

**Ethics and Professional Conduct for Behavior Analysis**  
**SPED 659**  
**3 Credit Hours**  
**Spring 2014**  
**Lynchburg College**  
**School of Education and Human Development**

<b>Instructor:</b> Gena Barnhill PhD, NCSP, BCBA-D	<b>Meeting Dates:</b> 1/6/14- 3/10/14, <b>no class on 1/20/14</b>
<b>Phone:</b> 434-544-8771	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> <a href="mailto:barnhill@lynchburg.edu">barnhill@lynchburg.edu</a>	<b>Meeting Times:</b> 4:30pm – 9:00pm
<b>Office Hours:</b> TBA	<b>Meeting Location:</b> Schewel 109

**Course Description:**

Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board's *Guidelines for Responsible Conduct* and *Disciplinary Standards*, 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 *Guidelines for Responsible Conduct* sections.
2. Identify and provide examples of conduct consistent and inconsistent with each of the Behavior Analyst Certification Board's ten *Guidelines for Responsible Conduct* sections.
3. Identify and describe content from each section of the Behavior Analyst Certification Board's *Disciplinary Standards*.
4. Identify and provide examples of conduct consistent and inconsistent with each section of the Behavior Analyst Certification Board's *Disciplinary Standards*.
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 *Guidelines for Responsible Conduct* and *Disciplinary Standards*, 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. (2011). *Ethics for behavior analysts, 2<sup>nd</sup> expanded edition*. New York: Routledge: ISBN 978-0-415-88030-5

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

**RECOMMENDED TEXTBOOKS:** None.

### REQUIRED MATERIALS

Association for Behavior Analysis, International. (ABAI, 2011). ABAI Statement on Restraint and Seclusion. Available at [www.abainternational.org](http://www.abainternational.org).

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](http://www.apbahome.net/Restraint_Seclusion%20.pdf)

Behavior Analyst Certification Board's Guidelines for Responsible Conduct. Available at [www.bacb.com](http://www.bacb.com), in the Downloads area.

Behavior Analyst Certification Board's Disciplinary Standards. Available at [www.bacb.com](http://www.bacb.com), in the Downloads area.

Commonwealth of Virginia Board of Medicine's Behavior Analyst Licensure Regulations. Title of Regulations: 18 VAC 85-150-10 et seq. Effective Dates: September 19, 2012 to March 20, 2014.

### ADDITIONAL 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 21<sup>st</sup> 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.

## POLICIES

**Attendance Policy:** All students are expected to attend and participate in each class session. Attendance will be taken and students will earn 20 points for attending the entire session; students attending a partial class session may earn 10 points, depending on the amount of time missed. Missed attendance points may not be made up.

**Late Work Policy:** Work submitted after the assigned due date will be assessed a 10% possible 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. Depending on number of students enrolled in the course, presentations may include up to 3 to 4 students. 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 (or co-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! Two points per session may be earned for making comments, asking or answering questions, or otherwise participating in discussion on the topics presented. Missed points due to absence may not be made up. **8 opportunities at 10 points each for a total of 80 possible points.**

**Written Assignments.** Each is described below.

**Weekly Quizzes.** Prior to class sessions 2 through 8 students will complete a short on-line quiz. 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 will have a penalty of 2 points. **7 Quizzes for a total of 400 possible points** (approximately 100 questions total).

**Declaration of Professional Services.** Students will develop a Declaration of Professional Practice based on the sample in the Bailey and Burch text. **60 possible points**

**Final Examination.** Each student will complete and submit a five item, essay test. Each item will be an ethics scenario. The student will identify the portions of the *Guidelines for Responsible Conduct* and the *Disciplinary Standards* that pertain to the scenario. Next, the student will give three possible courses of action based on the *Guidelines*, the *Disciplinary Standards*, 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 Taskstream. Taskstream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to Taskstream by noon 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 Taskstream 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	160 points	160 points
Final Exam	200 points	360 points
Quizzes	400 points	760 points
Discussion Leader	100 points	860 points
Discussion Participant	80 points	940 points
Declaration of Professional Services	60 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 (2011) text entitled *Ethics for Behavior Analysts 2<sup>nd</sup> Expanded Edition*; and **AD** refers to the Aubrey Daniels (1999) *Bringing Out the Best in People* text.

Class Date	Presenters	Read Before Class	Participation and Products
Session 1 Jan 6	Introduction, review syllabus, Discussion on 25 ES Ch 1-4 & Ethics Ch 1-5	25ES: Ch 1 (Business Etiquette), 2 (Assertiveness), 3 (Leadership) & 4 (Networking)  Ethics: Ch 1-5 (Background for Ethics in Behavior Analysis Section)  <b>Dr. Barnhill Presents</b> an overview of history of ABA & Ethics View "The Lynchburg Story"	All students participant in class discussions & lecture
Session 2 Jan 13	25ES Ch 5, 6 & 7 Ethics Ch 6 & 7 (Guidelines 1 & 2) AD Ch 1-5  Barrett et al. 1991	25ES: Ch 5 (Public Relations), 6 (Total Competence in ABA), & 7 (Ethics in Daily Life)  Ethics: Ch 6 Responsible Conduct of a Behavior Analyst- Guideline 1) & Ch 7 (The Behavior Analyst's Responsibility to Clients- Guideline 2)  AD: Ch 1 (Fads, Fantasies, and Fixes), 2 (Management by Common Sense Is Not Management at All), 3 (Louder, Longer, Meaner), 4 (Behavior Is a Function of Its Consequences) & 5 (The ABCs of Performance Management)  Barrett et al. (1991). The Right to Effective Education  <b>Barnhill Presentation</b> on Reid & Parsons (2002) Overcoming Challenging Behavior- Working with Staff and Outcome Management	Quiz1 completed by 11:59 pm 1/12 Selected presentations; Participate in Discussions
<b>Jan 20</b>	<b>NO CLASS</b>		
Session 3 Jan 27	25ES Ch 8, 9 & 10 Ethics Ch 8 & 9 (Guidelines 3 & 4) AD Ch 6-9  Van Houten et al. 1988; Kelly & Tincani 2013	25ES: Ch 8 (Interpersonal Communications), 9 (Persuasion and Influence)& 10 (Negotiating and Lobbying)  Ethics: Ch 8 (Assessing Behavior- Guideline 3) & Ch 9 (The Behavior Analyst and the Individual Behavior Change Program- Guideline 4)  AD: Ch 6 (The High Price of Negative Reinforcement), 7 (Capturing Discretionary Effort Through Positive Reinforcement), 8 (Decreasing Behavior – Intentionally or Otherwise) & 9 (Effective Delivery of Reinforcement)  Van Houten et al. (1988). The Right to Effective Behavioral Rx Kelly & Tincani (2013). ABA and Collaboration  <b>Barnhill Presentation</b> on Communication & Consultation Skills, Kelly & Tincani article and Reid & Parsons (2002) Characteristics of Therapeutic Environments, Promoting Meaningful Activity in Groups and Teaching Meaningful Skills	Quiz 2 completed by 11:59 pm 1/26 Selected presentations; Participate in Discussions
Session 4 Feb 3	25ES Ch 11, 12 & 13 Ethics 10 & 11 (Guidelines 5 & 6) AD Ch 10-13  Johnston & Sherman 1993; Geiger et al. 2010; Hanley 2012	25ES: Ch 11 (Public Speaking), 12 (Handling Difficult People)& 13 (Think Function)  Ethics: Ch 10 (The Behavior Analyst as Teacher or Supervisor- Guideline 5) & Ch 11 ( The Behavior Analyst and the Workplace-Guideline 6)  AD: Ch 10 (Pinpoint Precision), 11 (The Effective Use of Measurement), 12 (Performance Feedback) & 13 (A Model for Problem Solving)  Johnston & Sherman (1993). Least restrictive alternative principle  <b>Barnhill presents on FBA, Reid &amp; Parsons (2002) BIPs and the following 2 articles:</b> Geiger et al. (2010). Function-based Rxs for Escape Hanley (2012). FBA: Dispelling Myths	Quiz 3 completed by 11:59 pm 2/2 Selected presentations; Participate in Discussions

Session 5 Feb 10	25ES Ch 14, 15 & 16 Ethics Ch 12 & 13 (Guidelines 7 & 8) AD Ch 14-17  Linscheid et al.1990	25ES: Ch 14 (Use Shaping Effectively), 15 (Can You Show Me That?) & 16 (Performance Management)  Ethics: Ch12 (The Behavior Analyst's Ethical Responsibility to the Field of Behavior Analysis- Guideline 7) & 13 (The Behavior Analyst's Ethical Responsibility to Colleagues – Guideline 8)  AD: Ch 14 (Goal Setting to Shape Behavior), 15 (The Missing Link in Quality),16 (Teams and Empowerment)& 17 (Turning Downsizing Into Rightsizing)  Linscheid et al. (1990). SIBIS  <b>Barnhill presents on</b> Reid & Parsons (2002) Monitoring BIPs	Quiz 4 completed by 11:59 pm 2/9 Selected presentations; Participate in Discussions
Session 6 Feb 17	25ES Ch 17, 18 & 19 Ethics Ch 14 & 15 (Guidelines 9 & 10) AD Ch 18-20  Johnston 1991; Hastings et al. 2005	25 ES: Ch 17 (Time Management the Behavioral Way), 18 (Become a Trusted Professional) & 19 (Learn to Deal Behaviorally with Stress)  Ethics: Ch14 (The Behavior Analyst's Ethical Responsibility to Society – Guideline 9) & 15 (The Behavior Analyst and Research- Guideline 10)  AD: Ch 18 (Recognition, Reward, Reinforcement and Relationships), 19 (Compensation and Performance Appraisal)& 20 (PM: The Executive Function)  Johnston (1991). Aversives Controversy Hastings et al. (2005). SIB  <b>Barnhill presents on</b> Hastings et al. (2005) and Reid & Parsons (2002) Supportive Management & Corrective Management	Quiz 5 completed by 11:59 pm 2/16 Selected presentations; Participate in Discussions
Session 7 Feb 24	25ES Ch 20, 21 & 22 Ethics Ch 16, 17 & 18 AD Ch 21-24  Dorsey et al. 2009 BACB Disciplinary Standards	25ES: Ch 20 (Knowing When to Seek Help), 21 (Critical Thinking)& 22 (Creative Problem Solving and Troubleshooting)  Ethics: Ch 16 (Conducting a Risk-Benefit Analysis), 17 (Delivering the Ethics Message Effectively & 18 (Avoiding the Slippery Slope of Ethical Problems by Using a Declaration of Professional services)  AD: Ch 21 (Accelerated Learning: Teaching More with Less, 22 (Increasing Creativity and Managing Change), 23 (Managing the Nintendo Generation and Beyond) & 24 (Thank God It's Monday – Celebrating Work)  Dorsey et al. (2009). The Case for Licensure ( <b>Barnhill presents</b> ) BACB Disciplinary Standards	Quiz 6 completed by 11:59 pm 2/23 Selected presentations; Participate in Discussions
Session 8 Mar 3	25ES Ch 23, 24 & 25 Ethics Ch 19  ABAI 2011; APBA 2009, 2010; VA Behavior Analyst Licensure Regs; Brodhead et al. 2012; LeBlanc et al. 2012	25ES: Ch 23 (Understanding and Using Power), 24 (Training, Coaching and Mentoring)& 25 (Aggressive Curiosity) and 14 (Use Shaping Effectively)  Ethics: Ch 19 (A Dozen Practical Tips for Ethical Conduct on Your First Job)  ABAI (2011) APBA(2009, 2010) VA Board of Medicine's Behavior Analyst Licensure Regs  Brodhead et al. (2012). Teaching and Maintaining Ethical Behavior LeBlanc et al. (2012). Expanding the Consumer Base ( <b>Barnhill presents</b> ).	Quiz 7 completed by 11:59 pm 3/2 Selected presentations; Participate in Discussions <u>Declaration of Professional Conduct Due prior to start of class</u>
Mar 10 Final Exam	<b>Final exam due through Taskstream by noon on March 10, 2014</b>		

**CONTACTING YOUR INSTRUCTOR.** You can contact Dr. Gena Barnhill by phone at 434-544-877 or by e-mail at [barnhill@lynchburg.edu](mailto:barnhill@lynchburg.edu)

### **Disability Support Services:**

Lynchburg College is committed to providing all students equal access to learning opportunities. The Support Services Office, located in Academic & Career Services (2<sup>nd</sup> floor of Hall Campus Center), works with eligible students with disabilities to make arrangements for appropriate and reasonable accommodations. Students registered with Support Services who receive memos outlining their approved accommodations are **required to contact their professors to talk about their accommodations if they want to implement any of them.** For information about requesting accommodations, please e-mail [disabilitytestadm@lynchburg.edu](mailto:disabilitytestadm@lynchburg.edu).

**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.