



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

Summer 2022

EDSE 664 001: Ethical and Professional Conduct for Behavior Analysis

CRN: 42701, 3 – Credits

Instructor: Dr. Theodore Hoch	Meeting Dates: 5/23/22 – 8/13/22
Phone: 703-987-8928 (you may also text to this number)	Meeting Day(s): Monday; Wednesday
E-Mail: thoch@gmu.edu	Meeting Time(s): 7:20 pm – 9:05 pm
Office Hours: Virtually and in person, by appointment	Meeting Location: Fairfax; KH 15
Office Location: Suite 100, Finley Building	Go to Meeting link: www.gotomeet.me/TheodoreHoch

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 with a grade of B- or XS.

Co-requisite(s):

None

Course Description

Provides a basis in Behavior Analyst Licensure regulations, the Behavior Analyst Certification Board's Ethics Code, and professional conduct consistent with the practice of applied behavior analysis.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv, and check out Career Services: <https://careers.gmu.edu/>.

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) Ethics Code.
2. Identify and provide examples of conduct consistent and inconsistent with each of the ten sections of the BACB's Ethics Code.
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 Ethics Code 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.

Professional Standards

This course is part of the George Mason University, School of Education, 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: <https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-2102010.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 Texts

Bailey, J. S. and Burch, M. R. (2010). *25 essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. Routledge. ISBN 978-0-415-80068-6

Daniels, A. C. (2016). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement* (3rd ed.). McGraw-Hill.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional Readings

Association for Behavior Analysis, International. (2011). *ABAI Statement on Restraint and Seclusion*. Available at <https://www.abainternational.org>.

Barrett, B. H., Beck, R., Binder, C., Cook, D. A., Engelmann, S., Greer, R. D., Kyrklund, S. J., Johnson, K. R., Maloney, M., McCorkle, N., Vargas, J. S., & Watkins, C. L. (1991). The right to effective education. *The Behavior Analyst*, 14(1), 79-82. <https://doi.org/10.1007/BF03392556>

Behavior Analyst Certification Board. (2020). *Ethics code for behavior analysts*. Author. <https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-2102010.pdf>

Commonwealth of Virginia Board of Medicine. (2020) *Regulations governing the practice of behavior analysis*. Author. <http://www.dhp.virginia.gov/Boards/Medicine/PractitionerResources/LawsRegulations/>

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. <https://doi.org/10.1007/BF03391738>

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. <https://www.jstor.org/stable/23879950>

Johnston, J. M. (1991). What can behavior analysis learn from the aversives controversy? *The Behavior Analyst*, 14(2), 187-196. <https://doi.org/10.1007/BF03392569>

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. <https://doi.org/10.1007/BF03392615>

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. <https://doi.org/10.1901/jaba.1990.23-53>

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. <https://doi.org/10.1901/jaba.1988.21-381>

Course Performance Evaluation

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

Assignments and/or Examinations

Performance-based Assessment: NA

College Wide Common Assessment: NA

Other Assignments

Final Exam. You will complete and submit a five item, essay test. Each item will be an ethics scenario. You will identify all portions of the Ethics 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 Ethics 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.

Recorded Material Quizzes. For weeks indicated in the course calendar, there will quiz questions after each recording, with a total of 148 quiz questions worth 1 point each distributed across those five modules. You must complete those quizzes during the week for which they're assigned. For timed quizzes, you will have 1.5 minutes per question, or

a quiz availability time of 1.5 times the number of questions on that quiz. Once you answer a question, you may not return to it. The fill in the blanks quiz in Week 7 is worth 25 points.

Interteaching Group Discussions. For Modules 1 - 8, you will be assigned to a Discussion Group. (You will be in a different group each week.) Your group will meet through Blackboard Collaborate at some point during the week, and will have a discussion that will last at least 90 minutes. This discussion will center around the items presented on that week's Discussion Guide. To have a discussion:

1. Log into Blackboard.
2. Click on Tools.
3. Click on Blackboard Collaborate Ultra.
4. Locate your group's discussion.
5. Click on the discussion (Group #, with appropriate date).
6. Once all group members who are attending are present, one group member must:
 - a. Click on the chevron near the upper left corner of the chat screen (and the chevron is three horizontal parallel lines), and
 - b. Click on Record.
7. Discuss all items listed on that week's Discussion Guide.
8. Take notes as you discuss.
9. Discuss any other content you wish to discuss, but be sure to discuss all content on the Discussion Guide.

After the discussion,

1. Share your notes with the other members of the group.
2. (You may wish to do this while you're meeting – this will save time.)
3. Develop one set of notes, in a word document.
4. On top of that set of notes,
 - a. List names of all participants.
 - b. List the Week number for that discussion.
 - c. Submit that set of notes (each group member, individually), through Blackboard.

Each discussion and submitted discussion guide (combined) is worth up to 7 points. Missed discussions cannot be made up. Points missed for failing to submit notes on time cannot be made up.

Mandated Reporter Training. During the week indicated on the syllabus, you will go to this website - <http://www.dss.virginia.gov/abuse/mr.cgi> - 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 the child training for another course or for your employment, please complete the adult training and submit that certificate of completion.*

Final Exam Preparation Practice. Prior to class time for weeks 5, 6, and 7, you will be presented with two scenarios. You will complete the Decision Sequence indicated for each scenario, and will submit that completed decision sequence by the due date. You will receive detailed feedback on your analysis and final summation during the following week. Each submitted Decision Sequence is worth up to 2 points. These six completed decision sequences (two for each of weeks 5, 6, and 7) will provide you practice for your final exam, in that you will be doing the same sort of analysis and final summation on these as you will for your final, and so these are considered quizzes.

EDSE 619 Final Exam. During the first week of this course, you will complete the EDSE 619 Final Exam that your instructor gives when they teach that course. Each question you answer correctly will be worth 0.2 points. A total of 10 points is possible for this text. Your instructor will provide you with detailed feedback regarding your performance no later than the end of week four. You may use this information as you prepare for your certification exam.

Reaction Papers. During the modules indicated in the course calendar, you will view videos prepared for this course in which Dr. Hoch interviews members of our field who are expert in areas pertinent to the content of this course. After viewing each recording, you will prepare and submit a brief paper, following the instructions for that video presentation, in which you summarize the video's content, discuss its relation to other content of this course, and otherwise indicate how it will be useful in your practice. Each of these papers is worth up to 5 points.

Course Policies and Expectations

Attendance/Participation

All students are expected to be present for each class session in listed in the *Class Schedule* for which the topic is other than *Group Discussion*. Should a student miss a class session, the student is responsible for obtaining notes from a classmate.

All students are expected to keep appointments made with groupmates for *Group Discussions* – whether the group opts to meet during the regularly scheduled class time as listed in the *Class Schedule* or at a different time.

Late Work

All work is due prior to the beginning of the next class session. Should a student need additional time, the student should contact the instructor prior to the due date of the assignment.

Assignment Summary and Grading scale

Assignment Type	Possible Points per Instance	Number of Instances	Possible Points for Activity Type	Cumulative Possible Points
EDSE 619 Final Exam	10 points	1 exam	10 points	10 points
Reaction Papers	5 points	5 papers	25 points	35 points
Discussion Group Participation and Discussion Guides	8 points	6 discussion guides	48 points	83 points
Unit Quizzes	1 point per question	148 questions	148 points	231 points
EC/Licensure Regs Worksheet	25 points	1 instance	25 points	256 points
Mandated Reporter Training	1 completion certificate	5 points	5 points	261 points
Final Exam Prep Practice	2 points	6 Preps	12 points	273 points
Final Exam	100 points	1 exam	100 points	373 points

A	A-	B+	B	B-	C	F
347 – 373 points	336 – 346 points	325 – 335 points	310 – 324 points	299 – 309 points	261 – 298 points	Fewer than 261 points

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

Class Schedule

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

Date	Topics	Before Class	Complete Prior to Next Class
Mon 5/23	<input type="checkbox"/> GMU Honors Code <input type="checkbox"/> History of Ethics in Behavior Analysis		<input type="checkbox"/> GMU Honors Code Quiz

Wed 5/25	<input type="checkbox"/> History of Ethics in Behavior Analysis (cont'd) <input type="checkbox"/> BACB's <i>EC</i> : Introduction and Glossary	<input type="checkbox"/> Read <i>EC</i> Introduction and Glossary <input type="checkbox"/> Read <i>ABAI (2011)</i> <input type="checkbox"/> Read <i>Barrett et al. (1991)</i> <input type="checkbox"/> Read <i>Van Houten et al. (1988)</i>	<input type="checkbox"/> EDSE 619 Final Exam
Wed 6/1	<input type="checkbox"/> BACB's <i>EC</i> : Introduction and Glossary (cont'd) <input type="checkbox"/> Right to Effective Treatment <input type="checkbox"/> Right to Effective Education <input type="checkbox"/> Don't Mess Up!		<input type="checkbox"/> Unit 1 Quiz
Mon 6/6	<input type="checkbox"/> Review of Most Frequently Missed EDSE 619 Final Exam Questions		
Wed 6/8	<input type="checkbox"/> Group Discussion 1	<input type="checkbox"/> <i>25 ES</i> Preface and Ch 1-4	<input type="checkbox"/> Discussion Guide 1
Mon 6/13	<input type="checkbox"/> BACB's <i>EC</i> Section 1	<input type="checkbox"/> <i>EC</i> Section 1	
Wed 6/15	<input type="checkbox"/> Least Restrictive Principle <input type="checkbox"/> Aversives Controversy	<input type="checkbox"/> Johnston & Sherman (1993) <input type="checkbox"/> Linscheid et al. (1990)	<input type="checkbox"/> Unit 2 Quiz
Mon 6/20	<input type="checkbox"/> Group Discussion 2	<input type="checkbox"/> <i>25ES</i> Ch 5-11	<input type="checkbox"/> Discussion Guide 2
Wed 6/22	<input type="checkbox"/> BACB's <i>EC</i> Section 2	<input type="checkbox"/> <i>EC</i> Section 2	
Mon 6/27	<input type="checkbox"/> BACB's <i>EC</i> Section 2 (cont'd)		<input type="checkbox"/> Unit 3 Quiz
Wed 6/29	<input type="checkbox"/> Group Discussion 3	<input type="checkbox"/> <i>25ES</i> Ch 12-18	<input type="checkbox"/> Discussion Guide 3
Wed 7/6	<input type="checkbox"/> Mandated Reporting		<input type="checkbox"/> CPS or APS Mandated Reporter Training Certificate
Mon 7/11	<input type="checkbox"/> BACB's <i>EC</i> Section 3	<input type="checkbox"/> <i>EC</i> Section 3	<input type="checkbox"/> Unit 4 Quiz
Wed 7/13	<input type="checkbox"/> BACB's <i>EC</i> Section 4	<input type="checkbox"/> <i>EC</i> Section 4	
Mon 7/18	<input type="checkbox"/> BACB's <i>EC</i> Section 5	<input type="checkbox"/> <i>EC</i> Section 5	<input type="checkbox"/> View <i>Delivering Ethics Message Effectively</i> and <i>What do you call yourself?</i> Recordings
Wed 7/20	<input type="checkbox"/> Group Discussion 4	<input type="checkbox"/> Daniels Ch 1 - 7	<input type="checkbox"/> Discussion Guide 4 <input type="checkbox"/> Unit 5 Quiz
Mon 7/25	<input type="checkbox"/> BACB's <i>EC</i> Section 6	<input type="checkbox"/> <i>EC</i> Section 6	<input type="checkbox"/> Unit 6 Quiz
Wed 7/27	<input type="checkbox"/> Behavior Analyst Licensure	<input type="checkbox"/> <i>Commonwealth of Virginia Board of Medicine (2020)</i>	<input type="checkbox"/> EC / Licensure Regs Comparison Worksheet
Mon 8/1	<input type="checkbox"/> Group Discussion 5	<input type="checkbox"/> Daniels Ch 8 – 13	<input type="checkbox"/> Discussion Guide 5
Wed 8/3	<input type="checkbox"/> Managing Ethical Dilemmas		<input type="checkbox"/> Practice Ethical Dilemma 1 <input type="checkbox"/> Practice Ethical Dilemma 2
Mon 8/8	<input type="checkbox"/> Group Discussion 6		<input type="checkbox"/> Practice Ethical Dilemma 3 <input type="checkbox"/> Practice Ethical Dilemma 4

Wed 8/10	<input type="checkbox"/> Group Discussion 6	<input type="checkbox"/> Daniels Ch 14 – 20	<input type="checkbox"/> Discussion Guide 6
Mon 8/15	<input type="checkbox"/> Final Exam Due No Later than 5 pm today!		
At Any Time During this Course:			
<input type="checkbox"/>	Lattall Reaction Paper		
<input type="checkbox"/>	Todd Reaction Paper		
<input type="checkbox"/>	Fuqua Reaction Paper		
<input type="checkbox"/>	Dzyak Reaction Paper		
<input type="checkbox"/>	El Tagi and Gross Reaction Paper		
<input type="checkbox"/>	Strydom Reaction Paper		

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).