

COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Educational Psychology

COURSE: EDP 7105—Ethical Practices in Applied Behavior Analysis

COURSE CREDIT: 3 Semester Hours

TERM/YEAR: Winter 2017

COURSE LOCATION: WSU--Oakland Center - 33737 W 12 Mile Rd, Farmington Hills

DAY/TIME: 8:30-11:00

INSTRUCTOR: Rachel O'Doherty

OFFICE: N/A

OFFICE HOURS: by appointment

OFFICE PHONE: 517-648-1879

EMAIL : HYPERLINK "mailto:rodoher@dmc.org" rodoher@dmc.org

COURSE DESCRIPTION :

Techniques of behavioral intervention planning; overview of the responsibility, values, ethics, and principles of the field of behavior analysis. Assignments include literature research, paper presentations, participation in well-informed discussions, and application of principles are the primary teaching methods that are utilized throughout this course.

COURSE OBJECTIVES:

After completing this course student will:

Recognize and describe the Professional & Ethical Compliance Code for Behavior Analysts

Identify examples of ethical and unethical conduct as well as describe the codes that are breeched in examples of unethical conduct.

Describe alternative choices or behaviors that would have resulted in ethical conduct when given examples of unethical conduct.

Identify ethical dilemmas in the students' everyday life and within their cases.

Identify ethical codes within articles and topics of choice.

Screen for potential ethical dilemmas within assessment and determine how to respond appropriately.

PREREQUISITES: EDP 7101 Foundations of Applied Behavior Analysis

REQUIRED TEXTS:

Bailey, J.S., & Burch, M.R. (2016). *Ethics for Behavior Analysts, 3rd Expanded Edition*. New York, NY: Taylor and Francis Group.

BACB Professional and Ethical Compliance Code for Behavior Analysts

Behavior Development Solutions (BDS) Modules
<http://www.behaviordevelopmentsolutions.com/>

RECOMMENDED TEXTS:

Cooper, T, Heron, W, & Heward (2007). *Applied Behavior Analysis (2nd ed.)*. Upper Saddle River, NJ: Prentice Hall.

REQUIRED READINGS:

Bannerman, D.J., Sheldon, J.B., Sherman, J.A., Harchik, A.E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many donuts and take a nap. *Journal of Applied Behavior Analysis, 23*, 79-89.

Gable, R.A., Hendrickson, J.M., & VanAcker, A. (2001). Maintaining the integrity of FBA-based interventions in schools. *Education & Treatment of Children, 24*, 248-260.

Horner, R.H. (2002). On the status of knowledge for using punishment: a commentary. *Journal of Applied Behavior Analysis, 35*, 465-467.

Lerman, D.C., Iwata, B.A., Shore, B.A., & DeLeon, I.G. (1997). Effects of intermittent punishment on self-injurious behavior: an evaluation of schedule thinning. *Journal of Applied Behavior Analysis, 0*, 187-201.

Lerman, D.C., & Vorndran, C.M., (2002). On the status of knowledge for using punishment: implications for treating behavior disorders. *Journal of Applied Behavior Analysis, 35*, 431-464.

Maag, J.W., Katsiyannis, A. (2006). Behavioral intervention plans: Legal and practical considerations for students with emotional and behavioral disorders. *Behavioral Disorders, 4*, 348-362

Mudford, O.C., Boundy, K., & Murray, A.D. (1995). Therapeutic shock device (TSD) : Clinical evaluation with self-injurious behaviors. *Research in Developmental Disabilities, 16*, 253-267.

Schreck, K.A. & Miller, V.A. (2010). How to behave ethically in a world of fads. *Behavioral Interventions, 25*, 307-324

Solnick, J.V., & Rincover, A. (1977). Some determinants of the reinforcing and punishing effects of timeout. *Journal of Applied Behavior Analysis, 10*, 415-424.

	<p>Client</p> <p>Chapters 6, 7 pp. 81-91 (Bailey & Burch)</p> <p><i>BACB Professional and Ethical Compliance Code for Behavior Analysts pp. Code1 & Code2</i></p> <p>Bannerman, et. al. (1990) Van Houten et. al. (1988)</p>	<p>from Van Houten et. al. (1988). Part 2: Summarize the different effects of choice related to Bannerman et al. (1990). In both entries, include the associated Professional and Ethical Compliance Codes for Behavior Analysts</p> <p><u>Assignment 1</u>: First Contact with Client due on 2/2/17 on Blackboard</p> <p>Week 2/2 quiz- On Blackboard</p>
<p>Wk 3 1/26/17</p>	<p>Part 2 of Responsible Conduct of a Behavior Analyst & Behavior Analysts Responsibility to Client</p> <p>Chapters 7 pp. 91-108, 17 (Bailey & Burch)</p> <p><i>BACB Professional and Ethical Compliance Code for Behavior Analysts pp. Code1 & Code 2</i></p>	<p><u>Journal Entry 3-</u> Summarize the reading and provide an example of an unethical scenario relating to the codes reviewed by outlining the violation. Model your entry using page 335 as a guide.</p> <p>Week 3/3 quiz- On Blackboard</p>
<p>Wk 4 2/2/17</p>	<p>Part 1 of Assessment & Behavior Analyst's Responsibility to Client</p> <p>Chapters 8 pp. 109-118, 18 (Bailey & Burch)</p> <p><i>BACB Professional and Ethical Compliance Code for Behavior</i></p>	<p><u>Journal Entry 4-</u> provide a summary from Gable, Hendrickson & Vann Arcker (2001) including the current Professional and Ethical Compliance Codes for Behavior Analysts</p> <p><u>Assignment 2</u> – Outline the assessment process</p>

	<p><i>Analysts pp. Code 2 & Code 3</i></p> <p>Gable, Hendrickson & Van Acker (2001)</p>	<p>and include the codes associated Due by 2/23/17 on Blackboard</p> <p>Week 4/4 quiz- On Blackboard</p>
<p>Wk 5 2/9/17</p>	<p>Part 2 of Assessment & Behavior Analyst's Responsibility to Client</p> <p>Chapters 8 pp. 118 – 121 (Bailey & Burch)</p> <p><i>BACB Professional and Ethical Compliance Code for Behavior Analysts pp. Code 2 & Code 3</i></p>	<p><u>Journal Entry 5</u>– Reflect back to your previous assessments and report on what you have learned thus far. Compare and contrast what you knew and what you didn't know up to this point. What do you feel you still need to learn and what areas do you feel the strongest related to assessment and ethics.</p> <p>Week 5/5 quiz- On Blackboard</p>
<p>Wk 6 2/16/17</p>	<p>BAAM – Attend a presentation that provides continuing education credits for ethics and present information within the journal entry.</p>	<p><u>Journal Entry 6</u> – Provide summary of BAAM presentations attended must include at least 1 ethics presentation and 1 other presentation of your choice</p> <p>Week 6 quiz – None</p>
<p>Wk 7 2/23/17</p>	<p>Behavior Analysts as Supervisors</p> <p>Chapters 10 (Bailey & Burch)</p> <p><i>BACB Professional and Ethical Compliance Code for Behavior Analysts pp. Code 5</i></p>	<p><u>Journal Entry 7</u>– After reading the BACB Supervisor Training Curriculum refer back to your supervision experiences and compare and contrast your personal experiences. I expect at least 2 pages of</p>

	BACB Supervisor Training Curriculum Outline PDF	<p>comparing and contrasting your actual experience with the BACB Supervisor Training Curriculum Outline. I would also like you to outline the areas that you feel you might need more supervision in in order to meet the requirements to be an effective supervisor.</p> <p>Week 7/6 quiz- On Blackboard</p>
Wk 8 3/2/17	Midterm	<u>Journal Entry 8- none Midterm</u>
Wk 9 3/9/17	<p>Part 1 of Behavior-Change Program</p> <p>Chapter 9 & 16 (Bailey & Burch)</p> <p><i>BACB Professional and Ethical Compliance Code for Behavior Analysts pp. Code 4</i></p> <p>ABA Guidelines for ASD – PDF</p> <p>Mudford, Boundy & Murray (1995) Solnick, Rincover & Peterson (1977) article</p>	<p><u>Journal Entry 9 –</u> Summarize readings and discuss how the information learned can be applied.</p> <p><u>Assignment 3 –</u> Each code outlined for treatment process Due by 3/30/17 on Blackboard</p> <p>Week 9/7 quiz – Blackboard</p>
Wk 10 3/16/17	Break – no class	<u>Journal Entry 10 - none</u>
Wk 11 3/23/17	<p>Part 2 of Behavior-Change Program</p> <p><i>BACB Professional and</i></p>	<u>Journal Entry 11 –</u> Provide a short summary of the readings

	<p><i>Ethical Compliance Code for Behavior Analysts pp. Code 4</i></p> <p>Restraint_Seclusion APBA – PDF Support for APBA Pos Stmt – Restraint & Seclusion - PDF</p> <p>Lerman & Vorndran (2002) Horner (2002) article Vollmer (2002) article Spradlin (2002) article Lerman, Iwata, et al (1997) article</p>	<p>Week 11/8 quiz - Blackboard</p>
<p>Wk 12 3/30/17</p>	<p>Behavior Analysts' Ethical Responsibility to Colleagues & to the Profession of Behavior Analysts</p> <p>Chapter 11 & 12 (Bailey & Burch)</p> <p><i>BACB Professional and Ethical Compliance Code for Behavior Analysts pp. Code 6 & 7</i></p> <p>Schreck & Miller (2010) article</p>	<p><u>Journal Entry 12</u> – Summarize readings</p> <p>Week 12/9 quiz - Blackboard</p>
<p>Wk 13 4/6/17</p>	<p>Research</p> <p>Chapter 14 (Bailey & Burch)</p> <p><i>BACB Professional and Ethical Compliance Code for Behavior Analysts pp. Code 9</i></p>	<p><u>Journal Entry 13</u> – summarize readings and discuss the research you would like to conduct in the future</p> <p><u>Assignment 4</u> – Each code outlined on previous research paper Due by 4/13/15 on Blackboard</p>

		Week 13/10 quiz – Blackboard
Wk 14 4/13/17	Public statements/BACB Chapter 13 & 15 (Bailey & Burch) <i>BACB Professional and Ethical Compliance Code for Behavior Analysts pp. Code 8 & 10</i> Maag, J. (2006) article	<u>Journal Entry 14</u> – Short summary of the readings. Pull information from the internet on at least 2 public statements and reflect if a violation of any of the codes has occurred. Week 14/11 quiz - Blackboard
Wk 15 4/20/17	Final Exam	
Wk 16 4/27/17	Ethical Issue/Dilemma Rubric	<u>Presentation PowerPoint</u>

EVALUATION

<u>Evaluation</u>	<u>Points</u>	<u>Percent of Grade</u>
Weekly quizzes (11)	10 points each	10%
Journal Entries (12)	10 points each	10%
Assignments (4)	25 points each	15%
Presentation (1)	100 points	15%
Midterm exam (1)	100 points	25%
Final exam (1)	100 points	25%

There will be weekly quizzes which will include fill-in the blank, multiple choice and short answer format. They will cover the content learned in the previous class. Students will be required to bring a laptop to class to take quizzes. If a student does not have a laptop available to bring to class, please inform the instructor so that alternative arrangements can be made before the quiz date. All quizzes will be closed book. Quizzes will be timed (30 minutes) and completed on Blackboard at the START of class. If a student shows late to class, the time limit will not be adjusted to provide more time. The quiz will cover content from the previous week (i.e. week 1 content will be covered at the start of week 2's

class). The lowest quiz grade will be thrown out. Quizzes should help students gauge their performance on class topics and if a student makes errors they should use that information to study that content more thoroughly for future evaluations. If there is an emergency or sickness quizzes can be rescheduled at the discretion of the instructor.

Readings are to be completed prior to the class session for which they are assigned. Journal Entries as described above should be uploaded to the journal section on Blackboard each week prior to class. The journal entries should be approximately 2-3 pages in length single space. They should be an integrated summary of what you learned from the readings. Further discussion about integrated summary will be discussed in class. You should also be improving in your ability to write about and analyze the readings. Make sure to incorporate instructor feedback as you write each new entry.

There will be 4 main assignments over the course. Each assignment will be outlined both in class and on Blackboard. Each assignment is worth 25 points and due at different intervals during the course.

One class presentation will be given by each student. Students will locate and present on an ethical issue/dilemma related to ABA. It is highly recommended that the ethical dilemma be located using an internet search rather than personal. However, you may use other sources if they are applicable. The ethical dilemma should be complex and can be expanded upon if necessary to meet the requirements. Refer to the rubric to meet the requirements. The paper should be uploaded to Blackboard prior to the presentation.

There will be two examinations, a midterm and a final. The answer format will be short essay. The midterm will cover material through week 7. The final will cover material from week 1 to the end of the course. Students will be required to bring a laptop to class for the examinations. If a student does not have a laptop available to bring to class, please inform the instructor so that alternative arrangements can be made before the exam date. All exams will be closed book. Students are expected to know the information and not need assistance to complete these evaluations. Weekly studying and retention of information learned throughout the course is necessary for student success in this course.

Additional information will be provided for each evaluation. All information in this syllabus is tentative and may be revised as needed. It will be necessary to attend all scheduled classes in order to obtain the most accurate and up to date information. If you have an emergency or illness and cannot attend it is your responsibility to both contact the instructor and obtain the information missed from a colleague or myself prior to the next class period to participate fully with the next class.

FINAL GRADES

The following grading scale will be applied based on the total number of points accumulated by the semester end (400 points possible):

A	95% +	B-	80-82%
A-	90-94%	C+	77-79%
B+	87-89%	C	70-76%
B	83-86%	Fail	69% -

ATTENDANCE AND PARTICIPATION

Students are expected to attend class sessions. If a student will be late they must notify the instructor (text is best). If a student is late to class they may miss the opportunity to complete the quiz for that week. If a student has an emergency or illness documentation must be provided to make up the quiz. Quizzes can only be made up if the student has an illness or emergency. It is at the instructor's discretion as to whether to allow the student to make up missed quizzes when students arrive late or misses class.

Students are expected to read the assigned materials prior to the class, integrate the information and participate in class discussions of the materials. All assignments are due before the class starts each week. If the student does not complete the assignment there will be no make-up points provided for late assignments. The student will receive 0 points for that assignment.

Students are expected to engage in respectful discourse. Many lectures will have group discussions, in-class assignments and opportunities to ask questions and make comments on the course content throughout class.

STUDENT USE OF LAPTOP COMPUTERS IN CLASS

Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

STUDENT USE OF PHONES IN CLASS

Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it. There will be a 10 min break during each class period where students can check messages.

WITHDRAWAL POLICY:

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested

WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested

WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

ACADEMIC DISHONESTY, INCLUDING PLAGIARISM

No form of academic dishonesty will be tolerated. It is completely assumed that not only do you already know to avoid plagiarism, cheating, etc., but also that you have read your Graduate Handbook and other formal WSU documents describing your responsibility as a student. Particularly on assignments such as those in this course, you must also paraphrase others' writing and never use verbatim statements without direct quotes and page numbers.

Plagiarism

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

It is the policy of this course that in cases of academic dishonesty, a grade of F is assigned for the course and charges may be filed with the WSU Judicial Officer. WSU also has policies about this. The following is taken directly from the WSU Graduate Bulletin:

Deception, Fraud and Misuse of Documents

Intentionally furnishing false information to the University is explicitly prohibited, as is forgery, alteration, unauthorized possession, or misuse of University documents, records and identification cards. The University reserves the right to rescind degrees if the award of the degree was based in whole or in part on deception, fraud, other unacceptable academic conduct, or misuse of University documents.

REFERENCING

When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly.

Cite authors in the order in which their names were published. You *never* reorganize the authorship order. That order is determined by level of contribution to the article. See additional handout posted on Blackboard on how to create references using APA style.

WRITING SKILLS

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, WSU has a writing center, which can be found at ~~HYPERLINK "http://www.clas.wayne.edu/writing/" \t "_blank"~~ <http://www.clas.wayne.edu/writing/>. The mission and services offered at the Writing Center can be found at on that website. ~~There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See HYPERLINK "http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330" \t "_blank"~~ <http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330> for information about HOOT. The site also has a list of additional resources.

ATTENTION STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is HYPERLINK "callto:+1313-577-1851" [313-577-1851](tel:+13135771851) or HYPERLINK "callto:+1313-577-3365" [313-577-3365](tel:+13135773365) (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

SDS News

Effective Fall semester 2010 Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: HYPERLINK "mailto:sdsexams2010@wayne.edu" sdsexams2010@wayne.edu.

RELIGIOUS OBSERVANCE POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked