BACS 551: Law, Ethics, & Behaviorism
Fall 2016; 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: Thursdays 6:45-9:15 p.m. in Bush 208
Instructor: Stephanie Kincaid, Ph.D., BCBA
Office: Basement E Warren Hall
Phone: 407.646.2781
E-mail: SKincaid@Rollins.edu
Office Hours: Thursdays 3:30-6:30 p.m. or by appointment

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

Required Position Statements, Government Policies, and Ethical Guidelines


**Required Primary Source Readings**


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.


**Course Learning Objectives**
Upon completion of the course, students should be able to:

1. Explain the importance of relying on scientifically- and professionally-derived knowledge in human service provision and scholarly or professional endeavors.

2. 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. Define professional competency given real-world scenarios.

4. Identify sections of the BCBA Professional and Ethical Compliance Code for Behavior Analysts that pertain to given real-world scenarios.

5. Operationally define antecedent, behavior, and consequence as related to ethical assessment and intervention.

6. 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, citing specific
sections of the Professional and Ethical Compliance Code. 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 BY NOON ON THE DAY OF CLASS in which they are due. (6 points each; 30 points total)

**Question and Answer Assignments (Q&A’s)**
A pre-test highlighting ethical, legal, and professional issues in ABA will be given during the first class. The pre-test is not part of your grade, but you will be able to use it as a reference throughout the course. Specifically, prior to the in-class meetings you will be required to submit two questions (with answers identified) related to the assigned reading for that class period. These should be in a format similar to the questions on the pre-test. Questions are to be submitted BY NOON ON THE DAY OF CLASS in which they are due. (6 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 make one original post and respond to a fellow student’s post to earn points. These posts must be completed by 11:59 pm (i.e., midnight) on 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 (concise) recommendation for how to behave in each situation. These responses should be submitted via Blackboard by 11:59 pm (i.e., midnight) on the date defined in the syllabus. (20 points each; 100 points total)

**Dissemination Project**
Part of our ethical obligation as behavior analysts is to disseminate accurate information (& correct misinformation) about our profession. You will practice fulfilling this obligation by creating a blog post (300-500 words) or short podcast (about 5 minutes). The topic of your project may be anything related to behavior analysis (e.g., applying behavior analysis to everyday life, reporting a research finding) but the information should include consideration of an ethical issue and be accessible to a lay audience. (30 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 of an ethical issue related to the assigned readings in class. The example may include, but is not limited to, the following: newspaper or magazine articles, JABA articles or other research literature, video, text, etc. (30 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: 5 @ 6 points each = 30 points
Q&A’s: 5 @ 6 points each = 30 points
Group Discussion Forums: 6 @ 5 each = 30 points
Individual Practice Scenarios: 5 @ 20 points each = 100 points
Dissemination Project: 30 points
In-Class Ethics Presentation: 30 points
Exam: 100 points
**Total points = 350**

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<th>Grade</th>
<th>Points Needed</th>
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<td>A</td>
<td>313-350 points</td>
<td>89.5% or higher</td>
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<td>B</td>
<td>278-312 points</td>
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<td>C</td>
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<td>Background for Ethics in Behavior Analysis</td>
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<td><strong>BACB Guidelines 1 (Responsible Conduct) &amp; 2 (Responsibility to Clients)</strong></td>
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<td>9/8</td>
<td>3</td>
<td>BACB Guidelines 1 (Responsible Conduct) &amp; 2 (Responsibility to Clients); Essential Business Skills</td>
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<td>BACB Guidelines 3 (Assessing Behavior) &amp; 4 (Behavior Change Programs); Basic Consulting Repertoire</td>
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<td><strong>BACB Guideline 5 (Supervision) &amp; 6 (Responsibility to the Profession)</strong></td>
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<td>7</td>
<td>BACB Guidelines 5 (Supervision) &amp; 6 (Responsibility to the Profession); Applying Your Behavioral Knowledge</td>
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<td><strong>BACB Guidelines 7 (Responsibility to Colleagues) &amp; 8 (Public Statements)</strong></td>
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<td>10</td>
<td>BACB Guidelines 9 (Research) &amp; 10 (Responsibility to BACB)</td>
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<td>11/10</td>
<td>In-person</td>
<td>BACB Guidelines 9 (Research) &amp; 10 (Responsibility to BACB); Advanced Consulting Strategies</td>
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<td>11/17</td>
<td>12</td>
<td>Conducting a Risk-Benefit Analysis &amp; Using a Professional Services Declaration</td>
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<td>11/24</td>
<td>No Class</td>
<td>Thanksgiving Break</td>
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<td>12/1</td>
<td>In-person</td>
<td>Real-Life Ethical Dilemmas</td>
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<td>12/8</td>
<td>Finals Week</td>
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**Rollins Policies**

**Academic Honor Code Reaffirmation**


Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at 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 the paper, quiz, test, lab report, etc., the handwritten signed statement:

"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.
Credit Hour Statement
Policy AC 2000: adopted 4/7/16
Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course’s duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of-class expectations include reading the assigned textbook and primary source materials, completing written reflection and question and answer assignments, preparing the dissemination project, and preparing a presentation on real-life ethical dilemmas.

Disability Services
Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: http://www.rollins.edu/disability-services/ and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

Title IX Statement (updated 7/12/16)
Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender,
gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit http://www.rollins.edu/titleix/

This syllabus is subject to change. Any changes will be announced in advance. You are responsible for regularly checking Blackboard for announcements.