

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: College of Education, Departments of Elementary, Early, Special Education

Course No. AB 606

Title of Course: Advanced Professional and Ethical Conduct of Behavior Analysts - II

Date: Spring 2016

Please check: New

I. **Catalog Description (1 Credit Hour):** Advanced ethics course focusing on responsibility to clients, assessment, behavior-change programs, and providing supervision. Designed to supplement intensive ABA practicum. (1)

II. **Pre/Co-requisite(s):**
Prerequisite: AB 604; Co-requisite: AB607; or permission of the instructor

- III. **Purposes or Objectives of the Course (optional):**
1. Identify, prevent, and resolve professional and ethical challenges pertaining to Code 2.0 Behavior Analysts' Responsibility to Clients.
 2. Identify, prevent, and professional and ethical challenges pertaining to Code 3.0 Assessing Behavior.
 3. Identify, prevent, and resolve professional and ethical challenges pertaining to Code 4.0 Behavior Analysts and the Individual Behavior-Change Program.
 4. Identify, prevent, and resolve professional and ethical challenges pertaining to Code 5.0 Behavior Analysts as Supervisors.

IV. **Student Learning Outcomes (Minimum of 3):**

SLO	Measurement Tool
1. Identify, prevent, and resolve professional and ethical challenges pertaining to Code 2.0 Behavior Analysts' Responsibility to Clients.	Quiz
2. Identify, prevent, and professional and ethical challenges pertaining to Code 3.0 Assessing Behavior.	Quiz
3. Identify, prevent, and resolve professional and ethical challenges pertaining to Code 4.0 Behavior Analysts and the Individual Behavior-Change Program.	Quiz

V. Behavior Analysis Certification Board (BACB) Alignment:

Course Objectives	BACB Professional and Ethical Compliance Code for Behavior Analysts
1. Identify, prevent, and resolve professional and ethical challenges pertaining to Code 2.0 Behavior Analysts' Responsibility to Clients.	2.0
2. Identify, prevent, and professional and ethical challenges pertaining to Code 3.0 Assessing Behavior.	3.0
3. Identify, prevent, and resolve professional and ethical challenges pertaining to Code 4.0 Behavior Analysts and the Individual Behavior-Change Program.	4.0
4. Identify, prevent, and resolve professional and ethical challenges pertaining to Code 5.0 Behavior Analysts as Supervisors.	5.0

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Unit Topics	Class Hours	Objectives
Identify, prevent, and resolve professional and ethical challenges pertaining to Code 2.0 Behavior Analysts' Responsibility to Clients	4	1
Identify, prevent, and professional and ethical challenges pertaining to Code 3.0 Assessing Behavior	2	2
Identify, prevent, and resolve professional and ethical challenges pertaining to Code 4.0 Behavior Analysts and the Individual Behavior-Change Program	4	3
Identify, prevent, and resolve professional and ethical challenges pertaining to Code 5.0 Behavior Analysts as Supervisors	5	4
Total	15	

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____
Chair

Signature: _____ Date: _____
Dean

Approved by Academic Council, April 1, 2014 Revision: April 1, 2014

**SOUTHEAST MISSOURI STATE UNIVERSITY
COURSE SYLLABUS**

AB 606: Advanced Professional and Ethical Conduct of Behavior Analysts - II

SPRING 2016 SEMESTER: OFFERED ONLINE

Instructor: Dr. Jamie Severtson

Phone: 573-986-6982

Office: Scully 401F

E-Mail: jsevertson@semo.edu (please include "AB 606" in the subject of your emails to me)

Office Hours: Tuesday: 10:00am – 11:30 am (401F Scully)

Wednesday: 1:30pm – 3:00 pm (401F Scully)

7:30pm – 8:30pm (Online using Google Chat: jamie.severtson)

Also available by appointment

I want you to be successful in this class. My wish for you is that you begin to love Behavior Analysis as much as I do. I am here to help you in any way I can, so please do not hesitate to come to office hours, chat with me online during online office hours, call or email. I am happy to meet with students outside of normal office hours.

Questions, Comments, Requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Elementary, Early and Special Education Department.

Course Purpose:

The purpose of this course is to take a more in-depth look at four of the BACB Professional and Ethical Compliance Codes for Behavior Analysts: (a) 2.0 Behavior Analysts' Responsibility to Clients, (b) 3.0 Assessing Behavior, (c) 4.0 Behavior Analysts and the Behavior-Change Program, and (d) 5.0 Behavior Analysts as Supervisors. For graduate students seeking a Master's degree in Applied Behavior Analysis, this is one of three, 1-credit courses required for the degree. This course is designed to be taken with an intensive practicum such that students can apply the strategies learned in the course in their fieldwork.

This is one of a series of courses designed for students who are interested in learning about Applied Behavior Analysis (ABA) and/or becoming Board Certified Behavior Analysts (BCBAs). For more information about becoming a BCBA, please see your instructor, and go to <http://www.bacb.com/index.php?page=4>

I. Catalog Descriptions and Credit Hours of Course:

AB 606. Advanced Professional and Ethical Conduct of Behavior Analysts - II. Advanced ethics course focusing on responsibility to clients, assessment, behavior-change programs, and providing supervision. Designed to supplement intensive ABA practicum. (Required for BCBA certification). (1 Credit)

II. Prerequisite(s):

Prerequisite: AB 604; Co-requisite: AB607; or permission of the instructor

III. Objectives of the Course:

1. Identify, prevent, and resolve professional and ethical challenges pertaining to Code 2.0 Behavior Analysts' Responsibility to Clients.
2. Identify, prevent, and professional and ethical challenges pertaining to Code 3.0 Assessing Behavior.
3. Identify, prevent, and resolve professional and ethical challenges pertaining to Code 4.0 Behavior Analysts and the Individual Behavior-Change Program.
4. Identify, prevent, and resolve professional and ethical challenges pertaining to Code 5.0 Behavior Analysts as Supervisors.

IV. Student Learning Outcomes (Notations in Course Content & Schedule)

1. Identify professional and ethical challenges in fieldwork or practicum and the corresponding code in the Professional and Ethical Compliance Code for Behavior Analysts. (S1)
2. Use effective communication strategies when attempting to resolve professional or ethical challenges. (S2)
3. Utilize professional behavior that prevents ethical dilemmas with clients. (S3)

V. Expectations of the Student

- a. Read the assigned chapters in the text books as well as assigned readings from scientific journals.
- b. Participate in online forum discussions.
- c. Successfully complete all quizzes, exams, and assignments.
- d. Check the website twice per week for new materials and course updates.
- e. Respond to emails within 48 hours (except on weekends and holidays).
- f. Questions regarding the course in the course Q & A Forum(s).
- g. Complete all assignments, quizzes, discussion posts by 11:55pm on the date that they are due unless otherwise noted in the instructions.

VI. Expectations of the Instructor

Your instructor will:

- a. Respond to emails within 48 hours (except on the weekends and holidays).
- b. Participate in online forum discussions.
- c. Post grades for a given forum, quiz, exam, or assignment within 2 weeks following the due date.
- d. Not grade late assignments.
- e. Provide all updates regarding the course (e.g., cancelation off office hours) via the course News Forum.
- f. Maintain office hours and also meet with students outside of office hours as arranged by the students.

VII. Textbook(s) and Other Required Materials:

Required Textbooks (2):

Bailey, J. S., & Burch, M. R. (2011). *Ethics for behavior analysts*: Second expanded edition (2nd Ed.). New York, NY: Routledge.

Behavior Analyst Certification Board. (2014). *Professional and ethical compliance code for behavior analysts* [PDF document]. Retrieved from http://www.bacb.com/Downloadfiles/BACB_Compliance_Code.pdf.

(Available at www.bacb.com – click [here](#) to download.)

Recommended Textbook (1):

*Bailey, J., & Burch, M. (2010). *25 essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge.

* *NOTE: This book is recommended, but not required. It will be used in other courses on ethics in behavior analysis, and it is helpful resource for practicing clinicians.*

Required Technology:

A webcam or smart device with video capabilities is required for this course. You will be required to post videos of yourself for various assignments and forums (e.g., responses to readings, discussion questions). You will be required to upload videos to YouTube and save them as "Unlisted" Videos. **Students who do not post a video for a video assignment will receive 0 points for the entire assignment, regardless of whether other portions of the assignment were completed. If you have concerns about this, contact your professor during the first week of class.**

- If you do not have access to a webcam, you should contact or stop by the [Multimedia Center at Kent Library](#)

You may wish to purchase a webcam if you do not have one. You should be able to find a variety of webcams for under \$20.00. Here are some options to consider:

- **Webcam:** [click here to view options](#)

A microphone is not a requirement, but some students may find that a microphone helps produce a better sound quality.

- **Microphone:** [click here to view options](#)

VIII. Accessibility Statement:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact [Disability Support Services](#) to become registered as a student with a disability. Accommodations are implemented on a case by case basis.

IX. Civility Statement

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

X. Academic Honesty Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for

disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the [STUDENT HANDBOOK](#). The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

XI. Basis for Student Evaluations:

a. For all students:

i. Late Submissions Policy:

Late work will not be accepted or graded. Students who submit assignments or Forum posts past the deadline will receive a grade of 0 points. If you do not complete a quiz or exam in the time frame that the quiz/exam is open, you will receive a 0.

ii. Quizzes

Periodic quizzes are designed to help students retain the information that they have learned from their readings, course videos, and discussions. Quizzes also help students prepare for their exam. All quizzes will be timed. Once a question is answered (or skipped), students will not be able to go back to the question.

iii. Weekly Video Ethical Challenge Forum Discussions

Students are required to participate in weekly forum discussions. **All** of the forums will require video presentations. Students will receive feedback from each other as well as the instructor. Initial posts are required by Friday at 11:55pm each week, and students are required to respond (by text or video) to at least 2 posts by the following Monday at 11:55pm.

iv. BCBA Interview and Presentation

Students will conduct an interview with a Board Certified Behavior Analyst to identify several ethical challenges he/she has encountered in practice, and then students will provide a brief presentation over one of the challenges. The presentation should include a description of the challenge, the relevant ethical codes, and a solution to the problem.

COMPONENT EVALUATION CHART AB 606

This is a tentative plan for the semester; however, your instructor has the right to add, remove, or change assignments throughout the semester.

Component Description	Points	Due Date
Forum Discussions (6 x 10 points each)	60	Fri: Original Post Mon: 2 Replies
Quizzes (4 x 10 points each)	40	Wednesdays 11:55pm
BCBA Interview & Presentation	100	Week 8
Total Points:	200	

Grades are calculated by dividing the total points earned in the semester by the total points available in the semester and then multiplying by 100. For example, an undergraduate student who earned 185 points in the semester, when there were 200 points possible, would calculate his/her grade like this: $185 \div 200 = .925 \times 100 = 93\%$. This student would receive an A for the semester.

a. Basis for Graduate Student Evaluation:

<p>Grading Scale: 90-100%=A 80-89% = B 70-79% = C 69 or less=F</p>

Course Content and Schedule

Week	Topic	Readings/Videos	Assignments
1	Course introduction, syllabus, Code 2.0 Behavior Analysts' Responsibility to Clients	Syllabus Chapter 7	<input type="checkbox"/> Forum
2	Code 2.0 Behavior Analysts' Responsibility to Clients (Cont)	Chapter 7	<input type="checkbox"/> Forum <input type="checkbox"/> Quiz
3	Code 3.0 Assessing Behavior	Chapter 8	<input type="checkbox"/> Forum
4	Code 4.0 Behavior Analysts and the Individual Behavior-Change Program	Chapter 9	<input type="checkbox"/> Forum <input type="checkbox"/> Quiz
5	Code 4.0 Behavior Analysts and the Individual Behavior-Change Program (cont.)	Chapter 9	<input type="checkbox"/> Forum
6	Code 5.0 Behavior Analysts as Supervisors	Chapter 10	<input type="checkbox"/> Forum <input type="checkbox"/> Quiz
7	Code 5.0 Behavior Analysts as Supervisors (cont.)	Chapter 10	<input type="checkbox"/> Forum
8	BCBA Interview and Presentation	None	<input type="checkbox"/> Presentation and Feedback

XII. References

- Bailey, J., & Burch, M. (2010). *25 essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge.
- Bailey, J. S., & Burch, M. R. (2011). *Ethics for behavior analysts: Second expanded edition (2nd Ed.)*. New York, NY: Routledge.
- Behavior Analyst Certification Board. (2014). *Professional and ethical compliance code for behavior analysts [PDF document]*. Retrieved from http://www.bacb.com/Downloadfiles/BACB_Compliance_Code.pdf.
- Daniels, A. (1994). *Bringing out the best in people*. New York, NY: McGraw-Hill.
- Reid, D. H., & Parson, M. B. (1995). *Motivating human services staff*. Morgantown, NC: Habilitative Management Consultants, Inc.