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

Spring 2018
EDSE 664 636: Ethical and Professional Conduct for Behavior Analysis
CRN: 21387, 3 – Credits

Instructor: Dr. Theodore Hoch	**Meeting Dates**: 01/22/18 – 04/09/18
Phone: 703-987-8928 (you may also text me at this number)	**Meeting Day(s)**: Determined by working groups
E-Mail: thoch@gmu.edu	**Meeting Time(s)**: Determined by working groups
Office Hours: Tuesdays, 1:00 – 4:00 pm (US East Coast time)	**Meeting Location**: Online
Office Location: Suite 100, Finley Bldg., GMU Fairfax Campus, 4400 University Drive, Fairfax, VA 22030	**Skype: drtheodorehoch**

*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 (May be taken concurrently) or permission of instructo**r.**
Co-requisite(s): None

Course Description
Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Boards Guidelines for Responsible Conduct and Disciplinary Standards, and professional conduct consistent with the practice of applied behavior analysis. Offered by Graduate School of Education. May not be repeated for credit.
Registration Restrictions:
Required Prerequisite: EDSE 619B-.
B- Requires minimum grade of B-.
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.
Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
Schedule Type: Lecture

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Did you know you can order an official transcript through Patriotweb? Logon to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 21 January 2018.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a working microphone and webcam for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/

- o Windows Media Player:
- o https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider

them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:
1. Identify and describe content from each section of the Behavior Analyst Certification Board's (BACB's) Professional and Ethical Compliance Code for Behavior Analysts.
2. Identify and provide examples of conduct consistent and inconsistent with each of the ten sections of the BACB's Professional and Ethical Compliance Code for Behavior Analysts.
3. Identify and describe content from each section of the Commonwealth of Virginia Board of Medicine's (BOM's) Regulations Governing the Practice of Behavior Analysis.
4. Identify and provide examples of conduct consistent and inconsistent with the Commonwealth of Virginia BOM's Regulations Governing the Practice of Behavior Analysis.
5. Describe and exemplify steps to resolving ethical dilemmas that are consistent with the BACB's Professional and Ethical Compliance Code for Behavior Analysts and the Commonwealth of Virginia BOM's Regulations Governing the Practice of Behavior Analysis.
6. Prepare a Declaration of Professional Service that is consistent with current ethical and professional practice of applied behavior analysis.
7. Describe steps and conditions for proper and ethical case termination.
8. Describe the BACB's and Commonwealth of Virginia BOM's complaint process and the manner in which these boards handle complaints made to them.

Course Relationship to Program Goals and Professional Organizations

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

Required Textbooks

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

Bailey, J.S., and Burch, M.R. (2016). *Ethics for behavior analysts (3rd Edition).* New York, NY: Routledge. ISBN 978-1-138-94920-1

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

Recommended Textbooks

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

Additional Readings

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

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.

Behavior Analyst Certification Board's *Professional and Ethical Compliance Code for Behavior Analysts*, available at www.bacb.com in the Downloads area.

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

Dorsey, M.F., Weinberg, M., Zane, T., & Guidi, M.M. (2009). The case for licensure of applied behavior analysts. *Behavior Analysis in Practice, 2*(1), 53-58.

Hastings, R.P., & Noone, S.J. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities, 40* (4), 335- 342.

Johnston, J.M. (1991). What can behavior analysis learn from the aversives controversy? *The Behavior Analyst, 14* (2), 187-196.

Johnston, J.M. & Sherman, R.A. (1993). Applying the least restrictive alternative principle to treatment decisions: A legal and behavioral analysis. *The Behavior Analyst, 16* (1), 103-115.

Linscheid, T.R., Iwata, B.A., Ricketts, R.W., Wiliams, D.E., & Griffin, J.C. (1990). Clinical evaluation of the self-injurious behavior inhibiting system (SIBIS). *Journal of Applied Behavior Analysis, 23* (1), 53-78.

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

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

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

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

Assignments and/or Examinations
      Performance-based Assessment (Tk20 submission required).
      Final Examination. You will complete and submit a five item, essay test. Each item will be an ethics scenario. You will identify all portions of the Professional and Ethical Compliance Code for Behavior Analysts and of the Commonwealth of Virginia Behavior Analyst Licensure Regulations that pertain to the scenario. Next, you will give at least three possible courses of action based on the Professional and Ethical Compliance Code, the Virginia Licensure Regulations, and the readings and discussions throughout the course. Finally, you will identify the course of action you would select, and would give the rationale for selecting that course of action over the other two. Up to 100 points may be earned on the final examination. This project must be submitted through TK20.

      College Wide Common Assessment (TK20 submission required) NA.

      Performance-based Common Assignments (No Tk20 submission required.)
      Recorded Material Quizzes. Weeks 2 – 11 will have recorded material that you will view through Blackboard. There will quiz questions after each recording, with a total of 151 quiz questions worth 1 point each distributed across the course. You will have access to quizzes for up to two weeks after the class session for which the reading was assigned.

      Other Assignments
      Post-Discussion Quizzes. Students will complete a 10 item quiz through Blackboard after meeting with their Discussion Groups during Weeks 2-14. A week's quiz cannot be made up if missed. Quiz questions will cover content read for that week's discussion. 13 Quizzes at 10 points possible each.

      Discussion Participation. During weeks 2 through 14, 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 through Blackboard Collaborate:
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 uppler 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 is worth 5 points. Submitted notes are worth 2 points for each person submitting the notes.

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.*

BACB Supervision Training Module. During the week indicated on the syllabus, complete and submit the certificate of completion for the BACB's 90 min Supervisor Training Module (available through the BACB Portal). *If you have already completed this training module, you may submit the certificate of completion you already have.* You will earn 5 points for this assignment.

8 Hour Behavior Analyst Supervisor Training Course. Your instructor will enroll you in the Behavior Analyst Supervisor Training course he offers commercially, free of charge, as part of this course. During the first week of the class, you will be emailed a link to access this course, along with your username and password, through your GMU email account. It will take at least 8 hours to complete this course. You must watch each recording in its entirety and answer at least 80% of the quiz questions correctly to complete the course. When you complete the course, email your instructor and let him know. Your instructor will email you a certificate of completion, which you will then upload through Blackboard. 10 points.

Final Exam Preparation Practice. During weeks 9 – 13, you will submit your work on the final exam preparation practice scenario posted for that week. You

will be provided feedback on your submission. You may earn up to 2 points per scenario addressed.

EDSE 619 Final Exam. During the first week of this course, you will complete the EDSE 619 Final Exam that your instructor gives when he teaches 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.

Course Policies and Expectations

Attendance/Participation. You must participate in each weekly group discussion. Your instructor will check each recording, and only those present during attendance checks will receive credit for attending that discussion session. Missed discussion points may not be made up.

Late Work. All assignments are due on the dates and by the times indicated on this syllabus. Late work is not accepted.

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
Final Exam Prep Practice	2 points	5 Preps	10 points	20 points
8 hour Supervisor Training Course	10 points	1 course	10 points	30 points
BACB Supervision Training Module	5 points	1 module	5 points	35 points
Mandated Reporter Training Course	5 points	1 course	5 points	40 points
Discussion Group Participation	5 points	14 discussions	70 points	110 points
Discussion Group Notes	2 points	14 discussions	28 points	138 points
Pre-discussion Quizzes	10 points	13 quizzes	130 points	268 points
Recorded Content Quizzes	10 points	13 quizzes	130 points	398 points
Final Exam	100 points	1 exam	100 points	498 points
2 Free points!	Just so that we have 500 points – easier to work with!			500 points
A	A-	B	C	F
475 – 500 points	450 – 474 points	400 – 450 points	350 – 400 points	< 350 points

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

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

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

Week	Read / View	Complete	Due Date
1	• Week 1 Recording • Syllabus • Honor Code	• Syllabus and Honor Code Quiz • EDSE 619 Final Exam	28 January 2018 11:59 pm US Eastern Time
2	• Week 2 Recordings • *Ethics* Ch 1 – 5 • *Barrett et al. (1991)* • *Van Houten et al. (1988)* • *ABAI (2011)* • *25 ES* Preface, Ch 1 - 4	• Recorded Material Quiz • Post-Discussion Quiz • Discussion • Discussion Group Notes	4 February 2018 11:59 pm US Eastern Time
3	• Week 3 Recordings • *Ethics* Ch 6 • *PECCBA* Section 1 • *Johnston & Sherman (1993)* • *25 ES* Ch 5 - 8	• Recorded Material Quiz • Post-Discussion Quiz • Discussion • Discussion Group Notes • Mandated Reporter Training	11 February 2018 11:59 pm US Eastern Time
4	• Week 4 Recordings • *Ethics* Ch 7 • *PECCBA* Section 2 • *Linscheid et al. (1990)* • *25 ES* Ch 9 - 12	• Recorded Material Quiz • Post-Discussion Quiz • Discussion • Discussion Group Notes	18 February 2018 11:59 pm US Eastern Time
5	• Week 5 Recordings • *Ethics* Ch 8 and 9 • *PECCBA* Sections 3 and 4 • *Johnston (1991)* • *Hastings et al. (2005)*	• Recorded Material Quiz • Post-Discussion Quiz • Discussion • Discussion Group Notes	25 February 2018 11:59 pm US Eastern Time

	• *25 ES* Ch 13 – 16		
6	• *Ethics* Ch 10 and 11 • *PECCBA* Sections 5 and 6 • *25 ES* Ch 17 - 20	• Recorded Material Quiz • Post-Discussion Quiz • Discussion • Discussion Group Notes • 90 Minute BACB Supervision Module	4 March 2018 11:59 pm US Eastern Time
7	• Week 7 Recordings • *Ethics* Ch 12 and 13 • *PECCBA* Section 7 and 8 • *25 ES* Ch 20 - 25	• Recorded Material Quiz • Post-Discussion Quiz • Discussion • Discussion Group Notes • Final Exam Prep 1	11 March 2018 11:59 pm US Eastern Time
8	• Week 8 Recordings • *Ethics* Ch 14 • *PECCBA* Section 9 • *Daniels* Preface and Ch 1 – 5	• Recorded Material Quiz • Post-Discussion Quiz • Discussion • Discussion Group Notes • Final Exam Prep 2	18 March 2018 11:59 US East Coast Time
9	• Week 9 Recordings • *Ethics* Ch 15 – 17 • *PECCBA* Section 10 • *Daniels* Ch 6 – 10	• Recorded Material Quiz • Post-Discussion Quiz • Discussion • Discussion Group Notes • Final Exam Prep 3	25 March 2018 11:59 pm US East Coast Time
10	• Week 10 Recordings • *Ethics* Ch 18 and 19 • *Virginia Licensure Regulations* • *Daniels* Ch 11 – 15	• Recorded Material Quiz • Post-Discussion Quiz • Discussion • Discussion Group Notes • Final Exam Prep 4	4 April 2018 11:59 pm US East Coast Time
11	• Week 11 Recordings • *Ethics* Ch 20 • *Virginia Licensure Regulations* • *Daniels* Ch 16 - 20	• Recorded Material Quiz • Post-Discussion Quiz • Discussion • Discussion Group Notes • Final Exam Prep 5	9 April 2018 11:59 PM US East Coast Time
12	NA	• Final Exam • 8 Hour Supervisor Training Course Certificate of Completion	11 April 2018 11:59 pm US East Coast Time

Core Values Commitment

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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