



Master of Applied Psychology (MAP)
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Spring 2024

Ethics for Behavior Analysts
18:820:521
Credits: 3
Level: Graduate
Tuesdays 5:00 pm to 8:00 pm
Armitage 108

Instructor: Robert H. LaRue, Ph.D.

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Office Hours: By appointment

The instructor will make every reasonable effort to meet 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.

MAP Statement: The program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice and cultural diversity. This course of study provides 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 degree 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 (see examples of concentration areas listed below). In addition to completing the required coursework (36 credits), completion of the MAP degree 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.

Course Description/Overview:

This course will familiarize the student with ethical issues and responsibilities of special educators and behavior analysts in the fields of education and mental health. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. Ethical decision-making processes will be emphasized, and the relationship between ethics and law will be explored.

Objectives for the course:

The student will be able to:

1. Know the core principles of ethical conduct
2. Understand how these principles apply to ABA
3. Understand frequent ethical problems encountered by behavior analysts
4. Understand responsible conduct of a behavior analyst
5. Understand their ethical responsibility to clients
6. Understand how to ethically assess behavior
7. Understand the application of ethical principles to individual behavior change programs
8. Understand their ethical responsibilities as a teacher, supervisor, and co-worker
9. Understand their ethical responsibility for the field of behavior analysis, their colleagues, and to society.
10. Understand the ethics of conducting research
11. Understand risk-benefit analyses

Assignments and Evaluation Method:

Midterm Exam	30%
Final Exam (cumulative)	40%
Paper	20%
Attendance/Homework	10%

Homework:

Rather than submitting a homework question each week prior to class, you will complete homework questions assigned by the instructor. These questions are based on the readings assigned for the upcoming class. Students can bring hard copies of their questions to class or email them to me.

Grades and Grading Policy

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	85-89 (3.5)
B	Good	80-84 (3.0)
C	Average	70-79 (2.0) Grades of C do not count toward graduation
F	Failure	69 or below (0.0)
INC	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
PA	Pass	
NC	No credit given	

Program requirement: All MAP 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 Text:

Bailey, J. & Burch, M. (2022). *Ethics for Behavior Analysts. Fourth Edition.* Mahwah, NJ: Lawrence-Erlbaum.

Course Outline:**Week 1 (1/16):** Course Overview**Week 2 (1/23):** Background for Ethics in Behavior Analysis

- Topics: Core ethical principles, application in ABA
- Assigned Readings
 - Bailey and Burch: Chapters 1-5

Week 3 (1/30): Understanding and Following the BACB Guidelines for Responsible Conduct

- Section 1: Responsibility as a Professional
- Section 2: Responsibility in Practice
- Section 3: Responsibility to Clients and Stakeholders
- Assigned Readings
 - Bailey and Burch: Chapters 6-8
 - Article: 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, 381-384.
 - The Danger of Neurodiversity - <https://www.spectator.co.uk/article/the-danger-of-neurodiversity->

Week 4 (2/6): Ethical Implications for Practice: Inclusion and Nonbehavioral Treatment Evaluation

- Evidence-based values: Inclusion/Evaluation of Nonbehavioral Treatments
 - Article: Lipsky, D. & Gartner, A. (1987). Capable of achievement and worthy of respect: Education for handicapped students as if they were full-fledged human beings. *Exceptional Children*, 54(1), 69-74.
 - Chapter: Mock, D. R. & Kauffman, J. M. (2005). The delusion of full inclusion. In *Controversial Therapies for Developmental Disabilities: Fad, Fashion, and Science in Professional Practice*. 113-128.
 - Article: LaRue, R. H., Northup, J., Baumeister, A. A., Hawkins, M. H., Seale, L., Williams, T. & Ridgway, A. (2008). An evaluation of stimulant medication on the reinforcing effects of play. *Journal of Applied Behavior Analysis*, 41, 143-147.
 - Article: Lerman, D. C. Sansbury, T. Hovanetz, A., Wolever, E., Garcia, A. O'Brien, E., & Adedipe, H. (2008). Using behavior analysis to examine the outcomes of unproven therapies: An evaluation of hyperbaric oxygen therapy for children with autism. *Behavior Analysis in Practice*, 1(2), 50-58.
 - National Autism Center (2016). National Standards Project.
 - Article: DiGennaro-Reed, F. D., & Reed, D. D. (2008). Towards an understanding of evidence-based practice. *Journal of Early and Intensive Behavior Intervention*, 5(2), 20 -29.

Week 5 (2/13): Ethical Implications for Practice: Assessment and Intervention with At-Risk Populations.

- Topics: culturally sensitive treatment selection/neurodiversity, ethical practices in assessment and intervention, individual behavior change programs
- Assigned Readings
 - Article: Hastings, R. & Noone, S. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities, 40(4)*, 335–342.
 - Hawkins, R.O., Collins, T.A., Heidelberg, K., Hawkins, J.A. (2021). Ethical Issues in Functional Assessment. In: Matson, J.L. (eds) *Functional Assessment for Challenging Behaviors and Mental Health Disorders*. Autism and Child Psychopathology Series. Springer.

Week 6 (2/20): Ethical Issues when Using Punishment

- Topics: Use of aversives
- Assigned Readings
 - Article: Singh, N.N., Loyd, J.W., & Kendall, K.A. (1990). Nonaversive and aversive interventions: Issues. In A.C. Repp & N.N. Singh (Eds.). Perspectives on the use of nonaversive and aversive interventions for persons with developmental disabilities, pp. 3-16. Sycamore, IL: Sycamore Publishing.
 - Butterfield, E.C. (1990). Serious self- injury: The ethics of treatment and research. In A.C. Repp & N.N. Singh (Eds.). Perspectives on the use of nonaversive and aversive interventions for persons with developmental disabilities, pp. 255-260. Sycamore, IL: Sycamore Publishing.
 - Feldman, M.A. (1990). Balancing freedom from harm and right to treatment for persons with developmental disabilities. In A.C. Repp & N.N. Singh (Eds.). Perspectives on the use of nonaversive and aversive interventions for persons with developmental disabilities, pp. 261-271. Sycamore, IL: Sycamore Publishing.
 - Manente, C. J. & LaRue, R. H. (2017). Treatment of self-injurious behavior using a schedule of differential punishment of high rates of behavior. *Behavioral Interventions*, 1-10.
 - Hanley, G. P., Piazza, C. C., Fisher, W. W. & Maglieri, K. A. (2005). On the effectiveness of and preference for punishment and extinction components of function-based interventions. *Journal of Applied Behavior Analysis*, 38, 51-65.

Week 7 (2/27): Midterm Review

Week 8 (3/5): Midterm Examination

***** NO CLASS 3/12: SPRING BREAK *****

Week 9 (3/19): Understanding and Following the BACB Guidelines for Responsible Conduct

- Topics: Choice, respecting the right to autonomy for clients served
- Assigned Readings
 - Bannerman, D.J., Sheldon, J.B., Sherman, I.A., & Harchik, A.E. (1990). Balancing the rights to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23, 79-89.

Week 10 (3/26): Cultural Responsiveness in Service Provision

- Assigned Readings
 - Fong, E. H., Catagnus, R. M., Brodhead, M. T., Quigley, T., & Field, S. (2016). Developing the cultural awareness skills of behavior analysts. *Behavior Analysis in Practice*, 9, 84–94. <https://doi.org/10.1007/s40617-016-0111-6>
 - Beaulieu, L., & Jimenez-Gomez, C. (2022). Cultural responsiveness in applied behavior analysis: Self-Assessment. *Journal of Applied Behavior Analysis*.
 - Fong, E. H., Ficklin, S., & Lee, H. Y. (2017). Increasing cultural understanding and diversity in applied behavior analysis. *Behavior Analysis: Research and Practice*, 17(2), 103.

Week 11 (4/2): Sections 4 to 6 of the Ethical Code

- Section 4: Responsibility to Supervisees and Trainees
- Section 5: Responsibility in Public Statements
- Section 6: Ethics of Research
- Assigned Readings
 - Bailey and Burch: Chapters 9-11

Week 12 (4/9): Ethics of Research

- Ethical issues in behavior analytic research
- Assigned Readings
 - Article: Broad, W., & Wade, N. (1982). Betrayers of the Truth: Fraud and Deceit in Science. New York: Oxford University Press. Chapters 1, 2, 5.

Week 13 (4/16): Understanding and Following the BACB Guidelines for Responsible Conduct

- Topics: cost-benefit analyses/declaration of services
- Assigned Readings
 - Bailey and Burch: Chapters 12-15

Week 14 (4/23): Review for Final Examination

Week 15 (4/30): Final Exam

Position Paper

Each student will be required to complete a 4-8 page position paper (double-spaced) on a controversial topic related to ABA. Students can choose from the following topic areas:

- The use of specific nonbehavioral treatments
- The ethics of providing choice to people with developmental disabilities
- The use of punishment
- The use of aversives
- The ethics of inclusion
- The ethics of using traditional FA models

Students will be allowed to choose alternative topics not included on this list with permission from the instructor(s).

Important Note: Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, "quotation marks" should be used to indicate the exact words of another. Each time you paraphrase another author you will need to credit the source in the text. If you have any questions about what constitutes cheating or plagiarism please see me. Students who plagiarize any material will earn a grade of F for t

Attendance and Participation:

Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5% point deduction for each additional day of absence from your final grade point.* 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 in your record. The only excused absences are those are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; 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; 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.

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.

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>
APA Citation Style. All papers MUST be written using the APA style (6 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: <http://compliance.rutgers.edu/resources/resources-for-facultystaff/>

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.