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

Fall 2023
EDSE 664: Ethical and Professional Conduct for Behavior Analysis
Section: 001; CRN: 75272
Section: DL1; CRN: 84347
3 – Credits

Instructor: Dr. Theodore Hoch	**Meeting Dates**: 8/24/23 – 10/18/23
Phone: 703-987-8928	**Meeting Day(s)**: Online
E-Mail: thoch@gmu.edu	**Meeting Time(s)**: NA
Office Hours: by appointment	**Meeting Location**: NA
Office Location: Virtual (link sent by appointment)	

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 through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at 1-844-306-1785, mason@support.edu.help for assistance.

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 the 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 in accordance with the posted start date.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
  To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- 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 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.
  o The following software plug-ins for PCs and Macs, respectively, are available for free download:
  o Adobe Acrobat Reader (https://get.adobe.com/reader/)
  o Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  o Apple Quick Time Player (www.apple.com/quicktime/download/)

- Technical Support 24/7
  o chat: https://support.edu.help

- o call: 1-844-306-1785
- o e-mail: Mason@support.edu.help

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Thursday at midnight and finish on Wednesday at 11:59 pm.
  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 3 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 ensure 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) *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.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, School of Education (SOED), Special Education (SOED) 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 Ethics Code for Behavior Analysts. The Ethics Code for Behavior Analysts is listed on the following website: https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-2102010.pdf. For more information on the Board and the examination, please visit the Board's website at www.bacb.com. It addresses the following Behavior Analyst Certification Board Content Areas: Ethical and Professional Conduct, Identification of the Problem and Assessment, Behavior Change Systems, Intervention and Behavior Change Considerations, and Implementation, Management, and Supervision.

Required Texts

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

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

Recommended Texts

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

Additional Readings

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

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

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

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

Dorsey, M. F., Weinberg, M., Zane, T., & Guidi, M. M. (2009). The case for licensure of applied behavior analysts. *Behavior Analysis in Practice, 2*(1), 53-58. https://doi.org/10.1007/BF03391738

Hastings, R. P., & Noone, S. J. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities, 40*(4), 335- 342. https://www.jstor.org/stable/23879950

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

Johnston, J. M., & Sherman, R. A. (1993). Applying the least restrictive alternative principle to treatment decisions: A legal and behavioral analysis. *The Behavior Analyst, 16*(1), 103-115. https://doi.org/10.1007/BF03392615

Linscheid, T. R., Iwata, B. A., Ricketts, R.W., Williams, D. E., & Griffin, J. C. (1990). Clinical evaluation of the self-injurious behavior inhibiting system (SIBIS). *Journal of Applied Behavior Analysis, 23*(1), 53-78. https://doi.org/10.1901/jaba.1990.23-53

Van Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., & Lovaas, O. I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis, 21*(4), 381-384. https://doi.org/10.1901/jaba.1988.21-381

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

Assignments and 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 for Behavior Analysts and of the Commonwealth of Virginia Behavior Analyst Licensure Regulations that pertain to the scenario. Next, you will give at least three possible courses of action based on the Ethics Code, the Virginia Licensure Regulations, and the readings and discussions throughout the course. Finally, you will identify the course of action you would select, and would give the rationale for selecting that course of action over the other two. Up to 100 points may be earned on the final examination.

Recorded Material Quizzes. For weeks indicated in the course calendar, there will quiz questions after each recording, with a total of 148 quiz questions worth 1 point each distributed across those five modules. You must complete those quizzes during the week for which they're assigned. For timed quizzes, you will have 1.5 minutes per question, or a quiz availability time of 1.5 times the number of questions on that quiz. Once you answer a question, you may not return to it. The fill in the blanks quiz in Week 7 is worth 25 points.

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

3. Click on Blackboard Collaborate Ultra.
4. Locate your group's discussion.
5. Click on the discussion (Group #, with appropriate date).
6. Once all group members who are attending are present, one group member must:
   a. Click on the chevron near the upper left corner of the chat screen (and the chevron is three horizontal parallel lines), and
   b. Click on Record.
7. Discuss all items listed on that week's Discussion Guide.
8. Take notes as you discuss.
9. Discuss any other content you wish to discuss, but be sure to discuss all content on the Discussion Guide.
   After the discussion,
1. Share your notes with the other members of the group.
2. (You may wish to do this while you're meeting – this will save time.)
3. Develop one set of notes, in a word document.
4. On top of that set of notes,
   a. List names of all participants.
   b. List the Week number for that discussion.
   c. Submit that set of notes (each group member, individually), through Blackboard.

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

Mandated Reporter Training. During the week indicated on the syllabus, you will go to this website - http://www.dss.virginia.gov/abuse/mr.cgi - and complete the Child Abuse: Recognizing, Reporting, and Responding for Educators training course that is there. You will submit the certificate of completion that comes with this course by the date indicated on the syllabus for 5 points. *Note: If you have already completed the child training for another course or for your employment, please complete the adult training and submit that certificate of completion.*

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

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

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

Course Policies and Expectations

Attendance/Participation
You will schedule your interteaching group discussions with your other groupmates, and you are expected to attend every discussion and to be on time. Being late to a discussion will be disruptive to others, as your classmates may have already split into groups, and may already have begun their discussions. Please attend every session, please be on time, and please stay until the discussion is complete. As mentioned above, 5 points is possible per discussion– 4 if you are late, 4 if you leave early, and 3 if you are late and leave early. Missed points cannot be made up.

Late Work
All work is due by 11:59 pm (US East Coast Time) on the due dates listed on the syllabus. Generally speaking, a week's assignments are due by 11:59 pm on the next Wednesday. Late work is not accepted.

Grading (traditional rounding principles apply)
      93-100% = A
      90-92% = A-
      87-89% = B+
      83-86% = B
      80-82% = B-
      70-79% = C
      < 70% = F

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

Assignment Type	Possible Points per Instance	Number of Instances	Possible Points for Activity Type	Cumulative Possible Points
Reaction Papers	5 points	5 papers	25 points	35 points
Discussion Group Participation and Discussion Guides	7 points	8 discussions and guides	56 points	91 points
Recorded Material Quizzes	1 point per question	148 questions	148 points	239 points
Fill in the blanks quizzes	25 points per quiz	1 instance	25 points	264 points
Mandated Reporter Training	1 completion certificate	5 points	5 points	269 points
Final Exam Prep Practice	2 points	6 Preps	12 points	281 points
Final Exam	100 points	1 exam	100 points	381 points

A	A-	B+	B	B-	C	F
354 – 381 points	342 – 353 points	331 – 341 points	316 – 332 points	305 – 315 points	267 – 304 points	Fewer than 267 points

*Note: The George Mason University Honor Code will be strictly enforced (see https://oai.gmu.edu/ and 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.

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.

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. In the schedule that appears below, *25 ES* refers to the Bailey and Burch (2010) text, *Daniels* refers to the Daniels (2016) text, and *EC* refers to the Ethics Code.

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

Week	Topics	Read / View	Complete / Submit
1	• History of ethics in applied behavior analysis • Introduction to the BACB's *Ethics code* • Core principles • Business skills	• *EC* Introduction and glossary • *25 ES* Preface, Ch 1 – **4** • Barrett et al. (1991) • Van Houten et al. (1988) • ABAI (2011) • Week 1 Recordings • Week 1 Transcript • Week 1 Powerpoint	Due by next Wednesday at 11:59 • EDSE 619 Final exam • Quizzes • Group discussion • Discussion guide
2	• *EC* Section 1: Responsibility as a professional • Consulting repertoires	• *EC* Section 1 • *25 ES* Chapters 5 – 11 • Johnston & Sherman (1993) • Linscheid et al. (1990) • Fuqua Video • Week 2 Recordings • Week 2 Transcript • Week 2 Powerpoint	Due by next Wednesday at 11:59 pm • Quizzes • Group discussion • Discussion guide • Complete *Getting Certified* reaction paper
3	• *EC* Section 2: Responsibility in practice • Consulting repertoires • Vital work habits • Mandated reporting	• *EC* Section 2 • *25 ES* Chapters 12 – 18 • Hastings & Noone (2005) • Week 3 Recordings • Week 3 Transcript • Week 3 Powerpoint	Due by next Wednesday at 11:59 pm • Quizzes • Group discussion • Discussion guide • Mandated reporter training certificate of completion
4	• *EC* Section 3: Responsibility to clients and stakeholders • Vital work habits • Advanced consulting strategies	• *EC* Section 3 • *25 ES* Chapters 19 – 25 • Mandated reporter training video • Week 4 Recordings • Week 4 Transcript • Week 4 Powerpoint	Due by next Wednesday at 11:59 pm • RM Quizzes • Group discussion • Discussion guide • Mandated reporter training certificate

Week	Topics	Read / View	Complete / Submit
5	• *EC* Section 4: Responsibility to supervisees and trainees, and Section 5: Responsibility in public statements. • Making and using a declaration of professional service • Ethical conduct in organizations • Perils of traditional management • Power of positive reinforcement in business • Managing ethical dilemmas	• *EC* Sections 4 and 5 • *Daniels* Chapters 1 – 7 • Todd video • Week 5 Recordings • Week 5 Transcript • Week 5 Powerpoint	Due by next Wednesday at 11:59 pm • Complete *The Professional Infrastructure of Behavior Analysis* reaction paper • Practice ethical dilemmas 1 and 2 • RM Quizzes • Discussion • Discussion guide
6	• *EC* Section 6: Responsibility in research • More power of positive reinforcement in business • Scientific approach to leadership • Managing ethical dilemmas	• *EC* Section 6 • *Daniels* Chapters 8 – 13 • Week 6 Recordings • Week 6 Transcript • Week 6 Powerpoint • Dzyak and ElTagi and Gross videos	Due by next Wednesday at 11:59 pm • Practice ethical dilemmas 3 and 4 • Group discussion • Discussion guide • Complete *Threats to Behavior Analysis* reaction paper
7	• Behavior analyst licensure regulations • Turning good intentions into high performance • Managing ethical dilemmas	• State licensure regs (or, Virginia licensure regs if your state or country doesn't license behavior analysts) • *Daniels* Chapters 14 – 17 • Strydom video • Week 7 Recordings • Week 7 Transcript • Week 7 Powerpoint	Due by next Wednesday at 11:59 pm • Practice ethical dilemmas 5 and 6 • Group discussion • Complete *Criticisms of Behavior Analysis* reaction paper • Module 7 licensure regs comparison quiz

Week	Topics	Read / View	Complete / Submit
8	• Performance management • Managing ethical dilemmas	• *Daniels* Chapters 18 – 20 • Lattal video	Due by next Wednesday at 11:59 pm • Group discussion • Discussion guide • Complete *Working Toward Competence versus Being Competent* reaction paper • Final exam

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 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 Assessment support (https://cehd.gmu.edu/aero/assessments/).

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- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

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

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

- For 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 http://cehd.gmu.edu/.

Appendix: Assessment Rubric

Scores on the final exam serve as our program assessment. No rubrics are used.