

Ethics and Professional Conduct for Behavior Analysis
SPED 659
This course is part of the VA ABA Consortium
(ODU SPED 642, GMU EDSE 664, VCU SEDP 622)
3 Credit Hours
Fall 2015
Lynchburg College
School of Education, Leadership Studies and Counseling

Instructor: Gena Barnhill PhD, NCSP, BCBA-D, LBA	Meeting Dates: 9/14/15 – 12/7/15 No class on 10/12/15 and the 9/21/15 class is online with an assignment
Phone: 434-544-8771	Meeting Day(s): Monday
E-Mail: barnhill@lynchburg.edu ; ebarnhi2@gmu.edu	Meeting Times: 4:30pm – 7:00pm
Office Hours: TBA	Meeting Location: 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, 2nd 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

REQUIRED MATERIALS

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

Behavior Analyst Certification Board's Guidelines for Responsible Conduct. Available at www.bacb.com, in the Downloads area.

Behavior Analyst Certification Board's Disciplinary Standards. Available at www.bacb.com, in the Downloads area.

The BACB will soon replace the *Guidelines for Responsible Conduct for Behavior Analysts* and *Professional Disciplinary and Ethical Standards* with a new, single code of ethics: the *Professional and Ethical Compliance Code for Behavior Analysts*. These changes will take effect on **January 1, 2016**. **You need to download** the *Professional and Ethical Compliance Code for Behavior Analysts (2014)* at http://www.bacb.com/Downloadfiles/BACB_Compliance_Code.pdf

BACB September 2104 Newsletter has Cross Reference Guide for the Compliance Code, Conduct Guidelines & Disciplinary Standards at www.bacb.com/newsletter/BACB_Newsletter_09-14.pdf

Commonwealth of Virginia Board of Medicine's Behavior Analyst Licensure Regulations. Title of Regulations: 18 VAC 85-150-10 et seq. Effective Date: May 7, 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 21st century. *Behavior Analysis in Practice*, 5(1), 4-14.
- Linscheid, T.R., Iwata, B.A., Ricketts, R.W., Williams, D.E., & Griffin, J.C. (1990). Clinical evaluation of the self-injurious behavior inhibiting system (SIBIS). *Journal of Applied Behavior Analysis*, 23(1), 53-78.
- Van Houten, R., Axelrod, S., Bailey, J.S., Favell, J.E., Foxx, R.M., Iwata, B.A., & Lovaas, O.I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 21(4), 381-384.

POLICIES

Attendance Policy: All students are expected to attend and participate in each class session. Attendance will be taken and students will earn 10 points for attending the entire session and up to an additional 7 points for active participation in each session. Missed attendance and participation points may not be made up.

Late Work Policy: Work submitted after the assigned due date will be assessed 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. 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 75 points may be earned per instance of being Presenter/Discussion leader for accurately presenting and leading discussion on the material. **1 opportunity at up to 100 possible points.**

Discussion participant. Clearly, the discussion leader isn't entirely responsible for the discussion. The discussion leader's classmates must also discuss! Seven points per session may be earned for making comments, asking or answering questions, or otherwise participating in discussion on the topics presented by the student presenters and the professor. Missed points due to absence may not be made up. Since session 2 is online, discussion participant points and attendance points will be earned by providing written responses to assigned questions based on the PowerPoint and readings for that session. **11 opportunities at 7 points each for a total of 77 possible points.**

Written Assignments. Each is described below.

Weekly Quizzes. Prior to class sessions 2 through 9 and 11, students will complete a short on-line quiz of 9 to a maximum of 16 multiple choice questions. These quizzes must be completed by 11:59 pm on the Sunday evening prior to the Monday class. Missed quizzes must be made up within 1 week of the date they were missed, and incur a penalty. **9 Quizzes for a total of 415 possible points** (approximately 112 questions total).

Declaration of Professional Services. Students will develop a Declaration of Professional Practice based on the sample in the Bailey and Burch text. **53 possible points**

Homework Assignment on Ethical Dilemmas. Students will respond in written form to possible ethical dilemmas similar to questions asked on the Final exam. **45 possible points**

Final Examination. Each student will complete and submit an essay test. Each item will be an ethics scenario. The student will identify the portions of the *Professional and Ethical Compliance Code for Behavior Analysts* that pertain to the scenario. Next, the student will give three possible courses of action based on the *Professional and Ethical Compliance Code for Behavior Analysts* and the readings and discussions throughout the course. Finally the student will identify the course of action she or he would select, and would give the rationale for selecting that course of action over the other two. **Up to 200 points may be earned on the final examination. It will not be accepted in print form. It must be submitted through Blackboard. More information and instructions on how to upload your document on BB will be provided later during the semester. Failure to submit the assignment by 7 pm on the date so indicated in the Course Schedule will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon the completion of the required submission, the IN will convert to an F nine weeks into the following semester.**

Grading Scale

Given these assignments, the distribution of total possible points per assignment type and grading scale are as follows:

Description	Possible Points	Cumulative Possible Points
Attendance	110 points	110 points
Final Exam	200 points	310 points
Quizzes	415 points	725 points
Discussion Leader	100 points	825 points
Discussion Participant	77 points	902 points
HW on Ethical Dilemmas	45 points	947 points
Declaration of Professional Services	53 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 2nd Expanded Edition*; **AD** refers to the Aubrey Daniels (1999) *Bringing Out the Best in People* text; **PECC** refers to the 2014 *Professional and Ethical Compliance Code for Behavior Analysts* that replaces the BACB's Professional Disciplinary and Ethical Standards Guidelines for Responsible Conduct for Behavior Analysts.

Use the BACB September 2104 Newsletter Cross Reference Guide for the Compliance Code, Conduct Guidelines & Disciplinary Standards at www.bacb.com/newsletter/BACB_Newsletter_09-14.pdf when reading the Guidelines in the Ethics book assigned to see important changes.

P & A refers to participation and attendance

Class Date	Presenters	Read Before Class	Participation and Products
Session 1 Sep 14	Introduction, review syllabus, Discussion on Ethics Ch 1-5	Ethics: Ch 1-5 (Background for Ethics in Behavior Analysis Section) Dr. Barnhill Presents an overview of history of ABA & Ethics View "The Lynchburg Story"	All students participate in class discussions & lecture
Session 2 Sep 21 Class is online	Ethics Ch 6 (Guideline1) & PECC Guideline 1 ABAI 2011; APBA 2009, 2010 Barrett et al. 1991	Ethics: Ch 6 (Responsible Conduct of a Behavior Analyst-Guideline 1) Dr. Barnhill Presents an overview of Bailey's Webinar from 2013 "Ethics Is Not for Sissies" and ABAI (2011) Restraint and Seclusion APBA(2009, 2010) Restraint and Seclusion Barrett et al. (1991). The Right to Effective Education	Quiz 1 completed by 11:59 pm 9/20 By 6 pm 9/26 complete written to earn P & A points for online class
Session 3 Sep 28	25ES Ch 1, 2, 3, & 4 Ethics Ch 7 (Guideline 2) & PECC Guideline 2 AD Ch 1-3 Van Houten et al. 1988; Johnston & Sherman 1993	25ES: Ch 1(Business Etiquette), 2 (Assertiveness), 3 (Leadership), Ch 4 (Networking), Ethics: 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), Barnhill Presentation on Reid & Parsons (2002) Overcoming Challenging Behavior- Working with Staff and Outcome Management Van Houten et al. (1988). The Right to Effective Behavioral Rx Johnston & Sherman (1993). Least Restrictive Alternative Principle	Quiz 2 completed by 11:59 pm 9/27 Selected presentations; Participate in Discussions
Session 4 Oct 5	25ES Ch 5, 6 & 7 Ethics Ch 8 (Guideline 3) & PECC Guideline 3 AD Ch 4-6 Geiger et al. 2010; Hanley 2012	25ES: Ch 5 (Public Relations), 6 (Total Competence in ABA), Ch 7 (Ethics in Daily Life) Ethics Ch 8 (Assessing Behavior- Guideline 3) AD: Ch 4 (Behavior Is a Function of Its Consequences), 5 (The ABCs of Performance Management), Ch 6 (The High Price of Negative Reinforcement) Barnhill presents on FBA, Reid & Parsons (2002) BIPs including Monitoring BIPs and the following 2 articles: Geiger et al. (2010). Function-based Rxs for Escape Hanley (2012). FBA: Dispelling Myths	Quiz 3 completed by 11:59 pm 10/4 Selected presentations; Participate in Discussions

Oct 12	NO Class		
Session 5 Oct 19	25ES Ch 8, 9,10 & 11 Ethics Ch 9 (Guideline 4) & PECC Guideline 4 Johnston 1991; Hastings & Noone 2005; Linscheid et al.1990; Kelly & Tincani 2013	25ES: Ch 8 (Interpersonal Communications), 9 (Persuasion and Influence), Ch10 (Negotiating and Lobbying), Ch 11 (Public Speaking) Ethics: Ch 9 (The Behavior Analyst and the Individual Behavior Change Program- Guideline 4) Johnston (1991). Aversives Controversy Hastings & Noone (2005). SIB Linscheid et al. (1990). SIBIS Barnhill presents on Communication & Consultation Skills and Kelly & Tincani article; SIBIS and Hastings et al. 2005	Quiz 4 completed by 11:59 pm 10/18 Selected presentations; Participate in Discussions
Session 6 Oct 26	25ES Ch 12, 13, 14 & 15 Ethics Ch 10 & 11 (Guideline 5 & 6) & PECC Guideline 5 (old Guideline 6 is deleted in PECC) AD Ch 7-9	25ES: Ch 12 (Handling Difficult People), Ch13 (Think Function), Ch14 (Use Shaping Effectively), 15 (Can You Show Me That?) Ethics: Ch 10 (The Behavior Analyst as Teacher or Supervisor- Guideline 5) & Ch 11(The Behavior Analyst and the Workplace- old Guideline 6); read explanation for deletion of old Guideline 6 in the Professional and Ethical Compliance code for Behavior Analysts AD: Ch 7 (Capturing Discretionary Effort Through Positive Reinforcement), Ch 8 (Decreasing Behavior – Intentionally or Otherwise) & Ch 9 (Effective Delivery of Reinforcement) Barnhill presents on Reid & Parsons (2002) Characteristics of Therapeutic Environments, Promoting Meaningful Activity in Groups and Teaching Meaningful Skills	Quiz 5 and completed by 11:59 pm 10/25 Ethical Dilemmas HW due by Oct 31 at 6 pm Selected presentations; Participate in Discussions
Session 7 Nov 2	25ES Ch 16, 17 & 18 Ethics Ch 12 & 13 (old Guidelines 7 & 8; now Guidelines 6 & 7 in PECC) & PECC Guidelines 6 & 7 AD Ch 10-12 Old BACB Disciplinary Standards (now Guideline 10 in PECC)	25ES: Ch 16 (Performance Management), Ch 17 (Time Management the Behavioral Way), 18 (Become a Trusted Professional) Ethics: Ch12 (The Behavior Analyst’s Ethical Responsibility to the Field of Behavior Analysis-old Guideline 7, new Guideline 6) & 13 (The Behavior Analyst’s Ethical Responsibility to Colleagues –old Guideline 8; new Guideline 7) AD: Ch 10 (Pinpoint Precision), 11 (The Effective Use of Measurement), 12 (Performance Feedback) Barnhill presents on Reid & Parsons (2002) Supportive Management & Corrective Management and BACB Disciplinary Standards (Now Guideline 10: Behavior Analyst’s Ethical Responsibility to the BACB in the PECC)	Quiz 6 completed by 11:59 pm 11/1 Selected presentations; Participate in Discussions
Session 8 Nov 9	25ES Ch 19, 20 & 21 Ethics Ch 14 & 15 old Guidelines 9 (now Guideline 8 with additions) & Guideline 10 (now Guideline 9) AD Ch 13-15 Dorsey et al. 2009	25ES: Ch19 (Learn to Deal Behaviorally with Stress), Ch 20 (Knowing When to Seek Help), 21 (Critical Thinking) Ethics: Ch14 (The Behavior Analyst’s Ethical Responsibility to Society – Guideline 9) & 15 (The Behavior Analyst and Research- Guideline 10) AD: Ch 13 (A Model for Problem Solving), Ch 14 (Goal Setting to Shape Behavior), 15 (The Missing Link in Quality) Barnhill presents on Dorsey et al. (2009). The Case for Licensure	Quiz 7 completed by 11:59 pm 11/8 Selected presentations; Participate in Discussions
Session 9 Nov 16	Ethics Ch 16, 17 & 18 Guest speaker on VA Licensure	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)	Quiz 8 completed by 11:59 pm 11/15 Selected presentations;

	VA LBA Regs	VA Board of Medicine's Behavior Analyst Licensure Regs	Participate in Discussions
Session 10 Nov 23	25ES: Ch 22-25 AD: Ch16-19 Brodhead et al. 2012; LeBlanc et al. 2012	25ES: 22 (Creative Problem Solving and Troubleshooting), Ch 23 (Understanding and Using Power), 24 (Training, Coaching and Mentoring)& 25 (Aggressive Curiosity) AD: Ch 16 (Teams and Empowerment), Ch 17 (Turning Downsizing into Rightsizing), Ch 18 (Recognition, Reward, Reinforcement and Relationships), Ch 19 (Compensation and Performance Appraisal Barnhill presents on Brodhead et al. (2012). Teaching and Maintaining Ethical Behavior and LeBlanc et al. (2012). Expanding the Consumer Base	No Quiz due Selected presentations; Participate in Discussions <u>Declaration of Professional Conduct Due prior to start of class</u>
Session 11 Nov 30	Ethics Ch 19 AD: Ch 20-24	Ethics: Ch 19 (A Dozen Practical Tips for Ethical Conduct on Your First Job) AD: Ch 20 (PM: The Executive Function), Ch 21 (Accelerated Learning: Teaching More with Less), Ch 22 (Increasing Creativity and Managing Change), Ch 23 (Managing the Nintendo Generation and Beyond) & Ch 24 (Thank God It's Monday – Celebrating Work)	Quiz 9 completed by 11:59 pm 11/29 Selected presentations; Participate in Discussions
Session 12 Dec 7 Final Exam	Final exam due through BB by 7 pm at the latest on December 7, 2015.		

CONTACTING YOUR INSTRUCTOR. You can contact Dr. Gena Barnhill by phone at 434-544-877 or by e-mail at barnhill@lynchburg.edu

Disability Services:

Lynchburg College is committed to providing all students equal access to learning opportunities. The Disability Services Coordinator (DSC) works with eligible students with disabilities to make arrangements for appropriate and reasonable accommodations. Students registered with the DSC who receive approved accommodations are **required to communicate with each professor to discuss accommodations they wish to implement in individual courses.** For information about requesting accommodations, please visit <http://www.lynchburg.edu/disability-services>, or contact Julia Timmons, timmons.j@lynchburg.edu, phone (434)-544-8687. (rev 8/5/15).

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.