



Master of Applied Psychology (MAP)
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Spring 2021

18:820:521:1 Ethics for Behavior Analysis
Credits: 3
Level: Graduate
Tuesday, 6:15 p.m. – 8:45 p.m. & online

Instructor: Ashley Fuhrman, Ph.D., BCBA-D

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Office Hours: Drop in or 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

This course will familiarize the student with ethical issues and responsibilities of behavior analysts. 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.

Course Overview

This graduate level course provides the student with an in-depth coverage of ethics and professional behavior in applied behavior analysis. This course will help the student become prepared to sit for the Behavior Analyst Certification Board exam. This course primarily emphasizes Content Area #1 (Ethical Considerations) but also Content Areas #4, 5, and 8 (Behavioral Assessment, Experimental Evaluation of Interventions, and Selecting Intervention Outcomes and Strategies) of the *Behavior Analysis Task List – Fifth Edition*.

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:

1. Threaded scholarly discourse (TSD): Students will be required to post a threaded scholarly discourse (TSD) on the ethical scenario provided in VoiceThread. **You should post a video comment.** If for some reason you cannot post a video comment, please discuss this with me. Your comment should be based on the BACB's Ethics Code for Behavior Analysts and the assigned readings. Your comment should reference the relevant code(s) and principle(s) from the Ethics Code as well as provide suggestions for how to deal with the ethical dilemma. When you reference the codes, be sure to reference the code numbers from the new Ethics Code for Behavior Analysts, *not* The Professional and Ethical Compliance Code for Behavior Analysts. Each TSD is worth 3 points. TSDs provide students with the opportunity to "think before they speak." Students have time to reflect on what they want to say before entering the response, and students are able to view the responses and perspectives of all classmates, which is not easily accomplished in a real classroom setting. This will be due by the scheduled start of class of the following week. I will provide a video comment to synthesize that week's discussion. Please make sure to listen to it. Additionally, please take the opportunity to listen to your fellow students' comments. This is another way for you to learn the codes.

	3 Points	2 Points	1 Points	0 Points
Code(s)	Cited all relevant codes	Cited some, but not all, relevant codes	Did not cite relevant codes	Did not complete assignment
Principle(s)	Thoroughly discussed relevant principles	Discussed some, but not all, relevant principles	Did not discuss relevant principles	Did not complete assignment
Solution(s)	Provided multiple meaningful	Provide a limited number of meaningful solutions	Did not provide meaningful solutions	Did not complete assignment

Postings will not be accepted after the close of the TSD.

2. Weekly quiz: Each student will take a 5-question, Canvas quiz on that week's readings. This is NOT an open book quiz. Therefore, the student should prepare for the quiz **prior** to taking it. The student will have approximately 20-30 s per question and will use LockDown Browser to take the quiz.
3. Final Ethics Presentation: Each student will present an ethical *scenario* at the end of the semester, which will involve researching the issue and developing a brief PowerPoint presentation to be uploaded to VoiceThread. This *scenario* can be one that the student has personally experienced. Alternatively, this can be a dilemma reported by a practicing BCBA. (Please make sure to delete any confidential information.) I encourage you to view and comment on your fellow students' presentations as this is another excellent way to learn. The presentation should be as follows:

- Present the scenario
- Facilitate a discussion identifying the portions of the Professional & Ethical Compliance Code for Behavior Analyst that pertain to the scenario.
 - List the relevant sections.
- Facilitate a discussion about the relevant principles.
- Facilitate a discussion about the possible courses of action.
 - List three possible actions.
- Identify the course of action the student would select and provide a rationale for selecting that course of action.

The Ethics Presentation will be graded using the following criteria:

Criteria	Possible Points
PowerPoint is formatted well, graphically appealing, and has appropriate grammar and spelling	2
The presentation highlights the relevant codes	2
The presentation highlights the relevant principles	2
The presentation discusses several possible solutions	2
The presentation concludes with at least one recommendation or resource for behavior analysts relating to the topic	2
Total Possible Points	10

The final grade will be determined and computed based on the following:

TSD (13 @ 3 pts = 39 pts)	40%
Weekly quizzes (10 @ 5 pts = 50 pts)	50%
Ethics presentation (1 @ 10 pts = 10 pts)	10%

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 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:

1. Bailey, J. S., & Burch, M. R. (2016). *Ethics for behavior analysts (3rd edition)*. New York: Routledge.
2. Bailey, J. S., & Burch, M. R. (2009). *25 essential skills and strategies for the professional behavior analyst*. New York: Routledge.
3. Selected chapters and articles from other sources (see reading list for each week). I will

distribute these on Canvas.

4. [Ethics Code for Behavior Analysts](#)

Core Texts:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Important Dates:

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

Class Attendance and Remediation

With the exception of the first and last class, this class will be online. Therefore, all assignments and quizzes should be completed by their due date and time.

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/>.

Student Resources

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

Accommodations due to Disability

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

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.

FAQ

Will this be on the quiz?

This course is designed to teach you the ethics and professional behavior related to BA/ABA. This means that all material covered throughout this semester is important to being a behavior analyst. The quizzes are necessary to measure your understanding of the material; however, I do not “teach to the test.” The bottom line is that all content in this course is important.

What should I do if I'm having difficulty with the material?

You can/should ask questions in class because chances are other students may also have similar questions. Additionally, although I do not have specific office hours, I have an open door policy and anyone is welcome to come by. I'm generally in my office during the regular work hours and I'm more than happy to schedule an appointment to ensure that I'm available.

Class Schedule *(Dates are tentative and will be adjusted according to the semester calendar)*

Week 1 (In Class) 1/19	Introduction to the Professional and Ethical Issues in ABA (In Class) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 1-5 • Ethics Code for Behavior Analysts • Carr & Nosik, 2017
Week 2 1/26	Responsible Conduct of Behavior Analysts & Total Competence in ABA (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 6 • B & B (2009) – Chapt. 6 • Brodhead, Quigley, & Wilczynski (2018)
Week 3 2/2	Behavior Analysts' Responsibility to Clients, Business Etiquette, & Becoming a Trusted Professional (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 7 • B & B (2009) – Chapt. 1, 18 • Van Houten et al. (1988)
Week 4 2/9	Assessing Behavior, Assertiveness, & Leadership (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 8 • B & B (2009) – Chapt. 2, 3
Week 5 2/16	Behavior Analysts and the Behavior-Change Program & Networking and Interpersonal communication (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 9 • B & B (2009) – Chapt. 4, 8
Week 6 2/23	Behavior Analysts as Supervisors (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 10 • Sellers, Alai-Rosales, & MacDonald (2016)
Week 7 3/2	Can You Show Me That? & Performance Management (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2009) – Chapt. 15, 16
Week 8 3/9	Behavior Analysts' Ethical Responsibility to the Profession of Behavior Analysis, Persuasion and Influence, & Negotiating and Lobbying (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 11 • B & B (2009) – Chapt. 9, 10
Week 9 3/23	Behavior Analysts' Ethical Responsibility to Colleagues & Public Speaking (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 12 • B & B (2009) – Chapt. 11 • Friman (2014)
Week 10 3/30	Public Statements & Handling Difficult People (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 13 • B & B (2009) – Chapt. 12

	<ul style="list-style-type: none"> • O’Leary, Miller, Olive, & Kelly (2017)
Week 11 4/6	Behavior Analysts and Research & Think Function (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 14 • B & B (2009) – Chapt. 13
Week 12 4/13	Behavior Analysts’ Ethical Responsibility to the BACB & Use Shaping Effectively (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 15 • B & B (2009) – Chapt. 14
Week 13 4/20	Resolving Ethical Violations & Dealing with Stress (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • https://www.bacb.com/notice/ • B & B (2009) – Chapt. 19
Week 14 4/27	Practical Tips for Ethical Conduct & Knowing When to Seek Help (Online) <u>Readings for this week:</u> <ul style="list-style-type: none"> • B & B (2016) – Chapt. 19 • B & B (2009) – Chapt. 20 • Brodhead, Quigley, & Cox (2018)
Week 15 5/4	Final Ethics Presentations (Online)
Finals Week	NA