



Department of Applied Psychology
Graduate School of Applied and Professional Psychology (GSAPP)

Rutgers University
New Brunswick, New Jersey

SPRING 2024

18:820:521 Ethics for Behavior Analysts

Credits: 3

Level: Graduate

THURSDAYS 6:15 PM – 8:45 PM
Nelson Biology Laboratories, Rm. D340

Instructor: Yulema Cruz, PhD, BCBA-D

Office: Nelson Biology Laboratories, Rm. D309

Phone: 848.445.3926

E-mail: y.cruz@rutgers.edu

Office Hours: Thursdays @ 3:00 – 4:00 PM

The instructor will make every reasonable effort to meet virtually or in-person with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Department of Applied Psychology Statement: The Department embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP/MABA degrees will prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs. In addition to completing the required coursework (36 credits), completion of the MAP/MABA degrees will be marked by a culminating academic experience - Capstone project (either a research project/presentation [3 credits] and experiential learning activity [6-credit practicum training]). In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development. Students in the MABA program will enhance their research proficiency through completion of a thesis project.

Course Description

This course prepares students for the ethical and professional practice of applied behavior analysis. As behavior analysts, you will be representing our field and interacting with other professionals, clients, and stakeholders. Therefore, you will be expected to always hold a high standard of professional conduct. Issues to be discussed throughout this course include the four core ethical principles, the use of these principles to interpret and apply the standards in the Code, the application of the Code including examples of what constitutes ethical decision making, and the enforcement of ethical conduct. In class, we will discuss scenarios based on real-world ethical situations in applied behavior analysis.

Course Overview

This course will be taught at the graduate level and will be imparted in-person. Each class will consist of a few lectures and discussions of relevant materials. Classes may also include practice exercises and activities. Students are expected attend every class, complete all assigned readings and assignments, as well as come to class prepared to engage in active participation. We will also use class time to discuss progress on projects.

Attendance and Participation

Attendance and class participation are major components of this class. **In-person, on-campus, live attendance is required to pass this course.** Therefore, you are expected to attend all classes and arrive on time. ***No unexcused absences are permitted. Missing a class will result in a cumulative 5%-point deduction for each day of absence, from your final grade/points.*** If you are forced to miss an excessive amount of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked on your record. The only excused absences are the following: (a) personal medical emergency or serious illness/injury, (b) death or serious illness in the family, (c) military duties, and (d) jury duty. They will always require some form of documentation. Examples include a doctor's note (on letterhead and signed by the doctor), obituary or funeral program (includes family member's name), court order/notice, etc. You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence. **There are no make-up opportunities for missed assignments or quizzes.** Please understand the significance of this policy and plan accordingly.

Students who have been formally diagnosed with a **serious medical condition** may submit documentation to y.cruz@rutgers.edu for remote access consideration. A determination based on the student(s)' safety will be made on a case-by-case basis. There is no guarantee that a remote access request may be granted. Note that remote access may also be revoked at the instructor's discretion.

There is a single exception to the above policy. Students who reside in and consistently attend the Camden, NJ campus may be granted permission to participate remotely via Zoom. Please note that such approval requires prior authorization from both the Program Director and course Instructor.

Late Assignment Submissions

Students should strictly adhere to the submission deadlines. ***There will be a 1-point deduction for each calendar day that the work is submitted late, starting from the due date.*** This includes weekends and holidays. After 7 calendar days, the student will automatically earn a zero for the work.

Computer/Cell Phone Use in Class

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

Important Dates

<https://scheduling.rutgers.edu/scheduling/academic-calendar>

Objectives for the Course

At the end of the course, students will have gained an understanding of:

1. The scope of the Code, foundational principles, application, and enforcement of the Code.
2. Why it is important to fulfill our ethical responsibility as professionals including practicing within a defined role and scope of competence, cultural responsiveness and diversity, giving and exchanging gifts, among others.
3. The importance of maintaining responsibility in practice including providing effective treatment, protecting confidentiality, obtaining informed consent, collaborating with colleagues, considering medical needs, plus others.
4. The significance of our responsibility to protect clients' and stakeholders' rights, dignity and safety, while advocating for appropriate services, facilitating continuity of services, and navigating third party contracts for services, as well as others.
5. Our responsibility to supervisees and trainees involving supervisory competence and volume, maintaining supervision documentation, providing supervision and training, incorporating and addressing diversity, performance monitoring and feedback, and more.
6. The implications of our responsibility with public statements comprising confidentiality and protection of rights, use of intellectual property, advertising, testimonials, and social media channels, plus others.
7. The importance of following ethical requirements for the responsible use of research-based methods such as informed consent, confidentiality, exercising competence, conflict of interest, appropriate credit, plagiarism, and more.
8. How professional demeanor affects relationships with consumers, stakeholders, and professionals.

Assignments and Evaluation Method

- **Weekly Homework Scenarios (5 pts. each):** There will be one ethical scenario/question every week for students to consider and analyze. Scenarios will be selected from the [Bailey & Burch \(2019\) Workbook](#). Students will be required to analyze each question using the method described in the workbook's preface (also discussed in class) and show all the steps, for credit.
- **Biweekly Quizzes (10 pts. each):** There will be **6 biweekly take-home quizzes**. Quizzes will be completed on Canvas. They will be a combination of multiple choice, true/false, and short answer questions. Each quiz will cover material from the previous 2 weeks' assigned readings and class discussions.
- **RBT Interview/Paper (50 pts.):** Students will identify a Registered Behavior Technician (RBT) with whom they do not currently have a professional or personal relationship and conduct a face-to-face interview. The interview should be about 20-30 minutes long and aimed at determining ethical issues that they may have encountered in their practice. Students should pick at least two issues, describe them briefly, and add their own comments on how they think the issues should have been handled based on their knowledge of ethical issues in behavior analysis. Students must relate each issue to a relevant [RBT Ethics Code \(2.0\)](#) element. Students are encouraged to contact the RBTs early in the semester and ensure that the RBT has not agreed to do an interview with someone else in the class. A **4-page paper** describing the interview and including the student's own comments will be submitted to

Canvas for grading, on **week 7**. The paper will be evaluated based on completeness with which students have incorporated class readings, discussions, and pertinent literature, as well as their writing (grammar, spelling, sentence structure, clarity).

- **RBT Interview Presentation (20 pts.):** Students will be required to present the results of their RBT interviews, to the class. The presentation should last between 10-15 minutes, and will be submitted to Canvas for grading, on **week 8**. Students may use PowerPoint, Keynote, Canva, Prezi, or similar means to convey their findings to the class.
- **BCBA Interview/Paper (60 pts.):** Students will identify a Board Certified Behavior Analyst (BCBA) with whom they do not currently have a personal or supervisory relationship and conduct a face-to-face interview. The interview should be about 20-30 minutes long and aimed at pinpointing at least two ethical issues that they may have encountered in their practice. For each issue, students will elaborate on the specific relevant [Ethics Code for Behavior Analysts](#) element(s), relate it back to the four core foundational principles, and review research related to the ethical issue. At least two peer-reviewed references (not including the textbook) will be required. Students are encouraged to contact the BCBAs early in the semester and ensure that the BCBA has not agreed to do an interview with someone else in the class. A **4-page paper** describing the issues, the related Code elements and foundational principles, and the relevant literature along with the student's analysis will be submitted to Canvas for grading, on **week 15**. The paper will be evaluated based on completeness with which students have incorporated class readings, discussions, and pertinent literature, as well as their writing (grammar, spelling, sentence structure, clarity).
- **BCBA Interview Presentation (25 pts.):** Students will be required to present the results of their BCBA interviews to the class. The presentation should last between 10-15 minutes, and will be submitted to Canvas for grading, on **week 16**. Students may use PowerPoint, Keynote, Canva, Prezi, or similar means to convey their results to the class.
- **Class Participation (5 pts. per class):** Students will earn 5 points per class period for participating in discussions and activities. Class discussions/activities will be driven by the readings and applications assignments. Students should also bring examples to class of how to apply the week's topic/content to real-life behavior analytic ethical dilemmas.
- The final grade will be determined and computed based on the following:

Assignment	Possible Points
Homework Scenarios (5 pts. X 10 weeks)	50
Biweekly Quizzes (10 pts. X 6 weeks)	60
RBT Interview/Paper	50
RBT Interview Presentation	20
BCBA Interview/Paper	60
BCBA Interview Presentation	25
Class Participation (5 pts. X 10 weeks)	50
Total	315 Points

Assignments	
RBT Interview/Paper	Possible Points
Description of RBT	5
Identified two ethical issues	5
Briefly described each issue	10
Related each issue to relevant RBT Ethics Code element	10
Included own analysis of each issue	10
Correct use of APA style 7 th edition	5
Grammar, spelling, fluidity, clarity	5
Total	50
RBT Interview Presentation	Possible Points
Description of the RBT and issues	5
Relation of issues to RBT Ethics Code elements	5
Description of own analysis	5
Structure of proposal/delivery	5
Total	20
BCBA Interview/Paper	Possible Points
Description of BCBA	5
Identified and briefly described two ethical issues	10
Related each issue to relevant BCBA Ethics Code element(s)	10
Related each issue to relevant core foundational principle(s)	10
Included own analysis of each issue	10
Included two peer reviewed references	5
Correct use of APA style 7 th edition	5
Grammar, spelling, fluidity, clarity	5
Total	60
BCBA Interview Presentation	Possible Points
Description of the BCBA and issues	5
Relation of issues to BCBA Ethics Code element	5
Relation of issues to core foundational principle(s)	5
Description of own analysis	5
Structure of proposal/delivery	5
Total	25
Weekly Homework Scenarios	Possible Points
Showed Step 1 – Overview	1
Showed Step 2 – Determining the nature of the request	1
Showed Step 3 – Making the task manageable	1
Showed Step 4 – Immediate reactions	1
Showed Step 5 A – Analysis and explanation	1
Showed Step 5 B – Questions that need answers (optional)	0
Total	5

*****Please note that ALL deadlines, page limits, and requirements are NOT suggestions. Failure to adhere to these will result in point loss.**

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Class Participation

Criteria/Points	5 Pts.	3 Pts.	0 Pts.
Attendance	Present on campus	Present on Zoom	Absent
Lateness	On time on campus	On time on Zoom	Late
Participation	Actively participated on campus, contributed to class discussions, showed evidence of reading texts, rarely left class.	Participated on Zoom with camera on, showed evidence of reading texts, remained engaged throughout class, breaks, if used, were limited in time and number.	Took frequent or long breaks, engaged in alternate activities in class or via Zoom, appeared inattentive, had camera off during most of the class time, showed little or no participation, or evidence of reading.
Work Product Completeness	Work product was complete, accurate, and met or exceeded activity requirements.	Work product was incomplete or inaccurate and met most of the activity requirements.	Work product was not completed, or it was both incomplete and inaccurate and did not meet activity requirements.

RBT Interview Presentation

Criteria/Points	Sophisticated (5 Pts.)	Proficient (3 Pts.)	Basic (1 Pts.)	Unacceptable (0 Pts.)
Description of the RBT and issues	Fully described the RBT and two issues in detail.	Described the issues, not the RBT, or vice versa.	Provided little description of the issues or the RBT.	Did not describe the issues or the RBT.
Relation of issues to RBT Ethics Code elements	Fully and correctly related the two ethical issues to the corresponding RBT Ethics Code elements.	Related one of the ethical issues to the correct RBT Ethics Code element(s).	Related the ethical issues to RBT Ethics Code elements but provided little or incorrect information.	Did not relate the ethical issues to RBT Ethics Code elements.
Description of own analysis	Fully and correctly explained their own analysis of the two ethical issues.	Correctly explained their own analysis of at least one ethical issue.	Explained their own analysis of the ethical issues but provided little or incorrect information.	Did not include their own analysis of the ethical issues.
Structure of proposal/delivery	The delivery of information was completed live, in front of classmates and professor; it was well structured with no missing information or errors.	The delivery of information was completed live, structured, with no missing information and some minor errors.	The delivery of information was completed live, there was little structure, and some information was missing or incorrect.	There was no live delivery of presentation, nor structure to the delivery of information.

RBT Interview/Paper

Criteria/Points	Sophisticated (5/10 Pts.)	Proficient (3/6 Pts.)	Basic (1/2 Pts.)	Unacceptable (0 Pts.)
Description of RBT/(5)	Fully described the RBT and provided the correct certificant number.	Described the RBT but did not provide the correct certificant number.	Mentioned the RBT but provided little or no description and no certificant number.	Did not mention or describe the RBT.
Identified two ethical issues/(5)	Correctly identified the two ethical issues.	Correctly identified one of the two ethical issues.	Incorrectly identified the ethical issues.	Did not identify ethical issues.
Briefly described each issue/(10)	Fully described the two ethical issues in detail.	Fully described one of the two ethical issues.	Provided little description of one of the two ethical issues.	Did not provide a description of the ethical issues.
Related each issue to relevant RBT Ethics Code element(s)/(10)	Fully and correctly related the two ethical issues to the corresponding RBT Ethics Code element(s).	Related one of the ethical issues to the correct RBT Ethics Code element(s).	Related the ethical issues to RBT Ethics Code element(s) but provided little or incorrect information.	Did not relate the ethical issues to RBT Ethics Code elements.
Included own analysis of each issue/(10)	Fully and correctly explained their own analysis of the two ethical issues.	Correctly explained their own analysis of at least one ethical issue.	Explained their own analysis of the ethical issues but provided little or incorrect information.	Did not include their own analysis of the ethical issues.
Correct use of APA style 7th edition/(5)	Paper was fully compliant with 7 th Ed. APA writing style, citation, and referencing guidelines.	Demonstrated compliance with APA writing style, citation, and referencing guidelines.	Demonstrated minimally acceptable compliance with APA writing style, citation, and referencing guidelines.	Did not demonstrate compliance with APA writing style, citation, and referencing guidelines.
Grammar, spelling, fluidity, clarity/(5)	Demonstrated an academic writing style through well-organized prose that contained no significant grammatical or mechanical errors and followed assignment guidelines.	Demonstrated an academic writing style through well-organized prose that followed assignment guidelines.	Demonstrated minimally acceptable writing style, but had instances of disorganization, grammatical or mechanical errors, or did not follow all assignment guidelines.	Did not demonstrate an academic writing style.

BCBA Interview Presentation

Criteria/Points	Sophisticated (5 Pts.)	Proficient (3 Pts.)	Basic (1 Pts.)	Unacceptable (0 Pts.)
Description of the BCBA and issues	Fully described the BCBA and two issues in detail.	Described the issues, not the BCBA, or vice versa.	Provided little description of the issues or the BCBA.	Did not describe the issues or the BCBA.
Relation of issues to BCBA Ethics Code elements	Fully and correctly related the two ethical issues to the corresponding BCBA Ethics Code elements.	Related one of the ethical issues to the correct BCBA Ethics Code element(s).	Related the ethical issues to BCBA Ethics Code elements but provided little or incorrect information.	Did not relate the ethical issues to BCBA Ethics Code elements.
Relation of issues to Core Foundational Principles	Fully and correctly related the two ethical issues to relevant core foundational principles.	Related one of the ethical issues to the relevant core foundational principles.	Related the ethical issues to the core foundational principles but provided little or incorrect information.	Did not relate the ethical issues to relevant core foundational principles.
Description of own analysis	Fully and correctly explained their own analysis of the two ethical issues.	Correctly explained their own analysis of at least one ethical issue.	Explained their own analysis of the ethical issues but provided little or incorrect information.	Did not include their own analysis of the ethical issues.
Structure of proposal/delivery	The delivery of information was completed live, in front of classmates and professor; it was well structured with no missing information or errors.	The delivery of information was completed live, structured, with no missing information and some minor errors.	The delivery of information was completed live, there was little structure, and some information was missing or incorrect.	There was no live delivery of presentation, nor structure to the delivery of information.

BCBA Interview/Paper

Criteria/Points	Sophisticated (5/10 Pts.)	Proficient (3/6 Pts.)	Basic (1/2 Pts.)	Unacceptable (0 Pts.)
Description of BCBA/(5)	Fully described the BCBA and provided the correct certificant number.	Described the BCBA but did not provide the correct certificant number.	Mentioned the BCBA but provided little or no description and no certificant number.	Did not mention or describe the BCBA.
Identified and briefly described two ethical issues/(10)	Correctly identified and briefly described each of the two ethical issues.	Correctly identified and briefly described one of the two ethical issues.	Incorrectly identified or described the ethical issues.	Did not identify ethical issues.
Related each ethical issue to relevant BCBA Ethics Code element(s)/(10)	Fully and correctly related the two ethical issues to the corresponding BCBA	Related one of the ethical issues to the correct BCBA Ethics Code element(s).	Related the ethical issues to BCBA Ethics Code element(s) but provided little or incorrect information.	Did not relate the ethical issues to BCBA Ethics Code elements.

Criteria/Points	Sophisticated (5/10 Pts.)	Proficient (3/6 Pts.)	Basic (1/2 Pts.)	Unacceptable (0 Pts.)
	Ethics Code element(s).			
Related each ethical issue to relevant Core Foundational Principles/(10)	Fully and correctly related the two ethical issues to relevant core foundational principles.	Related one of the ethical issues to the relevant core foundational principles.	Related the ethical issues to the core foundational principles but provided little or incorrect information.	Did not relate the ethical issues to relevant core foundational principles.
Included own analysis of each issue/(10)	Fully and correctly explained their own analysis of the two ethical issues.	Correctly explained their own analysis of at least one ethical issue.	Explained their own analysis of the ethical issues but provided little or incorrect information.	Did not include their own analysis of the ethical issues.
Included two peer reviewed references/(5)	Included two peer reviewed references.	Included one peer reviewed reference and one non-peer reviewed reference.	Included one reference but it was not peer reviewed.	Did not include references.
Correct use of APA style 7th edition/(5)	Paper was fully compliant with 7 th Ed. APA writing style, citation, and referencing guidelines.	Demonstrated compliance with APA writing style, citation, and referencing guidelines.	Demonstrated minimally acceptable compliance with APA writing style, citation, and referencing guidelines.	Did not demonstrate compliance with APA writing style, citation, and referencing guidelines.
Grammar, spelling, fluidity, clarity/(5)	Demonstrated an academic writing style through well-organized prose that contained no significant grammatical or mechanical errors and followed assignment guidelines.	Demonstrated an academic writing style through well-organized prose that followed assignment guidelines.	Demonstrated minimally acceptable writing style, but had instances of disorganization, grammatical or mechanical errors, or did not follow all assignment guidelines.	Did not demonstrate an academic writing style.

Weekly Homework Scenarios

Criteria		<i>1/2 point Incomplete/Incorrect</i>	<i>1 point Complete & Correct</i>	<i>Points Earned</i>
Steps 1-5 A/B	Overview			
	Determined nature of the request			
	Made the task manageable			
	Indicated immediate reactions			
	Provided analysis and explanation			
	Answered questions (optional)			
Possible Points = 5		Total Points Earned		

Grades and Grading Policy

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C**	Average	70-79 (2.0) Grades of C or lower do not count toward graduation
F	Failure	69 or below (0.0)
IN	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
PA	Pass	
NC	No credit given	

Program requirement: All MAP/MABA and Graduate Certificate in ABA students must achieve a grade of “B” or better and maintain a GPA of 3.0, or academic remediation will be enforced.

Required Texts

- Behavior Analyst Certification Board. (2020). *Ethics code for behavior analysts*. <https://bacb.com/wp-content/ethics-code-for-behavior-analysts/>
- Bailey, J. S., & Burch, M. R. (2022). *Ethics for behavior analysts (4th Ed.)*. Routledge.
- Bailey, J. S., & Burch, M. R. (2019). *Analyzing ethical questions from behavior analysts: A student workbook*. Routledge.

Recommended Texts

- Beirne, A. & Sadavoy, J. A. (2021). *Understanding ethics in applied behavior analysis: Practical applications (2nd Ed.)*. Routledge.
- Daniels, A. C. (2016). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement (3rd Ed.)*. Aubrey Daniels International.

Core Texts

- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed., Text)*. Washington, DC: Author.

Class Schedule (*tentative, subject to change*)

Weeks/Dates	Topics	Assignments/Readings	Assignments Due
Week 1 1.18.2024	Course Overview Introduction to Ethics in BA	Bailey & Burch (2022) Ch. 1 & 3	
Week 2 1.25.2024	The RBT Code of Ethics	RBT Ethics Code (2.0)	Quiz 1 Activity 1 Homework Scenario 1
Week 3 2.01.2024	Core Foundational Principles and Ethical Decision-Making	Bailey & Burch (2022) Ch. 4 & 5	Activity 2 Homework Scenario 2
Week 4 2.08.2024	Ethics Standards Section 1	Bailey & Burch (2022) Ch. 6	Quiz 2 Activity 3 Homework Scenario 3
Week 5 2.15.2024	Ethics Standards Section 2	Bailey & Burch (2022) Ch. 7	Activity 4 Homework Scenario 4 RBT Paper Review
Week 6 2.22.2024	Ethics Standards Section 3	Bailey & Burch (2022) Ch. 8	Quiz 3 Activity 5 Homework Scenario 5
Week 7 2.29.2024	RBT Interview Presentations	RBT Interview Presentation	RBT Interview Paper
Week 8 3.07.2024	RBT Interview Presentations	RBT Interview Presentation	RBT Interview Presentation
Week 9 3.14.2024	Spring Break! – No Class		
Week 10 3.21.2024	Ethics Standards Section 4	Bailey & Burch (2022) Ch. 9	Quiz 4 Activity 6 Homework Scenario 6
Week 11 3.28.2024	Ethics Standards Section 5	Bailey & Burch (2022) Ch. 10	Activity 7 Homework Scenario 7
Week 12 4.04.2024	Ethics Standards Section 6	Bailey & Burch (2022) Ch. 11	Quiz 5 Activity 8 Homework Scenario 8
Week 13 4.11.2024	Delivering the Ethics Message The Declaration	Bailey & Burch (2022) Ch. 12 & 13	Activity 9 Homework Scenario 9 BCBA Paper Review
Week 14 4.18.2024	Ethics and the Workplace Reporting BCBA's	Bailey & Burch (2022) Ch. 14 - 17	Quiz 6 Activity 10 Homework Scenario 10
Week 15 4.25.2024	Final Presentations	BCBA Interview Presentation	BCBA Interview Paper
Week 16 5.02.2024	Final Presentations	BCBA Interview Presentation	BCBA Interview Presentation

SAPP and Applied Department Policies

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/>

APA Citation Style. All papers MUST be written using the APA style (7th ed.).

Student Resources

For more information visit: <https://gsapp.rutgers.edu/current-students/important-links>

Accommodations due to Disability

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

Title IX: <https://uec.rutgers.edu/programs/title-ix/>

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

Intellectual Property

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#).

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions is to be recorded, and such recordings *cannot be circulated outside the course*.