

Ethics in Applied Behavior Analysis
 EDG 6931
 Spring2007

Professor: Program Director, TBA
Office Location:
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Prerequisites: Enrollment in the Master's Program in Applied Behavior Analysis, or enrollment by instructor's special permission

Course Description: This course will expose the student to a wide array of social-cultural issues, professional standards, and legal responsibilities. This course will prepare the student to practice ethical professional behavior.

Course Goals and Objectives:

1. The student will be able to describe relevant codes of ethical conduct, professional standards, rules, regulations, guidelines, policies, legal issues, ethical responsibilities, and decision-making processes required of educators and behavior analysts in the fields of education, developmental disabilities, and mental health.
2. The student will be able to describe ethical decision-making processes that can be functional within the context of service delivery mechanisms.
3. The student will be able to identify functional relationships within applicable ethical standards.
4. The student will be able to select targets for change, identify appropriate outcomes of service delivery, and select the most appropriate, least intrusive/least restrictive behavior change procedures within applicable ethical standards.
5. The student will be able to describe conditions of acceptable treatment (pre- or co-requisites to punishment procedures) and "side effects" of punishment procedures.
6. The student will be able to describe client rights, right to treatment issues, coercive/aversive v. non aversive treatment issues, and functional treatment issues within applicable ethical standards.
7. The student will be able to describe the process for obtaining informed consent from clients, students, and/or their legal representative within applicable ethical standards.
8. The student will be able to describe the implementation process and accountability of behavior change procedures and evaluate the outcome(s) of such procedures within applicable ethical standards.
9. The student will be able to describe ethical responsibilities, rules, regulations, guidelines, policies, legal issues, and oversight agencies/committees regarding the design, formal approval, implementation, evaluation, and reporting of reactive strategies/emergency procedures (e.g., manual restraint procedures, restraint devices, chemical restraints, PRN psychotropic medications) specific to persons with developmental disabilities.
10. The student will demonstrate competence in record-keeping, communication, and related procedures used to protect client/student confidentiality within applicable ethical standards.
11. The student will be able to describe methods to assure the quality of the intervention and the credentials or training of staff within applicable ethical standards.
12. The student will be able to describe ethical responsibilities regarding the design, formal approval, implementation, and evaluation of data-based research.

Course Outline: The sequence of readings, activities, and topics include, but are not limited to, those described in the attached *Assignment Log*. **Note that the Instructor may change the content, assignments, sequence, and due dates** to assure an effective learning experience or due to unpredictable circumstances. You will be provided as much advance notice as possible regarding any changes in the course design.

Course Requirements: Learning is not something that *happens to you*; it is a measurable *change in your behavior*, (e.g., what you can say, write, or do). Your final grade will be objectively determined based on your behavior on:

Five non-cumulative in-class exams provide multiple opportunities for you to demonstrate mastery of course content, (rather than the limited testing opportunities provided in many other courses.) Each exam will cover

multiple reading assignments, lectures, and class activities. Each exam is worth a maximum of 100 points. A total of 500 possible exam points can be earned toward the final grade. Timely feedback will be provided after each exam. You will have many opportunities to succeed on the in-class exams in this course including:

- Online practice exams may be provided for some assignments. These practice exams earn no points toward your final grade. However, they do improve your fluency in responding to exam questions. Some of the in-class exam questions are derived from the practice exam.
- Just before the semester ends, you can retake one in-class exam (the higher score is kept), OR make-up one missed in-class exam (e.g., due to medical reasons, crisis, etc.). NO other opportunities to retake or make-up an in-class exam are provided.
- At the semester end, your lowest in-class exam score will automatically be "upgraded," but only if you scored 50% or more correct on all 5 exams. (This is to assure that you make a real effort at preparing for each in-class exam.) The upgraded score will replace your lowest in-class exam score. The upgraded score is the average of your four highest in-class exam scores.

Three small group projects require you to apply your new skills and knowledge. These projects can contribute up to 300 points toward the final grade. Detailed directions will be provided during the semester. Objective criteria will be used to evaluate project quality.

Two reaction papers:

Reaction papers are not group projects. The assignment of topics/cases to students will be done by the Instructor. They will be scored based on the criteria described below:

<u>Activity</u>	<u>Points</u>
Brief (1 paragraph) summary of facts of the case, identifying primary stakeholders	10
Identification of Problem: Summary of ethical dilemma(s) in case	10
Analysis of contingencies operating on stakeholders	10
Description of ethical framework operating on stakeholders	10
Writer's recommended course of action to resolve dilemma	20
APA style	10
5 pp maximum, double-spaced, 10 or 12-pt font	10
Scholarly treatment of subject	20
<u>Total points possible per paper</u>	100

Good studying, active class participation, and courtesy is expected.

Excellent student participation and courteous behavior may help make the difference in a borderline course grade (e.g., increasing a very high B grade to an A grade, increasing a very high C grade to a B grade).

- You should practice effective study skills and arrive at class well prepared to actively participate (e.g., volunteer informed viewpoints, contribute to discussions, ask relevant questions, answer questions posed by the instructor.)
- You may be called upon to participate even when you do not actively volunteer to interact.
- You may recommend improvements to the course or volunteer to assist the Instructor, when appropriate.
- Be courteous during all verbal and written interactions with the instructor and other students.
- Audible devices (beepers, cell phones, etc.) should be silenced before entering the classroom. (The only exception is a serious emergency situation, such as, you may be contacted re: a serious medical problem).

Note: There are NO activities for making up assignments, earning bonus points, or gaining extra credit.

Attendance: Regular attendance is necessary since active class participation is a course requirement. Exams and other assignments must be turned in at the designated class meetings. Class lectures and presentations will address material from the readings and related topics beyond the scope of the readings. Content from class activities may be included on exams. If a class is missed, you should ask a classmate for copies of notes and handouts. Find a reliable buddy who will take notes and pass them on to you, so you can find out the details of what happened in your absence and what the next assignments might be. The Instructor will not distribute Guided Notes or handouts after the respective class.

USF's Policy on Religious Observances: *"No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief In accordance with the University*

policy on observance of religious holy days, students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting. "

Grading: Your grade is based on how well you mastered the course content, not on how well you do compared to the rest of the class. There is no grade "curve" (bell-shaped distribution). If every student masters the course content, every student can earn an A grade.

A total of 1000 points may be earned through completion of the Course Requirements as described above. Final course grades will be determined on the following basis:

A = 90% or more B = 80-89% C = 70-79%

If you receive less than 70% you will not pass the course.

Plagiarism & Cheating Policy: If you cheat or plagiarize, you will fail the course. See the USF Graduate Handbook for definitions of cheating and plagiarism. Studying together is acceptable. However, the following behaviors are NOT acceptable: unauthorized granting or receiving of aid, cheating on exams (including but not limited to: use of notes, looking at another student's exam, communicating with another student), copying or paraphrasing the work of another person or source without appropriate referencing (plagiarism), submitting the work of another person, and/or otherwise being dishonest. These behaviors will, without exception, result in: 1) an F grade, 2) the strongest recommendation for dismissal from the course, and 3) further disciplinary action by the University.

Audio or video recording policy: You must obtain advance written permission from the Instructor prior to audio recording or video recording any lecture or discussion with the Instructor. Suitable reasons may include a reasonable accommodation for a disability.

Disabled Student Policy: Please notify the Instructor within the first week of class if a reasonable accommodation for a disability is needed for this course. Please include a letter from the Student Disability Services Office.

Recommended Texts:

- L.J., Hayes, G.J., Hayes, S.C. Moore, & P. M. Gjezzi (Ed.s). *Ethical Issues in Developmental Disabilities*. Reno, NV: Context Press. ISBN: 1-878978-15-2
- Howe, K. & Miramontes, O. B. (1992). *The Ethics of Special Education*. New York: Teachers College, Columbia University.
- Marsh, D. B. (Ed.). (1995). *From the Heart: On Being the Mother of a Child with Special Needs*. Bethesda, MD: Woodbine House.
- Nagy, T. F. (2000). *Ethics in Plain English: An Illustrative Casebook for Psychologists*. Washington, D. C.: American Psychological Association.
- Noddings, N. (1992). *The Challenge to Care in Schools: An Alternative Approach to Education*. New York, NY: Teachers College Press.
- M. L. Richardson & K. K. White (Ed.s) *Ethics Applied*. Pinellas Park, FL: McGraw-Hill. ISBN: 0-07-055008-5, (1995)
- Sidman, M. (1989). *Coercion and its fallout*. Revised edition. Boston, MA: Authors Cooperative, Inc. ISBN: 0-9623311-2-0
- Skinner, B. F. (1974). *About Behaviorism*. New York: Random House.
- Stolz, S. B. & Associates (1978), *Ethical Issues in Behavior Modification: Report of the American Psychological Association Committee*. San Francisco: CA: Jossey-Bass. ISBN: 0-87589-368-6, (1978).

Chapters, Journal Articles, and Selected Readings:

- Bannerman, D. J., Sheldon, J.B., Sherman, J.A., & Harchik, AE. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23, 79-89.
- Bricker, D. C. (1993). Character and moral reasoning: An Aristotelian perspective. In K. Strike and P. L. Ternasky *Ethics for Professionals in Education: Perspectives for Preparation and Practice*. New York: Teachers College Press. (Pp 13-26). (Recommended for Week 2, but not required.)
- Committee on Professional Practice and Standards, American Psychological Association. (1993). Record keeping guidelines. *American Psychologist*, 48, 984-986.
- Cranston-Gingras, A, Raines, S., Thompson, T. D., & Beach, D. (1997). Teaching ethics through the case method. In Paul, J. L., Berger, N. H., Osnes, P. G., Martinez, Y. G., and Morse, W. C. (Eds.) (1997). *Ethics and Decision Making in Local Schools: Inclusion, Policy, and Reform*. Baltimore, MD: Paul H. Brookes Publishing Co. (Pp.209-219).
- Dalcourt, G. J. (1983). *The methods of ethics*. Lanham, MD: University Press of America, Inc.
- Ethics and data analysis. (1993). *Educational Researcher*. Pp 24-27.
- Behavior Analysis Certification Board. (2001). Certification task list and requirements. Available at BACB.com
- Lindsey, P. (1996). The right to choose: Informed consent in the lives of adults with mental retardation and developmental disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 171-176.
- Malott, R.W., Malott, M.E., and Trojan, E. A. (2000). Moral and legal control. In *Elementary Principles of Behavior: Fourth Edition*. Upper Saddle River, NJ: Prentice Hall. (Pp 415-439).

- Malott, R.W., Malott, M.E., and Trojan, E. A. (2000). Rule-governed behavior. In *Elementary Principles of Behavior: Fourth Edition*. Upper Saddle River, NJ: Prentice Hall. (Pp 356-372).
- Miltenberger, R G. (2001). Positive punishment procedures and the ethics of punishment. In *Behavior modification: Principles and procedures. Second edition*. Belmont, CA: Wadsworth. (Pp. 355-357).
- Robinson, S. (1999). Ethics and applied behavior analysis: The issue of confidentiality, parts I and II. *Florida Association for Behavior Analysis Newsletter*, 19, 3-6.

Sieber, J. E. & Stanley, B. (1988). Ethical and professional dimensions of socially sensitive research. *American Psychologist*, 43, 49-55.

Cases Will Be Taken From:

- Danforth, S. & Boyle, J. R (2000). *Cases in Behavior Management*. Columbus, OH: Merrill.
- Howe, K. & Miramontes, O. B. (1992). *The Ethics of Special Education*. New York: Teachers College, Columbia University.
- McWilliam, P. J. (1993). *Working Together with Children & Families: Case Studies in Early Intervention*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Students' experiences, EDG 6931-002 Ethics. (2003). Unpublished cases.

Ethics Codes from Professional Organizations:

American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. *American Psychologist*, 47, 1597-1611.

Association for Behavior Analysis (2001). Ethical Code. Check ABA website.

California Association for Behavior Analysis. Ethical Standards for the Practice of Applied Behavior Analysis

Council for Exceptional Children. (1999). *What Every Special Educator Must Know: The International Standards for the Preparation and Licensure of Special Educators*.

Ethical standards of the American Educational Research Association. (1992). *Educational Researcher*, 23-26.

Guidelines to Professional Conduct. (2002). American Association on Mental Retardation. www.aamr.org/Policies/guidelines.shtml (**obtain from website**).

Guidelines for Responsible Conduct for Behavior Analysts. (2001). Behavior Analyst Certification Board. (**obtain from BACB website**).

Florida Association for Behavior Analysis, (1987). *Code of Ethics for Applied Behavior Analysts*. Tallahassee, FL: FABA.

Principles for Professional Ethics. National Association of School Psychologists. Website: National Association of School Psychologists.Ethics_files/ethics.htm (**obtain from NASP website**).

National Association of Social Workers. (1997). *Code of Ethics*. www.naswdc.org/pubs/code/code.asp (**obtain from NASW website**).

Assignment Log

Week 1	Syllabus review, Pretest Defining Ethics, Ethical Deliberation, & Moral Reasoning Preview Next Week's Assignments
Week 2	Overview of Ethical Issues Preview Next Week's Assignments
Week 3	No Class: Martin Luther King Holiday
Week 4	Overview of Ethical Issues; Preview Next Week's Assignments
Week 5	Functional and ethical decision-making processes EXAM 1 Preview Next Week's Assignments
Week 6	Functional relationships, targets for change, appropriate outcomes of service delivery, and least intrusive/least restrictive behavior change procedures Preview Next Week's Assignments
Week 7	Conditions of acceptable treatment and "side effects" of punishment procedures. Preview Next Week's Assignments
Week 8	Client rights, right to treatment issues, coercive/aversive v. non-aversive treatment issues, and functional treatment issues. EXAM 2 Preview Next Week's Assignments
Week 9	Obtaining informed consent from clients, students, and/or their legal Representative; Preview Next Week's Assignments
Week 10	SPRING BREAK; NO CLASS
Week 11	Supporting the implementation process and accountability of behavior change procedures. Evaluating the outcome(s). EXAM 3 Preview Next Week's Assignments
Week 12	Responsibilities, rules, regulations, guidelines, policies, legal issues, and oversight agencies/committees regarding the design, formal approval, implementation, evaluation, and reporting of reactive strategies/emergency procedures Preview Next Week's Assignments
Week 13	Protecting client/student confidentiality (record-keeping, communication, and related procedures) EXAM 4 Preview Next Week's Assignments
Week 14	Assuring the quality of interventions; Preview Next Week's Assignments
Week 15	Credentialing/training of staff; Preview Next Week's Assignments
Week 16	Research ethics EXAM 5