch 14, 15, 16, 17 	<ul style="list-style-type: none"> • Quiz 8 • Recorded Material Quiz 7 • Complete Week 8 Decision Sequence
In class: July 18, 2018 Folder: Week 9	<ul style="list-style-type: none"> • Ethics Ch 14-15 • PECCBA Section 9 • ES Ch 16, 17, 18, 19 • AD Ch 18, 19, 20 • View all Week 9 recordings 	<ul style="list-style-type: none"> • Discussions <ul style="list-style-type: none"> • ES Ch 16, 17, 18, 19 • AD Ch 18, 19, 20 	<ul style="list-style-type: none"> • Quiz 9 • Recorded Material Quiz 8 • Complete Week 9 Decision Sequence
In class: July 25, 2018 Folder: Week 10	<ul style="list-style-type: none"> • Ethics Ch 16-17 • PECCBA Section 10 • ES Ch 20, 21, 22, 23 • AD Ch 21, 22 • View all Week 10 recordings 	<ul style="list-style-type: none"> • Discussions <ul style="list-style-type: none"> • ES Ch 20, 21, 22, 23 • AD Ch 21, 22 	<ul style="list-style-type: none"> • Quiz 10 • Recorded Material Quiz 9 • Complete Week 10 Decision Sequence

Date	Readings & Recordings	In Class	Assignments
In class: August 1, 2018 Folder: Week 11	<ul style="list-style-type: none"> • Ethics Ch 18-20 • Virginia Behavior Analyst Licensure Regulations • ES Ch 24, 25 • AD Ch 23, 24 • View all Week 11 recordings 	<ul style="list-style-type: none"> • Discussions <ul style="list-style-type: none"> • ES Ch 24, 25 • AD Ch 23, 24 	<ul style="list-style-type: none"> • Quiz 11 • Recorded Material Quiz 10 • Complete Week 11 Decision Sequence
In class: August 8, 2018 Folder: Week 12	No new readings	Final Wrap Up	<ul style="list-style-type: none"> • Complete all work not yet completed • Submit all other work BEFORE SUBMITTING YOUR FINAL EXAM • Submit Final Exam Through TK20 by 11:59 on August 8, 2018

Turn in Any Time Assignments:

- Mandated Reporter Training Certificate
- CITI Training Certificate

Extra Credit:

- Behavior Analysis Supervisor Training Course Certificate

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

**Appendix
Rubric – Final Exam**

Dimension	Rating Category			
	Does Not Meet Expectations (less than 70%)	Needs Improvement (70-79%)	Meets Expectations (80-92%)	Exceeds Expectations (93-100%)
Five scenarios selected				
For each scenario, correct decision sequence selected				
For each scenario, sequence filled in based on licensure regs, the PECCBA, and core ethical principles				
For each scenario, decision section summarizes considerations leading to decision				
For each scenario, decision section examples the best course of action				
Writing: Correct grammar, punctuation				