BEHV 5540
Legal, Ethical, & Professional Issues in Behavior Analysis
Credits: 03

Department of Behavior Analysis
University of North Texas
Spring, 2014

PROFESSOR: Traci M. Cihon, PhD, BCBA-D

PROFESSOR CONTACT INFORMATION:
Email: traci.cihon@unt.edu
Phone: (940) 565-3318
Office Hours: Chilton 360B: By appointment

TEACHING ASSISTANT: Christina Nord
Contact: nord.christina@gmail.com

WEB SITE ADDRESS: Blackboard Learn

COURSE TIME: Wednesday 6:00 pm to 8:50 pm (Location: Phys 115)

COURSE DESCRIPTION & GOALS

Official Course Description
Addresses and reviews the effects of court decisions in development and implementation of behavioral interventions, ethical requirements of the Behavior Analysis Certification Board, and professional conduct in treatment, intervention and consultation settings. Topics include accountability, confidentiality, quality of services, quality of life, emergency management, research, professional collaborations, and ethical safeguards.

Additional Course Description
This course introduces students to the Guidelines for Responsible Conduct revised by the Behavior Analyst Certification Board in 2010 and the Ethical Principles of Psychologists and Code of Conduct 2010, established by the American Psychological Association.

Behavior analysts find themselves working in a wide variety of professions and as such represent the discipline of behavior analysis to many individuals. In addition, many of the arenas in which behavior analysts work require collaboration with other professionals and the application of behavior analytic principles to disadvantaged populations. The confluence of these variables requires a solid understanding of core ethical principles and guidelines as well as the ability to make professional and personal decisions that adhere to the APA and BACB codes of ethics.
COURSE OBJECTIVES

1. To accurately answer questions pertaining to each of the 10 sections and subsections of the BACB Guidelines for Professional Conduct.

2. To appropriately discuss and answer questions regarding the ethical considerations involved in at least 10 different professional scenarios in at least two different application areas of behavior analysis. “Appropriate” is as defined by the BACB Guidelines for Professional Conduct.

3. To prepare and present the legal, ethical, and professional issues involved in one application area of behavior analysis.

4. To pass the UNT IRB quiz.

5. To successfully demonstrate professional interaction skills (during role-play scenarios) useful to professionals in the field of behavior analysis.

6. To complete a CV and personal statement that reflect knowledge and skills in behavior analysis as applied to the student’s area of application.

LEARNING ACTIVITIES & EVALUATION

Student-Led Discussion
Students will work, in pairs or groups of three, to develop a presentation that (a) introduces the BACB ethical principle, (b) ties the BACB principle to the corresponding APA ethical principle, and (c) lead a meaningful discussion of the topic through discussion questions, anecdotes, real-life experiences, journal article summaries, etc. The presentation should incorporate (a) a summary of the content of the articles, (b) key points and contributions, and (c) potential implications for effective practice. A resource booklet to be distributed to classmates should accompany the presentation. The booklet should include useful: 1) article references, 2) web sites, 3) relevant governmental agencies and contact information, 4) relevant legal citations, and 5) a detailed outline of the class presentation. One presentation and resource booklet should be prepared per pair. One grade will be earned for each group of students for each presentation. Presentations should be prepared using PowerPoint or an equivalent program and should be emailed to the professor within 24 hrs of the scheduled presentation so they can be posted to the course website (60 pts).
Class Participation & Professionalism
Class time will involve class discussions, role-play, and in-class student presentations. Students are expected to read the textbook chapters and any additional required readings assigned for each class. Students are expected to participate during each class session. Remember, you too will be leading a class discussion each week. Students should be prepared to provide a brief summary of the material assigned for each week if asked. Student professional interaction skills will be assessed during all in-class participation opportunities. Five points will be awarded based on class participation and five points will be awarded for professional skills demonstrated within that participation in each class session (140 pts).

Scenario Descriptions
For each of the 10 sections of the BACB Code of Conduct, students will develop scenarios that illustrate an example and a non-example of ethical conduct required of behavior analysts. The purpose of the scenario descriptions is to help students apply the guidelines in real life situations and to make discriminations between ethical and non-ethical behavior in application. Students are required to submit a written description of each scenario and to role-play the scenario during class. Students should complete these with assigned partners. One written description of the scenarios can be handed in per pair. One grade will be earned for both students (20 pts).

Reflection Papers
Students will write four 2-3 page reflection papers. The reflection paper should include a parsimonious summary of the main points of the readings (no more than 1 page) and a thoughtful analysis and/or application of the key points to one’s past, present, or potential professional experiences related to the class topic. The purpose of these papers is to encourage you to think critically about the readings and to formulate reactions to them as you read. Your papers can take many forms, including critiquing or challenging the arguments made by a particular author, discussing one of the assigned readings in relation to other readings assigned for the week or previous weeks, identifying and evaluating unexpressed assumptions or biases in an author’s papers, discussing your own views or experiences in the context of the readings, critiquing the “responses to cases” at the end of the chapters and offering alternative solutions to the ethical dilemmas presented, exploring the research implications of a particular idea, etc. The paper must be double-spaced, 12-point font, Times New Roman, and in APA style (no cover page necessary). While four reflection papers are required for the entire semester and students are encouraged to work at their own pace, students must turn in at least two reflection papers prior to spring break. If a student obtains a perfect score (5 out of 5) on two consecutive reflection papers, s/he will receive full points on all subsequent reflection papers without having to turn in a paper (20 pts).

CV & Personal Statement
Students will draft an individualized CV and Personal Statement. The CV should reflect the academic, clinical, research and volunteer positions held by the student during their career and career preparation. The Personal Statement should be modeled for a currently posted job opportunity for a master’s level behavior analyst (see the ABAI website for current job postings) or for an application for a doctorate degree in the student’s chosen area of emphasis (see university websites for specific instructions. Students may turn in one draft of each document to the professor for feedback prior to turning in the final draft for points (50 pts).

**IRB Quiz**
Students are required to pass the UNT IRB quiz. This is available through *NIH training* http://phrp.nihtraining.com/users/login.php. A printout indicating mastery should be handed in to the instructor on the assigned date (5 pts).

**BACB Mock Exam**
Students will take a 15-question exam aimed to practice the ethical portions of the BACB exam. The format is multiple choice and in order to pass students must correctly answer at least 10 of the questions on the exam (5 pts).

**The Student Evaluation of Teaching Effectiveness (SETE)**
The SETE is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**COURSE GRADES**
1 Student-Led Discussions @ 60 pts each = 60 points  
14 Class Participation Opportunities @ 10 pts each = 140 points  
10 Scenario Descriptions @ 2 pts each = 20 points  
4 Reflection Papers @ 5 pts each = 20 points  
1 CV & 1 Personal Statement @ 25 pts each = 50 pts  
1 IRB Quiz @ 5 pts each = 5 points  
1 BACB Mock exam @ 5 pts each = 5 points  
**Total Points = 300 points**

**GRADE EQUIVALENTS (% of 210 points earned):**
A = 90%-100%  
B = 80%-89%  
C = 70%-79%  
F = below 69%
ACCOMODATIONS FOR STUDENTS WITH DISABILITIES
The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at http://www.unt.edu/oda/apply/index.html. Also, you may visit the Office of Disability Accommodation in the Sage Hall (room 167) or call them at (940) 565-4323.

POLICIES
No individual exceptions can be made to the syllabus.

Re-grades: If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within 1 week of receipt of the graded material. The written request should specify the item(s) in question, and the reason the student believes the answer given was correct, citing relevant sources (e.g., page number from readings on which the answer was based).

Absences: If a student must be absent for any reason, s/he should arrange to submit the applicable written assignment early, as no assignments turned in after the due date can be accepted. Students are responsible for making their own arrangements to obtain information from any missed class period. There will be no additional make-up opportunities for missed examinations.

Student Conduct: Each student automatically certifies that any material submitted for grading is his/her own independent work. UNT policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct. Students are responsible for being familiar with the Code of Student Conduct.

Group work is encouraged; however, in the past there have been situations in which group work could have been considered cheating or plagiarism. “Legitimate” group work takes advantage of consultation with your peers, provides you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product. Examples include reading the text and writing answers to the study guide items, then working closely with other students to compare study guide answers, and to attempt to resolve different understandings. Failing to do the reading, and
memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating. Drafting the assignments, then comparing specific aspects of your product to others’ is appropriate. Copying someone else’s work products (or making your work available to another student to copy) is not legitimate; it is cheating. Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. We are very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

Assistance: Students are encouraged to contact the instructor (by email or during office hours) or teaching assistant any time clarification or additional help in understanding the material is needed. Any questions that will aid you in mastering the material are welcomed.

Diversity Statement: It is the policy of the University of North Texas (and this instructor) not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and educational goals. Direct questions or concerns to the equal opportunity office, (940) 565-2456, or the dean of students, (940) 565-2648. TTY access is available through Relay Texas: (800) 735-2989.

REQUIRED TEXT AND COURSE MATERIALS

BACB Guidelines for Responsible Conduct (http://www.bacb.com/becom_frame.html)


Supplementary Readings: The majority of these readings are available online through the course; a few of the readings will be available from the instructor and students will be responsible for making their own copies.

Unit I: Ethics in ABA: History & Background (DTC)
considerations for applied behavior analysts (pp. 658-678). In Cooper, J. O., Heron, T. E., & Heward, W. L. *Applied Behavior Analysis*. Columbus, OH: Merrill Prentice Hall.


*Unit 2: Responsible Conduct of a Behavior Analyst*


*Unit 3: The Behavior Analyst’s Responsibility to Clients*


*Unit 4: Assessing Behavior (Reinforcement)*


*Unit 5: Individual Behavior Change Program (Reduction)*


*Unit 6: The Behavior Analyst as a Teacher and/or Supervisor*


Malott, R. (2005). Behavioral systems analysis and higher education (pp. 211-236). In


**Unit 7: Legal Protections**


**Unit 8: The Behavior Analyst and the Workplace**


**Unit 9: The Behavior Analyst and Research**


National Committee for the Protection of Human subjects of Biomedical and Behavioral


**Unit 10: The Behavior Analyst’s Ethical Responsibility to the Field of Behavior Analysis**


**Unit 11: The Behavior Analyst’s Responsibility to Colleagues**


**Unit 12: The Behavior Analyst’s Ethical Responsibility to Society (DTC)**


toward behavioral interventions: A cross-cultural argument for using conversational language to describe behavioral interventions to the general public (pp. 283-294). In Heward, W.L., Heron, T. E., Neef, N. A., Peterson, S. M., Sainato, D. M., Cartledge, G., Gardner, R., Peterson, L. D., Hersh, S. B. & Dardig, J. C. Focus on Behavior Analysis in Education: Achievements, Challenges, & Opportunities. Columbus, OH: Merrill Prentice Hall.


**Unit 14: Utopian Communities (DTC)**


Technology requirements

An active UNT email account, a computer or access to a computer and on-line access to course web site on Blackboard Learn. This website will be the vehicle for obtaining key course materials; keeping track of your grades; communicating with the instructor, and classmates outside of class sessions; and other functions.

**Portions of this syllabus were created in collaboration with Drs. Shahla Ala’I Rosales, Diana Walker, & Einar Ingvarsson**
### Weekly Class Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15, 2014</td>
<td>Course Introduction&lt;br&gt;Assign Student-led Discussion Groups &amp; Sessions&lt;br&gt;Presentation: DTC</td>
</tr>
<tr>
<td>1 January 22, 2014</td>
<td>Unit 1: Ethics in ABA: History &amp; Background&lt;br&gt;Presentation: DTC&lt;br&gt;Readings: B&amp;B chps 1-5; APA Introduction (pp. 1-3); Kidder (1995); Martinez-Diaz, et al. (2007); Miron (1968); Skinner (1978)</td>
</tr>
<tr>
<td>2 January 29, 2014</td>
<td>Unit 2: Responsible Conduct of a Behavior Analyst&lt;br&gt;Presentation: NH, SR&lt;br&gt;Readings: B&amp;B chp 6; APA Sec 1-3 (pp. 4-6); BACB guideline 1; Dawson (2004); Ghezzi &amp; Rehfield (1994); Kidder (1995); Mattaini (2001)&lt;br&gt;Due: Scenario Description 1</td>
</tr>
<tr>
<td>3 February 5, 2014</td>
<td>Unit 3: Responsibility to Clients&lt;br&gt;Presentation: VV, KB, HM&lt;br&gt;Readings: B&amp;B chp 7; APA Sec 4&amp;6; BACB guideline 2; Baer (2005); Bannerman et al. (1990); Bijou (1994); DeAngelis (2008); Dejong &amp; Batavia (1989); Van Houten et al. (1988)&lt;br&gt;Due: Scenario Description 2</td>
</tr>
<tr>
<td>4 February 12, 2014</td>
<td>Unit 4: Assessing Behavior (reinforcement)&lt;br&gt;Presentation: AM, DS&lt;br&gt;Readings: B&amp;B chp 8; BACB guideline 3; Cameron (2005); Iwata et al. (1982); Lindsey (1996)&lt;br&gt;Due: Scenario Description 3</td>
</tr>
<tr>
<td>5 February 19, 2014</td>
<td>Unit 5: Individual Behavior Change Program (reduction)&lt;br&gt;Presentation: ON, RH&lt;br&gt;Readings: B&amp;B chp 9; APA Sec 9&amp;10; BACB guideline 4; Baer (1970); Green (1990); Griffith (1983); Miltenberger (2001); Schroeder et al. (1990)&lt;br&gt;Due: Scenario Description 4</td>
</tr>
<tr>
<td>Date</td>
<td>Unit</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
</tr>
<tr>
<td>February 26, 2014</td>
<td>6</td>
</tr>
<tr>
<td>March 5, 2014</td>
<td>7</td>
</tr>
<tr>
<td>March 12</td>
<td></td>
</tr>
<tr>
<td>March 19, 2014</td>
<td>8</td>
</tr>
<tr>
<td>March 26, 2014</td>
<td>9</td>
</tr>
<tr>
<td>April 2, 2014</td>
<td>10</td>
</tr>
<tr>
<td>April 9, 2014</td>
<td>11</td>
</tr>
<tr>
<td>Date</td>
<td>Unit</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>April 16, 2014</td>
<td>Unit 12: Responsibility to Society</td>
</tr>
<tr>
<td>April 30, 2014</td>
<td>Unit 14: Utopian Communities</td>
</tr>
<tr>
<td>May 7, 2014</td>
<td>TBD</td>
</tr>
</tbody>
</table>

*The professor reserves the right to adjust and modify this schedule based on the needs of the students*