



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

Summer 2023

EDSE 664 004: Ethical and Professional Conduct for Behavior Analysis

CRN: 43405, 3 – Credits

Instructor: Dr. Barbara Kaminski	Meeting Dates: 5/22/23 – 8/12/23
Phone: 703-987-0132	Meeting Day(s): Wednesday
E-Mail: bkamins2@gmu.edu	Meeting Time(s): 6:30 pm – 10 pm
Office Hours: by appointment	Meeting Location: Fairfax; KH 17
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 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

NOTE: This is a hybrid course with 76% face-to-face content and 24% online content.

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
- Bailey, J.S., and Burch, M.R. (2016). *Ethics for behavior analysts (3rd Edition)*. 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 (3rd Edition)*. 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

List of additional readings attached as Appendix.

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).

VIA Performance-Based Assessment Submission Requirement

No required upload.

Assignments and/or Examinations

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 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 give the rationale for selecting that course of action over the other two. Up to 100 points may be earned on the final examination. The grading rubric can be found in the Appendix to this syllabus.

Interteaching Group Discussions. You will be assigned to a Discussion Group. (You will be in a different group each week.) Your group will meet during class. This discussion will center around the items distributed in class (weekly Discussion Guide) and will revolve around the readings for the week. To have a discussion:

- During class:
 - Discuss all items on the distributed Discussion Guide.
 - Take notes as you discuss.
 - You are welcome to discuss any other content you wish to discuss but be sure to discuss all content on the Discussion Guide.
- After the discussion:

- Share your notes with the other members of the group. (You may wish to do this while you're meeting – this will save time.)
- Develop one set of notes, in a word or google document.
- On top of that set of notes,
 - List names of all participants.
 - List the Week number for that discussion.
 - Submit that set of notes (each group member, individually), through Blackboard **by the end of day on Friday following the class meeting.**

Each discussion and submitted discussion guide (combined) is worth up to 9 points. Missed discussions cannot be made up. Points missed for failing to submit notes on time cannot be made up.

Ethics Problem-Solving Preparation Practice. For each practice, 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. The six completed decision sequences (two for each of weeks 7, 9, and 11) will provide you with 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.

Topical Assignments. As behavior analysts, we regularly face professional situations and issues that require us to engage in problem-solving beyond simply resolving a “dilemma.” Throughout the semester there will be topical assignments related to the weekly topic. The assignments will be of a varied nature, ranging from responses to writing prompts to preparation of more structured documents. The assignments are listed on the timeline and the instructions for each will be posted on Blackboard. Each of these assignments will be worth 5 points.

Online Content and Assignments. This is a hybrid course with 24% of our content presented online. The online content is listed in the timeline below (highlighted as shaded areas). A topical assignment, as described above, is associated with each of the online content modules. As above, each of these assignments will be worth 5 points.

Assignment Summary

Assignment	Number of submissions	Points Each Submission	Total Points
Discussion Guide/Group Discussion	12	9 points	108
Practice Scenarios	6	2 points	12
Topical Assignments (weekly and online)	16	5 points	80
Final Exam	1	100 points	100
			300

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Your attendance and participation at each scheduled class session is an expectation of the course. Group discussion points are contingent on attendance and participation in the discussion.

Assignment Instructions

Following instructions for formatting papers will expedite grading and feedback for all students. Students are responsible for following these guidelines for grading:

- All final drafts of assignments must be submitted through Blackboard, including final drafts of assignments.
- Assignments must be completed within the template provided by the instructor. Failure to do so will result in delays in grading.
- Emailed and hard copies of assignments will not be graded unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.
- Detailed information about each assignment is posted on Blackboard. Failure to review all documents available often results in low performance.

Late Work

Work is considered on time if it is submitted by 11:59 p.m. (ET) on the date that it is due. **Late work will only be accepted when prior arrangement has been made with the instructor.**

Other Requirements

Inclement Weather Procedures

If GMU is closed due to weather conditions, class will be canceled. If GMU is not closed but, in your judgment, travel poses a substantial risk, you may choose to skip class as an excused absence.

Electronics

Cell phones must be turned off and/or set on vibrate. Computers are allowed for note taking and course-related work ONLY.

Artificial Intelligence (ChatGPT, Bing, etc)

Student responses are expected to be original work and to not reflect work provided by AI tools, except as indicated. Students are cautioned that use of an emerging, non-verified technology is at best a risk (may return answers that are inaccurate) and at worse will lead to incomplete training which may impact both your ability to successfully complete certification requirements and potentially negatively impact your future consumers.

Grading

Grading (traditional rounding principles apply)

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

70-79% = C

< 69% = F

***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.

Ethics = Bailey, J.S., and Burch, M.R. (2016).; **Essential Skills** = Bailey, J.S. and Burch, M.R. (2010).; **Daniels** = Daniels, A.C. (2016).

Details of all other readings and videos are found in the Appendix

Week/ Module	Topic	Readings/Videos	Assignments
1 5/24/23	Syllabus; Introduction History of Ethics in ABA	Syllabus Ethics Section I	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion
Online 5/24-5/30	Understanding the BCBA certification requirements	(2002). BACB HANDBOOK	<ul style="list-style-type: none"> • Topical Assignment: BCBA Credential (due 5/30, 11:59pm)
2 5/31/23	BACB Ethics Code	Ethics Chp 6-10 BACB Ethics Code Barrett et al. (1991) Van Houten et al. (1988) Vladescu et al. (2022) BACB podcast Ep 6	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion • Topical Assignment: Ethics Questions 1
3 6/7/23	BACB Ethics Code	Ethics Chp 11-15 BACB Ethics Code BACB (2023). Summary of Violations BACB podcast episode 22 VA Licensure Regulations	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion • Topical Assignment: Ethics Questions 2
Online 6/7- 6/13	Reporting BACB Code violations	BACB (2023) Considerations for Report Violations (BCaBA/BCBA and RBT) Self-Reporting Statement Reporting Violations BACB podcast ep 10	<ul style="list-style-type: none"> • Topical Assignment: When Should I Report? (due 6/13, 11:59 pm)
4 6/14/23	Reckoning with the Past: Use and Misuse of ABA	Essential Skills Ch 19, 20 ABAI Position Statements Conine et al. (2022) JABA (2022) Johnson (2022) Rajaraman et al (2022)	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion • Topical Assignment: Position Statement Reaction Paper
5 6/21/23	Ethical Decision Making	Essential Skills Ch 21, 22, 25 Brodhead (2019) Rosenberg & Schwartz (2019) Sellers et al. (2020) Suarez et al. (2022)	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion • Topical Assignment: Scenarios for Problem Solving
6 6/28/23	Ethical Decision Making	Bailey (2021) Cicero (2021) Cox (2021) Kelley et al. (2021)	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion • Topical Assignment: Create Decision Tree

Online 6/28 – 7/4	Ethics is more than the BACB Code	Video: It’s Not Unethical... OR Video: Solving Today’s Ethical Dilemmas	<ul style="list-style-type: none"> • Topical Assignment: Values Exercise (due 7/5 at 11:59pm – note the extension!)
7 7/5/23	Cultural Considerations	Arango & Lustig (2023) Beaulieu & Jimenez-Gomez (2022) Jaramillo & Nohelty (2022) Jimenez-Gomez & Beaulieu (2022) Martinez & Mahoney (2022) Neely et al. (2020)	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion • Topical Assignment: Cultural Responsiveness Self-Assessment • Practice Scenarios
8 7/12/23	Humility, Interdisciplinary Coordination, and Soft Skills	Essential Skills Ch 4, 12 Critchfield & Doepke (2019) Kirby et al. (2022) LaFrance et al. (2019) Normand & Donohue (2022) Rohrer et al. (2021) Wright (2019)	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion • Topical Assignment: Alternative Language
9 7/19/23	Neurodiversity, Assent/Consent, Meaningful Treatment	Essential Skills Ch 2, 6 Contreras et al (2022) Morris et al (2021) Reid et al (2018) Silbaugh & El Fattal (2022) Veneziano & Shea (2023)	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion • Topical Assignment: Mandated Reporter Training • Practice Scenarios
Online 7/19-7/25	Assent/Consent	Videos: Assent Based Learning.... How the Enhanced... What is Assent....	<ul style="list-style-type: none"> • Topical Assignment: Procedure for Assent (due 7/25 at 11:59pm)
10 7/26/23	The Business of ABA	Essential Skills Ch 15, 17, 18 Brodhead et al. (2018) Brown & Brodhead (2023) Graber & O’Brien (2019) LeBlanc et al. (2020)	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion • Topical Assignment: Limitations of Your Setting
11 8/2/23	Future Challenges for the Field: Robotics, AI, and Neuralink	Essential Skills Ch 24 Kazemi & Ptah (2019) Kohli et al. (2022) Video: Neuralink...	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion • Topical Assignment: ChatGPT • Practice Scenarios
Online 8/2- 8/8	Managing Others	Videos: Want to Bring Out... Aubrey Daniels....	<ul style="list-style-type: none"> • Topical Assignment: Reaction Paper (due 8/8 at 11:59 pm)
12 8/9/23	Your Future	Daniels Ch 5, 13 Alligod & Gravina (2021) Becerra et al. (2020)	<ul style="list-style-type: none"> • Discussion Guide /Group Discussion • Topical Assignment: Practice Declaration • FINAL EXAM due 8/12 at 11:59 pm (NO EXCEPTIONS)

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/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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/).

Appendix

Assessment Rubric(s)

The VIA Assignment (Final Exam) rubric is as follows:

	Does Not Meet Expectations 1 Further Learning Needed	Meets Expectations 2 Competence	Exceeds Expectations 3 Mastery
Ethical Standards	<p>Candidate demonstrates further learning needed by correctly answering fewer than 80% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ Responsible conduct of a behavior analyst. ▪ The behavior analyst’s responsibility to clients. ▪ Assessing behavior. ▪ The behavior analyst and the individual behavior change program. ▪ The behavior analyst as a teacher and / or supervisor. ▪ The behavior analyst and the workplace. ▪ The behavior analyst’s ethical responsibility to the field of behavior analysis. ▪ The behavior analyst’s responsibility to colleagues. ▪ The behavior analyst’s ethical responsibility to society. ▪ The behavior analyst and research. 	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ Responsible conduct of a behavior analyst. ▪ The behavior analyst’s responsibility to clients. ▪ Assessing behavior. ▪ The behavior analyst and the individual behavior change program. ▪ The behavior analyst as a teacher and / or supervisor. ▪ The behavior analyst and the workplace. ▪ The behavior analyst’s ethical responsibility to the field of behavior analysis. ▪ The behavior analyst’s responsibility to colleagues. ▪ The behavior analyst’s ethical responsibility to society. ▪ The behavior analyst and research. 	<p>Candidate demonstrates mastery by correctly answering 100% of items pertaining to:</p> <ul style="list-style-type: none"> ▪ Responsible conduct of a behavior analyst. ▪ The behavior analyst’s responsibility to clients. ▪ Assessing behavior. ▪ The behavior analyst and the individual behavior change program. ▪ The behavior analyst as a teacher and / or supervisor. ▪ The behavior analyst and the workplace. ▪ The behavior analyst’s ethical responsibility to the field of behavior analysis. ▪ The behavior analyst’s responsibility to colleagues. ▪ The behavior analyst’s ethical responsibility to society. ▪ The behavior analyst and research.
Professional Conduct	<p>Candidate demonstrates further learning needed by correctly answering fewer than 80% of items pertaining to:</p>	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p>	<p>Candidate demonstrates mastery by correctly answering 100% of questions pertaining to:</p>

	<ul style="list-style-type: none"> ▪ BACB Professional Disciplinary and Ethical Standards ▪ Reporting requirements. ▪ Limits on applying. ▪ The Review Committee. ▪ Virginia Board of Medicine Standards of Professional Conduct 	<ul style="list-style-type: none"> ▪ BACB Professional Disciplinary and Ethical Standards ▪ Reporting requirements. ▪ Limits on applying. ▪ The Review Committee. ▪ Virginia Board of Medicine Standards of Professional Conduct 	<ul style="list-style-type: none"> ▪ BACB Professional Disciplinary and Ethical Standards ▪ Reporting requirements. ▪ Limits on applying. ▪ The Review Committee. ▪ Virginia Board of Medicine Standards of Professional Conduct
Licensure and Certification	<p>Candidate demonstrates further learning needed by correctly answering fewer than 80% of items pertaining to:</p> <ul style="list-style-type: none"> ▪ General provisions of Virginia Behavior Analyst Licensure Regulations ▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst ▪ Scope of Practice ▪ BACB Certification Requirements ▪ BACB Application Process ▪ BACB Examination Process ▪ BACB Continuing Education Requirements 	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ General provisions of Virginia Behavior Analyst Licensure Regulations ▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst ▪ Scope of Practice ▪ BACB Certification Requirements ▪ BACB Application Process ▪ BACB Examination Process ▪ BACB Continuing Education Requirements 	<p>Candidate demonstrates mastery by correctly answering 100% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ General provisions of Virginia Behavior Analyst Licensure Regulations ▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst ▪ Scope of Practice ▪ BACB Certification Requirements ▪ BACB Application Process ▪ BACB Examination Process ▪ BACB Continuing Education Requirements

Appendix: Additional Readings, Videos and Podcasts

All articles are available through the GMU library system and will be made available. All online materials (videos, documents/materials from organizations) and freely available online.

Note that most weeks there is also assigned content from the required textbooks.

Week 1 (5/24-5/30) Online Content

BACB (2002). BOARD CERTIFIED BEHAVIOR ANALYST® HANDBOOK

Week 2: Laws & Position Statements

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., and Watkins, C.L. (1991). The right to effective education. *The Behav Analyst, 14* (1), 79-82.

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

Van Houten, R., Axelrod, S., Bailey, J.S., Favell, J.E., Foxx, R.M., Iwata, B.A., and Lovaas, O.I. (1988), The right to effective behavioral treatment. *Jnl of Applied Behav Analysis, 21* (4), 381-384.

Vladescu, J.C., Breeman, S.B., Cox, D.J. and Drevon, D.D. (2022), What's the big IDEA? A preliminary analysis of behavior analysts' self-reported training in and knowledge of Federal Special Education Law. *Behav Analysis Practice, 15*:867–880. <https://doi.org/10.1007/s40617-021-00673-6>

Week 2 & 3: Ethics Code

Behavior Analyst Certification Board. (2020), *Ethics Code*, available for download at <https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-2102010.pdf>

Behavior Analyst Certification Board. (2023), A Summary of Ethics Violations and Code-Enforcement Activities 2019-2021.

Episode 6: The History of Ethics at the BACB <https://podcasters.spotify.com/pod/show/bacb/episodes/Episode-6-The-History-of-Ethics-at-the-BACB-eb3g4l/a-a1j6fsf>

Episode 22: Helpful Ethics Resources <https://podcasters.spotify.com/pod/show/bacb/episodes/Episode-22-Helpful-Ethics-Resources-e10m8mg/a-a73cca4>

Week 3 (6/7-6/14) Online Content

BACB (2023). Considerations for Reporting an Alleged Violation Against a BCaBA/BCBA

BACB (2023). Considerations for Reporting an Alleged Violation Against an RBT

BACB (2022). Self-Reporting Statement

Self-Reporting: <https://www.bacb.com/ethics-information/reporting-to-ethics-department/self-reporting/>

Reporting violations: <https://www.bacb.com/ethics-information/reporting-to-ethics-department/>

Episode 10: Addressing Potential Ethics Violations with Others

<https://podcasters.spotify.com/pod/show/bacb/episodes/Episode-10-Addressing-Potential-Ethics-Violations-With-Others-edtfko/a-a73cca4>

Week 4: Misuse and Abuse

Position Statements

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

Association for Behavior Analysis, International. (2011). *ABAI Statement on Contingent Skin Shock*. Available at www.abainternational.org.

Association for Behavior Analysis, International. (2011). *ABAI Statement on Conversion Therapy and Practices*. Available at www.abainternational.org.

Conine, D.E., Campau, S.C. and Petronelli, A.K. (2022), LGBTQ+ conversion therapy and applied behavior analysis: A call to action. *Jnl of Applied Behav Analysis*, 55: 6-18. <https://doi-org.mutex.gmu.edu/10.1002/jaba.876>

JABA (2020), Editor's Note: Societal changes and expression of concern about Rekers and Lovaas' (1974) Behavioral Treatment of Deviant Sex-Role Behaviors in a Male Child. *Jnl of Applied Behav Analysis*, 53: 1830-1836. <https://doi.org/10.1002/jaba.768>

Johnson, A.H. (2022), The weight of harm: A response to “Editor’s Note: Societal changes and expression of concern about Rekers and Lovaas’ (1974) Behavioral Treatment of Deviant Sex-Role Behaviors in a Male Child.” *Behav Analysis Practice*, 15:971–979. <https://doi.org/10.1007/s40617-022-00683-y>

Rajaraman, A., Austin, J.L., Gover, H.C., Cammilleri, A.P., Donnelly, D.R. and Hanley, G.P. (2022), Toward trauma-informed applications of behavior analysis. *Jnl of Applied Behav Analysis*, 55: 40-61. <https://doi-org.mutex.gmu.edu/10.1002/jaba.881>

Week 5: Ethical Decision-Making

Brodhead, M.T. (2019), Culture always matters: some thoughts on Rosenberg and Schwartz. *Behav Analysis Practice*, 12:826–830. <https://doi.org/10.1007/s40617-019-00351-8>

Rosenberg, N.E. and Schwartz, I.S. (2019), Guidance or compliance: what makes an ethical behavior analyst? *Behav Analysis Practice*, 12:473–482. <https://doi.org/10.1007/s40617-018-00287-5>

Sellers, T.P., Carr, J.E. and Nosik, M.R. (2020), On the BACB’s ethics requirements: a response to Rosenberg and Schwartz (2019), *Behav Analysis Practice*, 13:714–717. <https://doi.org/10.1007/s40617-020-00463-6>

Suarez, V.D., Marya, V., Weiss, M.J. and Cox, D. (2022), Examination of ethical decision-making models across disciplines: common elements and application to the field of behavior **Analysis**. *Behav Analysis Practice*. <https://doi.org/10.1007/s40617-022-00753-1> Published online 29 November 2022

Week 6: Ethical Decision-Making

Bailey, J.S. (2021), Practical vs theoretical ethics: A response to Cox. *Jnl of Applied Behav Analysis*, 54: 192-196. <https://doi-org.mutex.gmu.edu/10.1002/jaba.788>

- Cicero, F.R. (2021), Behavioral ethics: ethical practice Is more than memorizing compliance codes. *Behav Analysis Practice*, 14:1169–1178. <https://doi.org/10.1007/s40617-021-00585-5>
- Cox, D.J. (2021), Descriptive and normative ethical behavior appear to be functionally distinct. *Jnl of Applied Behav Analysis*, 54: 168-191. <https://doi-org.mutex.gmu.edu/10.1002/jaba.761>
- Kelly, E.M., Greeny, K., Rosenberg, N. and Schwartz I. (2021), When rules are not enough: developing principles to guide ethical conduct. *Behav Analysis Practice*, 14:491–498. <https://doi.org/10.1007/s40617-020-00515-x>

Week 6 (6/28 – 7/4/23) Online Content

Videos:

It's Not UNETHICAL You Just Don't Like It: Ethics, Morals & Preferences <https://youtu.be/Or8jSarhTLk>

OR

Solving Today's Ethical Dilemmas: A Values-Focused Approach - January 2023 https://youtu.be/x5SRP_hPE-IA

Week 7: Cultural Considerations

- Arango, A. and Lustig, N. (2023), Ignorance and cultural diversity: the ethical obligations of the behavior analyst. *Behav Analysis Practice*, 16:23–39. <https://doi.org/10.1007/s40617-022-00701-z>
- Beaulieu, L. and Jimenez-Gomez, C. (2022), Cultural responsiveness in applied behavior analysis: Self-assessment. *Jnl of Applied Behav Analysis*, 55: 337-356. <https://doi-org.mutex.gmu.edu/10.1002/jaba.907>
- Jaramillo, C. and Nohelty, K. (2022), Guidance for behavior analysts in addressing racial implicit bias. *Behav Analysis Practice*, 15:1170–1183. <https://doi.org/10.1007/s40617-021-00631-2>
- Jimenez-Gomez, C. and Beaulieu, L. (2022), Cultural responsiveness in applied behavior analysis: Research and practice. *Jnl of Applied Behav Analysis*, 55: 650-673. <https://doi-org.mutex.gmu.edu/10.1002/jaba.920>
- Martinez, S. and Mahoney, A. (2022), Culturally sensitive behavior intervention materials: a tutorial for practicing behavior analysts. *Behav Analysis Practice*, 15:516–540. <https://doi.org/10.1007/s40617-022-00703-x>
- Neely, L., Gann, C., Castro-Villarreal, F. and Villarreal, V. (2020), Preliminary findings of culturally responsive consultation with educators. *Behav Analysis Practice*, 13:270–281. <https://doi.org/10.1007/s40617-019-00393-y>

Week 8: Humility, Interdisciplinary Coordination, and Soft Skills

- Critchfield, T.S. and Doepke, D.J. (2019), Emotional overtones of behavior analysis terms in english and five other languages. *Behav Analysis Practice*, 11:97–105 <https://doi.org/10.1007/s40617-018-0222-3>
- Kirby, M.S., Spencer, T.D. and Spiker, S.T. (2022), Humble Behaviorism Redux. *Behavior and Social Issues*, Vol 31(1), Dec, 2022 pp. 133-158. <http://dx.doi.org.mutex.gmu.edu/10.1007/s42822-022-00092-4>
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- Normand, M.P. and Donohue, H.E. (2022), Behavior analytic jargon does not seem to influence treatment acceptability ratings. *Jnl of Applied Behav Analysis*, 55: 1294-1305. <https://doi.org/10.1002/jaba.953>

Rohrer, J.L., Marshall, K.B., Suzio, C. and Weiss, M.J. (2021), Soft skills: the case for compassionate approaches or how behavior analysis keeps finding its heart. *Behav Analysis Practice*, 14:1135–1143. <https://doi.org/10.1007/s40617-021-00563-x>

Wright, P.I. (2019), Cultural humility in the practice of applied behavior analysis. *Behav Analysis Practice*, 12:805–809. <https://doi.org/10.1007/s40617-019-00343-8>

Week 9: Assent/Consent, Neurodiversity, Meaningful Treatment

Contreras, B.P., Hoffmann, A.N. and Slocum, T.A., (2022), Ethical behavior analysis: evidence-based practice as a framework for ethical decision making. *Behav Analysis Practice*, 15:619–634. <https://doi.org/10.1007/s40617-021-00658-5> Grader, A. and Graber, J. (2023), Applied behavior analysis and the abolitionist neurodiversity critique: an ethical analysis. *Behav Analysis Practice*. <https://doi.org/10.1007/s40617-023-00780-6> Published online 02 March 2023

Morris, C., Detrick, J.J. and Peterson, S.M. (2021), Participant assent in behavior analytic research: Considerations for participants with autism and developmental disabilities. *Jnl of Applied Behav Analysis*, 54: 1300-1316. <https://doi-org.mutex.gmu.edu/10.1002/jaba.859>

Reid, D.H., Rosswurm, M. and Rotholz, D.A., (2018), No less worthy: recommendations for behavior analysts treating adults with intellectual and developmental disabilities with dignity. *Behav Analysis Practice*, 11:71–79. <https://doi.org/10.1007/s40617-017-0203-y>

Silbaugh, B.C. and El Fattal, R. (2022), Exploring quality in the applied behavior analysis service delivery industry. *Behav Analysis Practice*, 15:571–590. <https://doi.org/10.1007/s40617-021-00627-y>

Veneziano, J. and Shea, S. (2023), They have a voice; are we listening? *Behav Analysis Practice*, 16:127–144. <https://doi.org/10.1007/s40617-022-00690-z>

Week 9 (7/19-7/25) Online Content

Videos:

Assent Based Learning in Applied Behavior Analysis <https://youtu.be/tqm94KLEFDk>

How The Enhanced Choice Model Changed Our Relationship <https://youtu.be/6tKKG37-YuE>

What is Assent & Why Assent is Important in Education | How ABA Has Improved <https://youtu.be/kEDjyQHkgpw>

Week 10: The Business of ABA

Brodhead, M.T., Quigley, S.P. and Cox, D.J. (2018), How to identify ethical practices in organizations prior to employment. *Behav Analysis Practice*, 11:165–173. <https://doi.org/10.1007/s40617-018-0235-y>

Brown, K.J. and Brodhead, M.T. (2023), Reported effects of noncompete clauses on practitioners in applied behavior analysis. *Behav Analysis Practice*, 16:251–264. <https://doi.org/10.1007/s40617-022-00718-4>

Graber, A. and O'Brien, M. (2019), The promise of accountable care organizations: “The Code,” reimbursement and an ethical no-win situation for behavior analysts. *Behav Analysis Practice*, 12:247–254. <https://doi.org/10.1007/s40617-018-0209-0>

LeBlanc, L.A., Onofrio, O.M., Valentino, A.L., Sleeper, J.D. (2020), Promoting ethical discussions and decision making in a human service agency. *Behav Analysis Practice*, 13:905–913. <https://doi.org/10.1007/s40617-020-00454-7>

Week 11: Future Challenges for the Field – Robotics, AI, Neuralink

Kazemi, E. and Ptah, A. (2019), The 21st century teaching machines: advancing behavior analysis through AI, VR and robotics. *Operants*, The B.F. Skinner Foundation

Kohli, M., Kar, A., Bangalore, A. and Prathosh, A.P. (2022), Machine learning-based ABA treatment recommendation and personalization for autism spectrum disorder: an exploratory study. *Brain Informatics*, 9:16.
<https://doi.org/10.1186/s40708-022-00164-6>

Neuralink May COMPLETELY Change Psychology & Behavior Analysis <https://youtu.be/NeHLd0rkxGk>

Week 11 (8/2-8/9) Online Content Managing Others

Videos:

Want to Bring Out The Best in People? Start With Strengths | Chris Wejr | TEDxLangleyED <https://youtu.be/MtduVS9BSxw>

Aubrey Daniels, author of Bringing out the Best in People, talks with Verne Harnish. <https://youtu.be/k9MSIa5mcbc>

Week 12: Your Future

Alligood, C.A. and Gravina, N.E. (2021), Branching out: finding success in new areas of practice. *Behav Analysis Practice*, 14:283–289. <https://doi.org/10.1007/s40617-020-00483-2>

Becerra, L.A., Sellers, T.P. and Contreras, P.B., (2020), Maximizing the conference experience: tips to effectively navigate academic conferences early in professional careers. *Behav Analysis Practice*, 13:479–491.
<https://doi.org/10.1007/s40617-019-00406-w>