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

Department of Behavior Analysis  
University of North Texas  
Spring 2016

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

PROFESSOR CONTACT INFORMATION:  
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Phone: (940) 565-3318  
Office Hours: Chilton 360B: By appointment

TEACHING ASSISTANT: Darren Bandy (darrenmbandy@yahoo.com)

WEB SITE ADDRESS: Blackboard Learn

COURSE TIME: Thursday 6:00 pm to 8:50 pm (Location: Wooten 118)

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 adopted by the Behavior Analyst Certification Board (BACB) in 2013, the BACB Code of Ethics (Professional and Ethical Compliance Code for Behavior Analyst [the Code]) approved by the BACB in 2014 and in effect in 2016, and the Code of Ethics that has been adopted by the Association for Behavior Analysis International (ABAI). In addition, this course provides a cursory overview of legal issues common to practicing behavior analysts and how such legislation may impact our profession in research and applications. Further, this course has a strong emphasis on professionalism the development of the associated skill sets related to professional behavior and to the profession itself. Some focus areas regarding professional behavior include perspective-taking; bias; working in diverse, international, and interdisciplinary settings; philosophic doubt; and constructive and respectful problem solving, dispute, and collaboration.

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, one’s own personal assumptions and biases, and the professional guidelines for ethical behavior, as well as the ability to make professional and personal decisions that adhere to the BACB and ABAI codes of ethics.

**COURSE OBJECTIVES**

Students will:

⇒ Become familiar with the Ethical Considerations and governing organizations for the discipline of Behavior Analysis
⇒ Develop the characteristics and skills associated with professionalism in a variety of contexts including class participation and role plays
⇒ Create hypothetical scenarios dealing with ethical and professional considerations within the discipline of Behavior Analysis
⇒ Shift in and out of other’s perspectives through in-class activities, self-reflection exercises, scenario descriptions, and role plays
⇒ Think critically and work collaboratively to solve difficult problems facing Behavior Analysts as they pertain to legal, ethical and professional issues in the discipline
⇒ Be familiar with the criminal justice system, the legal system, case law pertinent to the practice of Behavior Analysis and identify potential interdisciplinary collaborations
⇒ Describe how Behavior Analysis can contribute to interdisciplinary teams faced with solving some of the world’s most pressing problems
⇒ Explore how Behavior Analysts might contribute to community-based interventions that aim to decrease world issues such as poverty, hunger, education, etc.
⇒ Create a CV and personal statement that reflect knowledge and skills in Behavior Analysis as applied to the student’s area of application in preparation for entering the workforce or continuing one’s education

**LEARNING ACTIVITIES & EVALUATION**

**Student-Led Discussion**

Students will work, in dyads (there may be a few triads) to develop a presentation that (a) introduces the BCBA ethical principle, (b) ties the BCBA principle to the corresponding articles/book chapters, and (c) creates a meaningful class discussion of the topic through discussion questions, anecdotes, real-life experiences, journal article summaries, etc. Presentations should not simply detail each component of the BACB Ethical Guideline for the chosen topic; rather, they should introduce the Ethical Guideline and corresponding components in an integrated fashion with the readings, real-life experiences (may be hypothetical), examples, and activities for class participation. Presenters should also build in time for others to Role Play their Scenario Descriptions during the class time. Presenters will receive full points for Role Plays and Scenario Descriptions for one of the classes in which they are presenting. 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. One grade will be earned for each group of students for each of the presentations. A rubric by which Student-Led Discussions will be evaluated is posted on the course website (two opportunities x 40 pts = 80 pts).

**Resource Booklets**
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. Resource booklets must include resources beyond what are available in the syllabus. One resource booklet should be prepared per dyad/triad and presentation. And, only one grade will be earned for each group of students for the research booklet. A rubric by which the Resource Booklets will be evaluated is posted on the course website (two opportunities x 20 pts = 40 pts).

**Class Participation**
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. Five points will be available for participation during each class period. Class participation will be evaluated on a 3 pt scale in which 0 pts will be received for no participation, 1 pt will be received for low quality participation (e.g., restating a point that has already been made, sharing an irrelevant anecdote, making an off topic comment, talking just to talk and receive points), 2 pts will be received for average quality participation (e.g., paraphrasing something read in this class or another class, pointing out the obvious), and 3 pts will be given for high quality participation (e.g., extending ideas from an in-class discussion or reading, contributing a novel example or idea, pushing the class discussion in a new and relevant direction). (15 opportunities x 3 pts = 45 pts).

**Scenario Descriptions**
Throughout the course, sometimes related to each of the 10 sections of the BACB Code of Conduct and sometimes related to other course material, students will develop at least ten scenarios (excluding the week that the student is leading the discussion) that illustrate an example and a non-example of and ethical, professional, or legal conflict that a behavior analyst may encounter. Students will construct these Scenario Descriptions in groups of at least two students but no more than three students. Dyads/Triads can vary or remain consistent throughout the semester at the students’ discretion.

Sometimes the topic or context of the Scenario Description will be assigned to students; other topics/contexts for the Scenario Descriptions may be the students’ choice so long as it pertains to the unit topic/ethical guideline. Scenario Descriptions should include at least two and no more than four “roles” where a role is defined as a person who participates in the scenario (see Role Play section below). Scenarios should be written in enough detail...
such that if a scenario created by a dyad requires additional participants (e.g., has four roles), that the recruited volunteers (peers or the instructor when beneficial) can respond appropriately given the scenario. You may script the full scenario or provide sufficient character and contextual detail for improvisation (the latter will result in the possibility for bonus points). Further, each scenario should include alternative endings – one ending that details what the student group determines is an appropriate response to the scenario that is both professional and ethical and one ending that details what the student group determines to be a realistic but inappropriate response to the scenario that is either unprofessional or unethical.

The purpose of the scenario descriptions is to help students apply the guidelines in real life situations and to make discriminations between ethical and unethical behavior and professional and unprofessional behavior in application/research/workplace/etc. Students are required to submit a paper copy of written description of each scenario and to role-play the scenario during class (emailed submissions will not be accepted). One written description of the scenarios can be handed in per dyad/triad. One grade will be earned for both students. Due to the variability in topics and possibility for creativity and thinking outside the box, there is not a rubric for the Scenario Descriptions; rather, they will be graded based on the topic chosen and the adherence to that topic and the guidelines outlined in the course syllabus (10 opportunities x 5 pts = 50 pts).

Scenario Description 1 – Instructor Provided Topics - Create a Scenario Description that involves at least one of the following topics/context:

a) August is the son of at least one person in your group who is a parent seeking the assistance of a behavior analyst (another member of your group or a confederate) who works in the school setting to ease his transition to school (add additional roles as needed)

b) August is the client of at least one person in your group who is the BCBA consulting with his parents (need a triad or at least a confederate to select this topic) to support his transition to school and are involved in the differing opinions of the parents and needs to mediate on behalf of what is best for August

c) You are August and the students you encounter behave exactly as they did in Palacio (2012); include in your scenario how you believe August should (and should not respond) in order to generate the best effect for him (as his own advocate) moving forward. Think about this from the perspective of the BCBA who might be teaching self-advocacy skills to a child who is likely to (or is being) bullied in school

d) Construct a brief “staff training” for the school personnel to prepare them for August’s arrival. Note: the entire class and instructor will play the role of the school staff in this scenario.

e) Construct a brief “student training” for the school personnel to prepare them for August’s arrival. Note: the entire class and instructor will play the role of the students in this scenario.

Scenario Description 2 – Instructor Provided Topics - Create a Scenario Description that involves at least one of the following topics/context:
a) At least one person in your group is the BCBA consulting with August and Via’s parents at the time Via is either informed about the challenges her brother (August) will face or at the time of her transition to a new school. Your practice is family-based such that responsiveness to family considerations is ethically within your scope of services provided.

b) At least one person in your group the parent of one of Via’s friends from her former school who is attending the same high school whose role should be played by your other group member. Arrange your Scenario Description as a conversation you would or would not have with your daughter and why.

c) At least one person in your group is Via’s friend from the previous school and the other(s) is/are this person’s new friend(s). Arrange your scenario around a typical high school student lunchroom conversation about Via and why the two of you are no longer friends.

d) At least one person in your group is August’s BCBA (for in home or in school consultation) and you have intuitively or directly noticed the conflict between August and Via. Arrange your scenario as to how you would interact with or not with August to help him to take Via’s perspective or with Via to help her take August’s perspective (you may need to recruit a confederate for this scenario or be at triad).

e) At least one person in your group is Via taking the perspective Palacio gives in whatever context you choose.

Scenario Description 3 – Student Choice

Scenario Description 4 – Instructor Provided Topics - Create a Scenario Description that involves at least one of the following topics/context:

a) At least one of your group members is employed as a BCBA who is conducting a community-based training or who is running a social skills group as either an employee of August’s school or August’s parents (this is important to specify) that includes kids with and without disabilities or parents of children with and without disabilities about diversity, acceptance, and the participants’ roles as child peers or parents (if you choose this topic random peer/instructor volunteers will participate as your group members in which as least one or two members will represent Jack, Summer, Julian or their parents’ respectively given the focus of your group meeting[s]).

b) At least one of your group members is Julian and one of your group members is Jack or Summer. Construct your scenario description as a parent of either Jack or Summer and Julian who is also a BCBA who overhears a conversation during a slumber party and what your response as parent and BCBA might be.

c) Student Choice as related to BACB Ethical Guideline 3 – any setting or context

Scenario Description 5 – Student Choice

Scenario Description 6 – Student Choice
Scenario Description 7 – Instructor Provided Topics - Create a Scenario Description that involves at least one of the following topics/context:

a) At least one of your group members is employed as a BCBA who is consulting with a family with a child with autism between the ages of 8 and 14. Up until this time, the child has not participated in any extracurricular activities either school- or community-based. You feel as though this client could benefit from participation in an extracurricular activity to help him/her develop social skills, friendships, etc. However, the child’s parents are concerned their child is going to be bullied by the other children, which has been and continues to be the reason they have not put their child in extracurricular activities to this point.

b) At least one of your group members is employed as a BCBA who runs his/her own company (preferably not a clinic for individuals with disabilities or a school) and you have received an application from a person with a disability who is just as qualified as the other applicants you have received. Moreover, this applicant clearly exceeded the other applicants during the interview process. However, even though this person is the best candidate for the position, it will require you to invest a significant amount of money to create an environment that includes the accommodations this applicant will need to be able to complete several components of the job.

c) At least one of your group members is employed as a BCBA whose primary responsibility is to conduct research. Recently, you started a new project and have been reviewing the literature to determine your research question(s). While reading several articles on the topic, you found a study that one of your colleagues from graduate school published based on data you know s/he collected during graduate school but you also know that s/he did not have IRB approval for those data to be considered as a part of a research study/publication.

Scenario Description 8 - Instructor Provided Topics - Create a Scenario Description that involves at least one of the following topics/context:

a) At least one of your group members is a BCBA who is also the parent of a child who has been accused of bullying another student at school. Your other group member should serve as the school principal/counselor who is bringing this to the attention of the parent.

b) At least one of your group members is employed as a BCBA whose primary responsibility is to conduct research. Recently, you started a new project and have been reviewing the literature to determine your research question(s). While reading several articles on the topic, you found a study that reads very similarly to another study you just read. After comparing the two studies, you realize that the latter study shared several identical sentences to the earlier study. To further complicate the matter, you also see that the latter study was written by your current supervisor.

c) At least one of your group members is employed as a BCBA who has recently been asked to conduct supervision for his/her employees/students. The BCBA has not yet completed the additional supervisor training and the employer does not intend to reimburse the BCBA for doing so. Further, the employer is asking the
BCBA to conduct supervision for any employee/student who asks in addition to the BCBA’s current work responsibilities without additional compensation.

Scenario Description 9 – Student Choice

Scenario Description 10 – Student Choice

**Role Plays**

During each class session (including those that are student-led – see above), student groups will have the opportunity to “act out” their scenario descriptions – both appropriate and inappropriate responses. Students will be required to act out at least five Scenario Descriptions throughout the semester and those who 1) exceed the required number of Scenario Description Role Plays and 2) volunteer to serve as a confederate or actor/actress in other students’ Scenario Description Role Plays will have the opportunity to earn extra points toward his/her final grade. The course instructor will always be available to serve in a confederate/actor/actress role when needed/requested and may choose to take on any role in any Role Play at her discretion. A rubric by which Role Plays will be evaluated is posted on the course website (5 opportunities x 15 pts = 45 pts).

**Reflection Papers/Response to Scenario Description and Role Play**

Students will write up to four 2-3 page reflection/response papers.

Students who choose to write the reflection paper(s) should include a 2-4 sentence summary of one of the articles (not to include Baily and Burch [2011], Palacio [2012], or Skinner [1948/1976]) for a class session that is linked to a BACB ethical guideline. Following the article summary, the paper should include at least one paragraph that describes how the selected article relates to the corresponding BACB ethical guideline. Lastly, the paper should conclude with 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 the reflection 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 related Baily and Burch chapters and offering alternative solutions to the ethical dilemmas presented, exploring the research implications of a particular idea, relating the article to the topics explored by Palacio or Skinner (1948/1976), etc.

Students who choose to write the Response to Scenario Description and Role Play paper(s) should include a 2-4-sentence summary of the selected Scenario Description and Role Play. This should be followed by a 4-6 summary of the class and instructor’s responses to the Role Play. The final section of the paper should be a self-reflection of this experience. For example, you might wish to include a revised response to your
original response that was constructed for the Scenario Description based on what you learned during the Role Play, an alternative perspective that you learned as part of the Role Play experience (even if you do not agree with that perspective), how you might apply the skills you developed during the Role Play in a future professional endeavor, etc. When possible, you should relate either the Scenario Description and/or Role Play to one of the BACB Ethical guidelines. The purpose of the Response to Scenario Description and Role Play Papers is to encourage you to think critically about your own assumptions, how they may or may not be changing as a function of this class and your interactions with your peers/instructor, and how these reflections may or may not change your behavior in particular situations in the future.

All papers must be double-spaced, 12-point font, Times New Roman, include at least one reference, and be 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 one reflection paper prior to February 18, 2016 and the second reflection paper prior to Spring Break. If a student obtains a perfect score (5 out of 5) on two consecutive Reflection/Response to Scenario Description papers, s/he will receive full points on all subsequent reflection papers without having to turn in a paper. A rubric by which Reflection/Response to Scenario Description and Role Play papers will be evaluated is posted on the course website (four opportunities x 10 pts = 40 pts).

**In-Class Activities**

Toward the end of the course, the instructor will give students two projects that will be worked on, completed and shared in class. An additional amount of 40 points will be allocated to student performance during each of these activities which will be allocated at the discretion of the course instructor based on students’ participation, cooperation with peers, competence in the subject matter, ethical behavior, and oral communication (two opportunities x 10 pts = 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. A rubric by which CVs and Personal Statements will be evaluated is not posted on the course website as only completion points will be awarded given the individual nature and personal impact of these course components. Developmental feedback will be provided to assist students to improve their professional appearance to employers and/or universities (15 pts each for 30 points total).

**Extra Credit Opportunities**

There are several extra credit opportunities available throughout this course. Most are mentioned previously in the syllabus. To summarize, students may earn up to two extra
credit points each time s/he volunteers to serve as an individual confederate/actor/actress during another student dyad or triad’s Role Play and may earn up to five extra credit points for each Role Play s/he chooses to engage in beyond the minimum number of Role Plays required for the course.

COURSE GRADES
2  Student-Led Discussions @ 40 pts each = 80 points
2  Resource Booklet @ 20 pts each = 40 points
15 Class Participation Opportunities @ 3 pts each = 45 points
10 Scenario Descriptions @ 5 pts each = 50 points
5  Role Plays @ 15 pts each = 75 points
4  Reflection/Response Papers @ 10 pts each = 40 points
2  In-Class Activities @ 10 pts each = 20 points
1 CV & 1 Personal Statement @ 15 pts each = 30 points
Total Points = 380 points

GRADE EQUIVALENTS (% of 380 points earned):
A  = 90%-100%  B  = 80%-89%  C  = 70%-79%  F  = below 69%

ACCOMMODATIONS 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**

ABAI Code of Ethics
(https://www.abainternational.org/about-us/policies-and-positions.aspx)

BACB About BACB Credentials


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

**Course Introduction:** Ethics, History, the BACB, ABAI, Course Structure, & Course Goals


Bailey & Burch (2011) - Chapters 1-5

**Unit 1: Ethical Decision Making, Perspective-taking, Mistakes & Forgiveness, Philosophic Doubt**


Palacio, R. J. (2012) - Part I pp. 3-80

**Unit 2: Responsible Conduct of a Behavior Analyst**

BACB Guidelines for Responsible Conduct – Guideline 1

Bailey & Burch (2011) - Chapter 6


Palacio, R. J. (2012) - Part II pp. 81-116

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

BACB Guidelines for Responsible Conduct – Guideline 2


Bailey & Burch (2011) - Chapter 7


**Unit 4: Assessing Behavior (Reinforcement)**

BACB Guidelines for Responsible Conduct – Guideline 3

Bailey & Burch (2011) - Chapter 8


Palacio, R. J. (2012) - Parts III-IV pp. 118-185

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

BACB Guidelines for Responsible Conduct – Guideline 4

Bailey & Burch (2011) - Chapter 9


*Unit 6: The Behavior Analyst as a Teacher and/or Supervisor
BACB Guidelines for Responsible Conduct – Guideline 5
BACB Newsletter, Special Edition on Supervision (September 2012)
Bailey & Burch (2011) - Chapter 10
Palacio, R. J. (2012) - Parts V-VII pp. 186-248

Unit 7: Legal Considerations for Behavior Analysts
Guest Lecture: Dr. Katie Hine
**Readings TBD**

*Unit 8: The Behavior Analyst and Research
BACB Guidelines for Responsible Conduct – Guideline 10
Bailey & Burch (2011) - Chapter 15
Palacio, R. J. (2012) - Part VIII pp. 186-248

*Unit 9: The Behavior Analyst and the Workplace
BACB Guidelines for Responsible Conduct – Guideline 6
Bailey & Burch (2011) - Chapters 11 & 16
Palacio, R. J. (2012) – The Julian Chapter pp. 311-369

*Unit 10: The Behavior Analyst’s Ethical Responsibility to the Field of Behavior Analysis*
BACB Guidelines for Responsible Conduct – Guideline 7
Bailey & Burch (2011) – Chapter 12

*Unit 11: The Behavior Analyst’s Responsibility to Colleagues*
BACB Guidelines for Responsible Conduct – Guideline 8
Bailey & Burch (2011) – Chapter 13

*Unit 12: The Behavior Analyst’s Ethical Responsibility to Society*
BACB Guidelines for Responsible Conduct – Guideline 9
Bailey & Burch (2011) – Chapter 14
**Unit 13: What Does Skinner Say?**

**Unit 14: Utopian Communities**

**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

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<th>Activities</th>
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| 0 | **Course Introduction:** Ethics, History, the BACB, ABAI, Course Structure & Course Goals  
**Presenter:** DTC  
**Readings:** About BACB Credentials, ABAI Code of Ethics, BACB Newsletter (Sept 2014), B&B chps 1-5  
**Due:** Assign Groups for Student-Led Discussions and Projects |
| 1 | **Unit 1:** Ethical Decision Making, Perspective-taking, Mistakes & Forgiveness, Philosphic Doubt  
**Presenter:** DTC  
**Readings:** Kidder (1995); Skinner (1978), Palacio Part I pp. 3-80  
**Due:** Scenario Description 1 |
| 2 | **Unit 2:** Responsible Conduct of a Behavior Analyst  
**Presenters:** TBD  
**Readings:** B&B chp 6; BCBA Guideline 1; Ghezzi & Rehfield (1994); Mattaini (2001); Palacio Part II pp. 81-116  
**Due:** Scenario Description 2 |
| 3 | **Unit 3:** Responsibility to Clients  
**Presenters:** TBD  
**Readings:** B&B chp 7; BCBA guideline 2; Baer (2005); Bannerman et al. (1990); DeAngelis (2008); Van Houten et al. (1988)  
**Due:** Scenario Description 3 |
| 4 | **Unit 4:** Assessing Behavior (reinforcement)  
**Presenters:** TBD  
**Readings:** B&B chp 8; BACB guideline 3; Cameron (2005); Lindsey (1996); Palacio (2012) Parts III-IV pp. 118-185  
**Due:** Scenario Description 4; First Reflection Paper |
| 5 | **Unit 5:** Individual Behavior Change Program (reduction)  
**Presenters:** TBD  
**Readings:** B&B chp 9; BACB guideline 4; Baer (1970); Green (1990); Miltenberger (2001); Schroeder et al. (1990)  
**Due:** Scenario Description 5; CV & Personal Statement |
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<th>Unit</th>
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<td>March 3, 2016</td>
<td>Unit 6: Behavior Analyst as a Teacher or Supervisor</td>
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<td>Ellis &amp; Glenn (1995); Malott, R. (2005); Palacio (2012) - Parts V-VII</td>
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<td>7</td>
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<td>Unit 7: Legal Considerations for Behavior Analysts</td>
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<td><em>Guest Lecture: Dr. Katie Hine</em></td>
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<td>Readings: TBD</td>
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<td>8</td>
<td>March 24, 2016</td>
<td>Unit 8: The Behavior Analyst &amp; Research</td>
<td>TBD</td>
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<td>Readings: B&amp;B chp 15; BACB guideline 10; Driscoll &amp; Bateson (1988);</td>
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<td>249-310</td>
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<td><strong>Due:</strong> Scenario Description 7</td>
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<td>9</td>
<td>March 31, 2016</td>
<td>Unit 9: The Behavior Analyst and the Workplace</td>
<td>TBD</td>
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<td>Readings: B&amp;B chp 11 &amp; 16; BACB guideline 6; Hansen &amp; Goldberg (1999);</td>
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<td></td>
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<td>Malott (2003); Palacio (2012) – The Julian Chapter pp. 311-369</td>
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<td><strong>Due:</strong> Scenario Description 8</td>
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<td>10</td>
<td>April 7, 2016</td>
<td>Unit 10: Responsibility to the Field of Behavior Analysis &amp; Disciplinary Standards</td>
<td>TBD</td>
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<td>Readings: B&amp;B chp 12; BACB guideline 7; Malagodi (1986); Malott (2004);</td>
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<td><strong>Due:</strong> Scenario Description 9</td>
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March 17
NO CLASS - Spring Break
### Unit 11: Responsibility to Colleagues & Disciplinary Standards

**April 14, 2016**

**Readings:**

**Due:** Scenario Description 10

**Presenters:** TBD

### Unit 12: Responsibility to Society

**April 21, 2016**

**Readings:**
- B&B chp 14; BACB guideline 9; Malott & Trojan-Suarez (2004); Rolider & Axelrod (2005); Ruiz & Roche (2007); Skinner (1948/1976) pp. 68-145

**Presenters:** TBD

### Unit 13: What Does Skinner Say?

**April 28, 2016**

**Readings:**

**In-Class Activity:** TBA

**Presenters:** DTC

### Unit 14: Utopian Communities

**May 5, 2016**

**Readings:**
- Borba & Glenn (2014); Chance (2007); Skinner (1948, 1976) pp. 146-301

**In-Class Activity:** TBA

**Due:** Final two Reflection Papers

**Presenters:** DTC

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