

PSY 527: Ethics and Diversity in Professional Practice
Grand Valley State University
Winter 2019

Instructor: Amy Campbell, Ph.D.

Email: campbeam@gvsu.edu

Phone: 616-331-2409

Office hours: Tuesday, 11:30 – 12:30 (on campus or virtual), or by appointment

Meeting location: Online through Blackboard

COURSE DESCRIPTION

This course is an overview of the ethical guidelines that govern practice in applied settings, particularly in schools. The Professional and Ethical Compliance code for Behavior Analysts will be covered in detail with an emphasis on practical implications. In addition, this course will incorporate additional ethical guidelines from the National Association of School Psychologists and the Council for Exceptional Children.

OBJECTIVES

Upon completing this course, students will be able to describe and apply the professional and ethical standards as outlined by major professional organizations. Specifically, you will be able to apply the standards for the responsible conduct of behavior analysts:

E-2 Behavior analysts' responsibility to clients

E-3 Assessing behavior

E-4 Behavior analysts and the behavior-change program

E-5 Behavior analysts as supervisors

E-6 Behavior analysts' ethical responsibility to the profession of behavior analysis

E-7 Behavior analysts' ethical responsibility to colleagues

E-8 Public statements

E-9 Behavior analysts and research

E-10 Behavior analysts' ethical responsibility to the BACB

READING MATERIALS

Required Text:

Baily, J., & Burch, M. (2016). Ethics for behavior analysts (3rd ed.). New York, NY: Routledge.

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

Additional *required* readings will be placed on Blackboard (list is provided at the end of document)

REQUIRED EQUIPMENT (owned or accessible)

- High-speed internet access
- Computer with a sound card and speakers; operating system that meets current Blackboard browser requirements (see below)
- Web camera and microphone (built in or external).

BLACKBOARD IS THE COURSE MANAGEMENT SYSTEM

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password.

This course utilizes Blackboard, GVSU's online course management system. Take a look at the GVSU Online Learning pages to and find numerous materials about using Blackboard and online learning <http://www.gvsu.edu/online/>.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content and requirements.

Check the current technical requirements to use Blackboard - <http://www.gvsu.edu/online/what-about-the-technology--8.htm> and preferred browser information - <http://www.gvsu.edu/it/learn/browser-configuration-24.htm>

Technical difficulties with Blackboard

If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

ACCESSING THE LIBRARY

Many of GVSU's library resources can be accessed online [Distance and Off-Campus Learning Services](#) with many journal articles available on demand. You must have an active GVSU student account to take advantage of the library's resources and services.

BCBA CERTIFICATION INFORMATION

This course is one of six courses in the 18-credit Applied Behavior Analysis Graduate Certificate Program at GVSU. Successful completion of the course sequence results in the GVSU Graduate Certificate in Applied Behavior Analysis. The 18 credits that you earn by completing the program may be applied toward the requirements for certification by the Behavior Analyst Certification Board (BACB). The BACB has approved our course sequence as meeting the 270-hour coursework requirements for eligibility to take the BCBA examination. Before you are eligible to take the BCBA certification exam, the BACB requires that you show proof of a master's degree in psychology or education and evidence that you have accrued the required number of supervised experience hours. You are responsible for ensuring that you meet all of the current BACB standards. For more information about the Behavior Analysis Certification Board, go to www.bacb.com and click on "Becoming Certified." The specific BACB tasks that are introduced and/or reviewed are listed below:

Course Requirements and Points

Task	Points
Exams (2 @ 25pts)	50
Case Studies (5 @ 10pts each)	50
BCBA Interview	10
Discussion Board (3 @ 5pts each)	15
Discussion Group Leader	35
Discussion Group Participant (4@ 5pts each)	15
Ethical guidelines comparison	20
Final Case Study and Presentation	20
TOTAL POINTS	215

GRADING

Letter Grade	Percentage Range
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	61-69%
F	0-60%

Course Requirements

Learning Units

This course is organized into seven 2-week learning units. Each unit begins on Monday, and ends on a Sunday. Each unit will require: readings, online lectures, discussion group, assignments(s), and additional enrichment activities. I will post a “to-do” list for each unit that will describe the requirements and assignments in greater detail.

Exams

There are two exams (midterm and final) in this class. Each exam is worth 25 points. The exam must be proctored. I will provide 1 on-campus option for each exam. You may attend the on-campus exam or use an approved proctor (please see the exam proctor requirements).

Exams will consist of multiple choice, short answer and essay questions. Prior to the exam, I will be available for a review session. The final exam is cumulative.

Case Studies

There are a total of 5 ethical scenario case studies for this class. For each case study, you must record the “8-step ethical decision making process” (covered in class), and describe how you would respond to the scenario. Responses should be professionally written, thoughtful, and refer to specific BACB and NASP or CEC guidelines.

Discussion Sessions

In units 2, 4, 5, and 6 (4 total), we will have a small group discussion using Zoom (one session per unit). I will divide you into groups of approximately 4 students to ensure that you are able to actively participate in the discussion. Each discussion will focus on a topic that is related to ethics. There are two assignments related to this sessions: (1) discussion leader, and (2) discussion participant.

Discussion Leader: Each student will be the discussion leader for one unit. As the discussion leader, you will design and deliver a 15-minute powerpoint presentation that covers the topics and relevant readings, develop 3-5 discussion questions about the topic, and lead the online discussion. I will provide a list of the topics, and you may indicate your preferences, but I will ultimately assign you to a topic and week.

Discussion Participant: You must *actively* participate in each unit’s discussion session. Active participation is defined as: reading the assigned article/chapter prior to the discussion, developing questions and/or opinions on the readings that you can share with the group, giving the group your complete attention during the session (i.e., refraining from checking email, making dinner, etc. during the session), and making thoughtful and relevant comments during the session.

Interview with a practitioner regarding ethical issues

You must complete an interview with an individual who has their BCBA (note: School Psychology students may use their practicum supervisor for this assignment). This interview should focus on the most common ethical issues that they encounter while working in the field. I will provide a list of sample questions, but you can add/delete questions that are most relevant to your individual. Following the interview you must develop a brief presentation to report your findings to classmates. We will have a class discussion session on Zoom where you will share your presentation.

Case Study and Presentation

You will complete a detailed analysis of an ethical dilemma that you have experienced in an applied setting (preferably in a school setting, but other setting may be appropriate). For the final analysis, you must submit a written summary and evaluation of the issue, develop and deliver a final presentation, and create a resource for peers on the ethical issues involved.

ACADEMIC INTEGRITY

[GVSU Student Code regarding Integrity of Scholarship and Grades:](#)

Section 223.00: INTEGRITY OF SCHOLARSHIPS AND GRADES.

Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.

Section 223.01: PLAGIARISM.

Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

PSY 527 Schedule 2018

Dates	Topics	Readings	Assignments
Unit 1 1/7 - 1/20	<ul style="list-style-type: none"> Foundations Ethical Decision Making 	<ol style="list-style-type: none"> BB Ch. 1-5 BACB Guidelines for Responsible Conduct NASP Ethical Guidelines OR CEC Standards 	<ol style="list-style-type: none"> Begin the ethical guideline comparison Discussion Board
Unit 2 1/21-2/3	<ul style="list-style-type: none"> Consent Confidentiality Record Keeping Professional Relationships Technology 	<ol style="list-style-type: none"> BB Ch. 6, 7 O'Leary et al (2017) 25_Ch. 17 & 20 	<ol style="list-style-type: none"> Discussion Session 1: Technology Case study 1 BCBA Interview Summary Continue working on guideline comparison
Unit 3 2/4 - 2/17	<ul style="list-style-type: none"> Assessment Presenting information Self-injury and FA 	<ol style="list-style-type: none"> BB Ch. 8 Hanley 2012 25_Ch.8 	<ol style="list-style-type: none"> Case study 2 Continue working on guideline comparison Discussion Board_BCBA interview
Unit 4 2/18 -3/3	Behavior Change Process Part 1: <ul style="list-style-type: none"> Non-aversive supports LRE Seclusion and Restraint 	<ol style="list-style-type: none"> BB Ch 9 Bannerman et al, 1990 Vanhouten et al 1988 Barret et al 1991 Graber & Graber 2018 	Midterm exam: Wednesday 2/27 at 6:00pm <ol style="list-style-type: none"> Discussion Session 2: Punishment Case study 3
Unit 5 3/4 - 3/17	Behavior Change Process Part 2: <ul style="list-style-type: none"> Consulting with others Supervision 	<ol style="list-style-type: none"> BB Ch 10-12 25_Ch 9, 10, 12-15 Broadhead 2015 	<ol style="list-style-type: none"> Case study 4 Ethics case study 4 Discussion Session 3: Advocating for ABA
Unit 6 3/18 - 3/31	Enhancing the field and profession	<ol style="list-style-type: none"> BB Ch. 13-15 25_Ch5, 25 Leaf et al 2017 Sellers et al 2016 Broadhead et al 2018 	<ol style="list-style-type: none"> Case Study 5 Discussion Session 4: Scope of Competence
Spring Break 4/1- 4/7			
Unit 7 4/8 - 4/21	Advanced Concepts	<ol style="list-style-type: none"> BB Ch 16-20 25_Ch. 3, 18, 19, 22, Rosenberg & Schwartz, 2018 Broadhead et al 2018 	<ol style="list-style-type: none"> Ethical guideline comparison due Final Case study presentations Discussion Board
4/22 at 6:00pm	Final Exam		

Reading List (available on Blackboard)

- Bannerman, D., Sheldon, J., Sherman, & Harchick. (1990). Balancing the right to rehabilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many donuts and take a nap. *Journal of Applied Behavior Analysis*, 23, 79-89.
- Barrett, B.H., Beck, R., Binder, C., Cook, D.A., Engelmann, S., Greer, R.D., Kyrklund, S.J., Johnson, K. R., Maoney, M., McCorkle, N., Vargas, J.S., & Watkins, C.L. (1991). The right to effective education. *The Behavior Analyst*, 14(1), 79-82.
- Broadhead (2015). Maintaining Professional Relationships in an Interdisciplinary Setting: Strategies for Navigating Nonbehavioral Treatment Recommendations for Individuals with Autism. *Behavior Analysis in Practice*, 8, 70-78.
- Graber, A. & Graber, J. (2018). The unique challenge of articulating behavior analysts' ethical obligations and the case of punishment. *Behavior Analysis in Practice*
- Hanley, G. P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. *Behavior Analysis in Practice*, 5, 54-72.
- Leaf, J. et al. (2017) Concerns About the Registered Behavior Technician™ in Relation to Effective Autism Intervention. *Behavior Analysis in Practice*, 10, 154-163.
- O'Leary, P., Miller, M., Olive, M., & Kelly, A. (2017). Blurred lines: Ethical implications for social media for behavior analysts. *Behavior Analysis in Practice*, 10, 45-51.
- Rosenberg, N. & Schwartz, I. (2018) Guidance or compliance? What makes an ethical behavior analyst? *Behavior Analysis in Practice*
- Sellers, T. Alai-Rosales, S., & MacDonald, R. (2016). Taking full responsibility: the ethics of supervision in behavior analysis. *Behavior Analysis in Practice*, 9, 299-308.
- 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.