

BACS 551: Law, Ethics, & Behaviorism
Fall 2015; 4 Credits

Department of Health Professions Mission Statement

Anchored in the pragmatic liberal arts tradition, the department of health professions educates students to become effective and innovative health and behavioral professionals who will satisfy the growing demand for their services.

COURSE INFORMATION

General

Class Time & Location: Tuesdays 6:45-9:15 p.m. in Bush 208

Instructor: Michele Williams, Ph.D., BCBA-D, LBA

Office: Will probably be somewhere in Stewart Hall, or possibly Warren Hall, but right now in my dining room & occasionally in the Bush Atrium. Hey, why not Starbucks?

Phone: 407.646.2036 (Don't worry, I get voicemails sent to me by email)

E-mail: AMWilliams2@Rollins.edu

Office Hours: Tuesdays/Thursdays 3:30-6:30 p.m. or by appointment (Location TBD!)

Course Description

This course aims to develop in students competence in the law as related to behavioral interventions and a keen understanding of professional ethics.

Course Format

The format will be lecture, class discussions, in-class exercises, and student presentations. Because it is a blended course, there will be some nights when we won't meet on campus but instead there will be online discussion board assignments. Blackboard will be an integral part of this course.

Required Texts

Bailey, J., & Burch, M. (2010). *25 essential skills & strategies for the professional behavior analyst*. New York: Taylor & Francis Group, LLC.

Bailey, J., & Burch, M. (2011). *Ethics for behavior analysts* (2nd ed.). New York: Taylor & Francis Group, LLC.

Required Position Statements, Government Policies, and Ethical Guidelines

American Psychological Association. (2002). *Ethical Principles of Psychologists and Code of Conduct* (with the 2010 amendments). Retrieved from <http://www.apa.org/ethics/code/index.aspx>

Association for Behavior Analysis International, Autism Special Interest Group. (2007). *Consumer Guidelines for Identifying, Selecting, and Evaluating Behavior Analysts Working with Individuals with Autism Spectrum Disorders*. Retrieved from <http://www.apbahome.net/downloads/AutGuidelines.pdf>

- Association for Behavior Analysis International, Executive Council. (1989). *Statement on the Right to Effective Behavioral Treatment*. Retrieved from <https://www.abainternational.org/about-us/policies-and-positions/right-to-effective-behavioral-treatment,-1989.aspx>
- Association for Behavior Analysis International, Executive Council. (1990). *Statement on students' right to effective education*. Retrieved from <https://www.abainternational.org/about-us/policies-and-positions/students-rights-to-effective-education,-1990.aspx>
- Association for Behavior Analysis International, Executive Council. (1995). *Statement on Facilitated Communication*. Retrieved from <https://www.abainternational.org/about-us/policies-and-positions/facilitated-communication,-1995.aspx>
- Association for Behavior Analysis International, Executive Council. (2010). *Statement on Restraint and Seclusion*. Retrieved from <https://www.abainternational.org/about-us/policies-and-positions/restraint-and-seclusion,-2010.aspx>
- Behavior Analyst Certification Board. (2014). *Professional and Ethical Compliance Code for Behavior Analysts*. Retrieved from <http://bacb.com/wp-content/uploads/2015/08/150824-compliance-code-english.pdf>
- National Education Association. (1975). *Code of Ethics of the Education Profession*. Retrieved from <http://www.nea.org/home/30442.htm>
- United States Department of Education (2013). *Family Educational Rights and Privacy Act Regulations* (34 CFR Part 99). Retrieved from http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title34/34cfr99_main_02.tpl

Required Primary Source Readings

- Axelrod, S., Spreat, S., Berry, B., & Moyer, L. (1993). A decision-making model for selecting the optimal treatment procedure. In R. Van Houten & S. Axelrod (Eds.), *Behavior analysis and treatment* (pp. 183-202). New York, NY: Plenum Press.
- Baer, D. M. (1970). A case for the selective reinforcement of punishment. In C. Neuringer & J. L. Michael (Eds.), *Behavior modification in clinical psychology* (pp. 243-249). New York, NY: Appleton.
- Baer, D. (2005). Letters to a lawyer. In W. L. Heward, T. E. Heron, N. A. Neef, S. M. Peterson, D. M. Sainato, G. Cartledge, . . . J. C. Dardig (Eds.), *Focus on behavior analysis in education: Achievements, challenges, & opportunities* (pp. 3-30). Columbus, OH: Merrill Prentice Hall.
- 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 doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23(1), 79-89. doi:10.1901/jaba.1990.23-79
- Bijou, S. (1994). Ethical issues concerning persons with developmental disabilities: A developmental perspective. In L. J. Hayes, G. J., Hayes, S. C. Moore, & P. M. Ghezzi (Eds.), *Ethical issues in developmental disabilities* (pp. 69-75). Reno, NV: Context Press.

- Favell, J. E., & McGimsey, J. E. (1993). Defining an acceptable treatment environment. In R. Van Houten & S. Axelrod (Eds.), *Behavior analysis and treatment* (pp. 25-45). New York, NY: Plenum Press.
- Green, G. (1990). Least restrictive use of reductive procedures: Guidelines and competencies. In A. C. Repp & N. N. Singh (Eds.), *Perspectives on the use of nonaversive and aversive interventions for persons with developmental disabilities* (pp. 479-493). Sycamore, IL: Sycamore Publishing Company.
- Heward, W. L. (2005). Reasons applied behavior analysis is good for education and why those reasons have been insufficient. In W. L. Heward, T. E. Heron, N. A. Neef, S. M. Peterson, D. M. Sainato, G. Cartledge, . . . J. C. Dardig (Eds.), *Focus on behavior analysis in education: Achievements, challenges, & opportunities* (pp. 316-348). Columbus, OH: Merrill Prentice Hall.
- Malagodi, E. F. (1986). On radicalizing behaviorism: A call for cultural analysis. *The Behavior Analyst*, 9(1), 1-17.
- Malott, M. E. (2004). Toward the globalization of behavior analysis. *The Behavior Analyst*, 27(1), 25-32.
- Malott, R. W. (2005). Behavioral systems analysis and higher education. In W. L. Heward, T. E. Heron, N. A. Neef, S. M. Peterson, D. M. Sainato, G. Cartledge, . . . J. C. Dardig (Eds.), *Focus on behavior analysis in education: Achievements, challenges, & opportunities* (pp. 211-236). Columbus, OH: Merrill Prentice Hall.
- Morris, E. K. (1985). Public information, dissemination, and behavior analysis. *The Behavior Analyst*, 8(1), 95-110.
- Nordyke, N. S., Baer, D. M., Etzel, B. C., & LeBlanc, J. M. (1977). Implications of the stereotyping and modification of sex role. *Journal of Applied Behavior Analysis*, 10(3), 553-557. doi:10.1901/jaba.1977.10-553
- Rekers, G. A., & Lovaas, O. I. (1974). Behavioral treatment of deviant sex-role behaviors in a male child. *Journal of Applied Behavior Analysis*, 7(2), 173-190. doi:10.1901/jaba.1974.7-173
- Rolider, A. & Axelrod, S. The effects of “behavior-speak” on public attitudes toward behavioral interventions: A cross-cultural argument for using conversational language to describe behavioral interventions to the general public. In W. L. Heward, T. E. Heron, N. A. Neef, S. M. Peterson, D. M. Sainato, G. Cartledge, . . . J. C. Dardig (Eds.), *Focus on behavior analysis in education: Achievements, challenges, & opportunities* (pp. 283-293). Columbus, OH: Merrill Prentice Hall.
- Rosenthal, R. (1994). Science and ethics in conducting, analyzing, and reporting psychological research. *Psychological Science*, 5(3), 127- 134.
- 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. doi:10.1901/jaba.1988.21-381
- Weeden, M., Mahoney, A., & Poling, A. (2010). Self-injurious behavior and functional analysis: Where are the descriptions of participant protections? *Research in Developmental Disabilities*, 31(2), 299-303. doi:10.1016/j.ridd.2009.09.016

Course Learning Objectives

Upon completion of the course, students should be able to:

1. Students will explain the importance of relying on scientifically- and professionally-derived knowledge in human service provision and scholarly or professional endeavors.
2. Students will team and individually problem-solve given real-world scenarios the key role ethical and professional standards take in the discipline of applied behavior analysis using language that is fully understandable to service recipients. Scenarios may be related to informed consent, confidentiality, client behaviorist relationship, staff training, assessment, and intervention.
3. Students will be able to define professional competency given real-world scenarios.
4. Students will be able to operationally define antecedent, behavior, and consequence as related to ethical assessment and intervention.
5. Students will explain how to follow the principles of informed consent and confidentiality as well as the implications of not doing so.

ASSIGNMENTS AND GRADING CRITERIA

Homework, Presentations, and Other Projects

Written Reflections

A written reflection will be submitted prior to each in-class meeting. Reflections will include a thoughtful analysis of how ethical principles apply to our work as professionals. Reflections will be 1-2 pages in length, typed, double-spaced, with 12-point font and utilizing correct grammar and punctuation to express an original thought or implication for practice relevant to the reading. *Late papers will not be accepted.* Reflections are to be submitted to Blackboard prior to the class in which they are due. **(5 points each; 30 points total)**

Question & Answer Assignments

A quiz highlighting ethical, legal, & professional issues in ABA will be given during the first class. This quiz is designed to provide an overview and will not be part of your final grade. It will, however, be a part of your assignment across the semester. Your role as a behavior analyst will include various assessments and staff training, both of which arrive with a host of ethical and professional issues. Prior to the in-class meetings you will be required to submit two questions (with answers identified) related to the assigned readings for that class period. These should be in a format similar to the quiz given during the first class. Questions and answers are to be submitted through Blackboard BY NOON ON THE DAY THE ASSIGNMENT IS DUE. **(5 points each; 30 points total)**

Group Discussion Forums

Because this is a blended course, we will only meet in person every other week. On the weeks without a designated class meeting, you will participate in group discussion forums. I will assign 3-5 practice scenarios for each of these weeks. Your group will then conduct an analysis of each scenario. Each individual must contribute substantively to the discussion to earn points. These analyses must be completed by the date defined in the syllabus. **(5 points each; 30 points total)**

Individual Practice Scenarios

Bailey and Burch (2011) included 50 practice scenarios at the end of their text (see Appendix C). You will respond to these practice scenarios (10 per assignment) by identifying the relevant ethical code number/principle and making a recommendation for how to behave in each situation. These responses should be submitted via Blackboard by the date defined in the syllabus. **(20 points each; 100 points total)**

Sandspur Article

Part of our ethical obligation as behavior analysts is to disseminate accurate information (& correct misinformation) about our profession. One way we will fulfill this obligation is to write, as a class, a 300-500 word article to submit for publication in *The Sandspur*. We will collaborate on this throughout the semester via Blackboard and in class. **(10 points)**

In-Class Ethical Scenario Presentation

Jon Bailey begins each of the graduate level ethics courses he teaches with, “Today is the last day of your civilian life. From this point forward, you are expected to join the ranks of professional behavior analysts and to learn to use our Guidelines for Responsible Conduct.” To better prepare you for your role in the applied field, the final class session will include in-class presentations covering an example related to the assigned readings in class. Each student should be prepared to present an example that may include, but is not limited to, the following: newspaper or magazine articles, JABA articles, video, text, etc. The in-class presentation should be no more than 10 min. It should include the actual example as well as a typed synopsis. **(50 points)**

Final Exam

There will be one exam that will be due by the last scheduled class period. It will consist of 10 essay questions and will be open-note but you are not permitted to collaborate with other students. **(100 points)**

Grading

Written Reflections: 6 @ 5 points each = 30 points

Q&As: 6 @ 5 points each = 30 points

Group Discussion Forums: 6 @ 5 each = 30 points

Individual Practice Scenarios: 5 @ 20 points each = 100 points

Sandspur Article: 10 points

In-Class Ethics Presentation: 50 points

Exam: 100 points

Total points = 350

<u>Grade</u>	<u>Points Needed</u>	<u>Percentage</u>
A	350-315 points	89.5% or higher
B	314-280 points	79.5-89.4%
C	279-245 points	69.5-79.4%
F	244 points or fewer	69.4% or below

COURSE SCHEDULE

Class	Topic	Readings	Activities	Objectives
1 8/27	Ethical Guidelines of the APA, ABAI, NEA, & BACB	APA, 2002; ABAI, 1989; ABAI, 1990; ABAI, 1995; ABAI, 2010; NEA, 1975		2
2 9/3	<i>BACB Guidelines 1 (Responsible Conduct) & 2 (Responsibility to Clients)</i>	<i>Bailey & Burch (2011) Chapters 1-7</i>	<i>Group Forum #1; Practice Scenarios 1-10</i>	1-3 & 5
3 9/10	BACB Guidelines 1 (Responsible Conduct) & 2 (Responsibility to Clients); Essential Business Skills	ABAI, 2007; Bailey & Burch (2010) Chapters 1-7; Bannerman et al., 1990; Bijou, 1994; Van Houten et al., 1988; US DOE, 2013	Q&A #1; Written Reflection #1	1-3 & 5
4 9/17	<i>BACB Guidelines 3 (Assessing Behavior) & 4 (Behavior Change Programs)</i>	<i>Bailey & Burch (2011) Chapters 8 & 9</i>	<i>Group Forum #2; Practice Scenarios 11-20</i>	1, 2, 4, & 5
5 9/24	BACB Guidelines 3 (Assessing Behavior) & 4 (Behavior Change Programs); Basic Consulting Repertoire	Baer, 1970; Bailey & Burch (2010) Chapters 8-11; Green, 1990; Nordyke et al., 1977; Rekers & Lovaas, 1974; Weeden et al., 2010	Q&A #2; Written Reflection #2	1-5
6 10/1	<i>BACB Guideline 5 (Supervision) & 6 (Responsibility to the Profession)</i>	<i>Bailey & Burch (2011) Chapters 10 & 12</i>	<i>Group Forum #3; Practice Scenarios 21-30</i>	1-3
7 10/8	BACB Guidelines 5 (Supervision) & 6 (Responsibility to the Profession); Applying Your Behavioral Knowledge	Axelrod et al., 1993; Bailey & Burch (2010) Chapters 12-16; Favell & McGimsey, 1993; Malagodi, 1986; Malott, 2003; Malott, 2004; Morris, 1985	Q&A #3; Written Reflection #3	1-3
8 10/15	<i>BACB Guidelines 7 (Responsibility to Colleagues) & 8 (Public Statements)</i>	<i>Bailey & Burch (2011) Chapters 13 & 14</i>	<i>Group Forum #4; Practice Scenarios 31-40</i>	2 & 3
9	BACB Guidelines 7	Baer, 2005; Bailey & Burch	Q&A #4;	3

10/22	(Responsibility to Colleagues) & 8 (Public Statements); Vital Work Habits	(2010) Chapters 17-20; Malott, 2005	Written Reflection #4	
10 10/29	<i>BACB Guidelines 9 (Research) & 10 (Responsibility to BACB)</i>	<i>Bailey & Burch (2011) Chapter 15</i>	<i>Group Forum #5; Practice Scenarios 41-50</i>	2 & 5
11 11/5	BACB Guidelines 9 (Research) & 10 (Responsibility to BACB)	Rosenthal, 1994	Q&A #5; Written Reflection #5	3 & 5
12 11/12	<i>Conducting a Risk-Benefit Analysis & Using a Professional Services Declaration</i>	<i>Bailey & Burch (2011) Chapters 16-19; Heward, 2005; Rolider & Axelrod, 2005</i>	<i>Group Forum #6; Sandspur Article Due</i>	2, 3, & 5
13 11/19	Advanced Consulting Strategies	Bailey & Burch (2010) Chapters 21-25 & Appendix	Q&A #6; Written Reflection #6	3
11/26	<i>Happy Thanksgiving!</i>			
14 12/3	Real-Life Ethical Dilemmas		Student Presentations	2 & 3
15 12/10	<i>Final Exam Due</i>			1-5

EXPECTATIONS AND POLICIES

Credit Hour Statement

For Rollins Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets once per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are: reading all assigned book chapters and journal articles; writing reflection papers; analyzing practice scenarios; creating quiz questions; studying for the exam; preparing an article presentation; working on a newspaper article submission; and participating in online discussion forums.

Attendance

Students are expected to attend each class and to arrive on time. A key factor in student success is class attendance, which can't be easily replaced by copying someone else's notes or my slides. If you must miss a class, you are responsible for finding a reliable

student to take notes for you and to give you the details that you missed. Students are responsible for all material, including changes to the syllabus or objectives that are presented in class. Students are welcome to meet with the instructor during office hours or to set up an appointment outside of the established office hours to discuss the material.

Disability Statement

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (Box 2764) 1000 Holt Ave., Winter Park, FL, 32789 or email or call the Director of Disability Services, Grace Moskola at 407-975-6463, gmoskola@rollins.edu.

Academic Honor Code

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work." Material submitted electronically should contain the pledge; submission implies signing the pledge.

Course and Instructor Evaluation

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process. The online evaluative survey is anonymous. Students are never identified as the respondent. Instead,

each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams. Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades 10 days before students who do not complete an evaluation form.