BAT 440: Ethics in Behavior Analysis and Therapy
Fall 2016 Syllabus

“Man has been said to be superior to the other animals because he has evolved a moral or ethical sense...But what has evolved is a social environment in which individuals behave in ways determined in part by their effects on others.”

-B.F. Skinner, About Behaviorism, 1974

COURSE AND INSTRUCTOR INFORMATION

Class Times: Tuesdays 3:00-5:50pm
Location: Pulliam Hall 0039
Professor: Erica S. Jowett Hirst, Ph.D., BCBA-D
Telephone: (618) 453-7724
Email: ejowetthirst@siu.edu
Office: Rehn Hall, Room 331A
Office Hours: Wednesday 12:00pm-3:00pm
Thursday 12:00pm-3:00pm

Graduate Assistant: Falyn Lockenour
Email: flockenour2@siu.edu
Office: Northwest Annex B, Room 104
Office Hours: By appointment

COURSE DESCRIPTION & OBJECTIVES

This course focuses on ethical conduct within the field of behavior analysis and emphasizes problem-solving strategies to assist practitioners in resolving ethical dilemmas that may come in the delivery of behavioral services. The course will provide an interpretation of the Behavior Analyst Certification Board guidelines for ethical conduct. Students who complete assigned readings and assignments and actively participate in class activities will be able to understand and discuss professional codes of ethics for behavior analysis and effectively apply ethical guidelines to clinical practice.

REQUIRED TEXTS

This course requires two additional textbooks. In addition, the course outline appended to this syllabus contains additional article and chapter readings each week. These readings are uploaded to Desire2Learn (D2L). Students will benefit by bringing reading material to each class.


Note: This syllabus is a guide and subject to change as necessary.
ADDITIONAL READINGS ON D2L

Behavior Analyst Certification Board. *Professional and Ethical Compliance Code for Behavior Analysts*


Functional Analysis Screening Tool (FAST)


REQUIRED ASSIGNMENTS

**Quizzes (120 points):** At the start of each class, a quiz will be administered. Quizzes will cover content from the previous week’s readings and lecture. All quizzes are worth 10 points, and students will have up to 10 minutes to complete the quiz; therefore, you should plan to arrive 5 minutes prior to the start of class to ensure maximum allotted time to complete the quiz. **Any student arriving to class after all students have completed the quiz may not begin the quiz and will receive no credit. In addition, you may not retake any quiz; however, your lowest score will be dropped. You may make up one missed quiz; all make-up quizzes must be completed prior to the next class.** Graded quizzes will be handed back the following week for students to review. After reviewing the quiz, students are to turn in the quiz to the instructor and grades will be entered to D2L. **Quizzes may not be taken out of the classroom. If any student refuses to turn in a graded quiz, a score of 0 points will be entered to D2L.**

**Participation (24 points):** All students are required to actively participate during class and will earn a maximum of 2 points per class for contributing to discussion during the lecture (1 point) and participating in activities (1 point). **Your two lowest scores will be dropped.**

**General assignments (24 points):** Each assignment is worth 4 points. General assignments (denoted by an asterisk [*] in the course outline below) are used to foster class discussion and must be **uploaded to D2L by 1:30 pm on Tuesdays. Assignments submitted at 1:31 pm or after will receive no credit;** therefore, you should plan to upload your assignments the night before they are due in case of any technical difficulties (e.g., power outage, D2L site down) or unforeseen circumstances (e.g., death in the family, illness). **Exceptions will not be made for late assignments for any reason.**

**Project (24 points):** Students must complete a project in which he or she interviews a manager of a local organization and gathers information on how the manager supervises his or her employees (trainings, incentives, feedback, etc.) as well documents an ethical dilemma the manager has faced and how the situation was handled.

- Pre-interview form (4 points): Students will complete this form to provide the instructor with information regarding the selected business and interviewee.
- Paper (10 points): Students will then complete a 2- to 3-page summary of the information gathered during the interview.

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• Presentation (10 points): In addition, students will prepare a 5-min presentation during which he or she will share the information gathered from the interview.

Interview forms, project templates, guidelines, and grading rubrics are available on D2L. All project materials are to be uploaded to D2L by 11:59pm on date due (see course outline for due dates). Policy for late submission: 2 points will be deducted for any item submitted after the due date (starting at midnight), and 2 additional points will be deducted each 24 hours following.

Final exam (48 points): The final exam will consist of 20 multiple-choice or fill-in-the blank questions (2 points each) and one short-answer question (8 points) based on information covered in all classes throughout the semester. Therefore, if you miss a class, you are still responsible for material covered; this information may be obtained by meeting with a peer to review his or her notes from class in addition to reading the assigned material throughout the course. The final exam will be given according to the university final exam schedule and may not be taken at any other time.

GRADES

Your course grade will be based on the number of points you earn on the assignments listed above. **Note that a letter grade of C or higher is required to pass this course.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Quantity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (50%)</td>
<td>10</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>Participation (10%)</td>
<td>2</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>General Assignments (10%)</td>
<td>4</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Project (10%)</td>
<td>24</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Final Exam (20%)</td>
<td>48</td>
<td>1</td>
<td>48</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>---</td>
<td>---</td>
<td><strong>240</strong></td>
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</table>

CLASS POLICIES AND PROCEDURES

If you have a question about the syllabus or an assignment, you can:
  • Look for information in the syllabus, on D2L, in your class notes, or in an email previously sent by the instructor
  • Ask a classmate
  • Ask the instructor during a class meeting time so that all students can obtain information
  • *(The instructor will not reply to emails regarding syllabus or assignment questions)*

If you have a question about your class grade, you can:
  • See the instructor during office hours
  • Email the instructor to schedule a meeting; be sure to include your availability
  • *(The instructor will not discuss class grades during class or reply to emails regarding class grades)*

If there is an error in your point calculation for an assignment, you can:

**Note: This syllabus is a guide and subject to change as necessary.**
• Email the graduate assistant the name of the assignment and the correct point calculation.

• (The instructor is unable to make point adjustments during class)

If you have a disagreement about the grading of an assignment, you can:
  • See instructor during office hours; be prepared to provide support for your argument
  • Email the instructor to set up a meeting; the email should include the name of the assignment, item of disagreement, and your availability
  • (The instructor will not discuss grade disagreements during class or reply to emails with questions about grade disagreements)
  • Note: grade disagreements must be brought to the instructor’s attention within 24 hours of receiving your quiz/assignment. Grades will not be adjusted after 24 hours.

If you would like to schedule a meeting, you can:
  • Email the instructor and include the topic of discussion along with your availability

If you need individualized assistance with an assignment or project, you can:
  • See the instructor during office hours
  • Email the instructor or graduate assistant to set up a meeting and include the name of the assignment or project along with your availability

ADDITIONAL INFORMATION

Disabilities

Per the University’s policies on disability, students may always choose whether or not to identify themselves as having a disability, but students who want the University to provide an accommodation need to follow these procedures. A student seeking accommodations for a disability should provide documentation about the disability to Disability Support Services (“DSS”) and meet with a DSS staff person to discuss the disability and requested accommodations. On the basis of the documentation and the interview, DSS staff determines whether a student has a disability and which accommodations are appropriate. Requests for accommodations should be made in a timely manner and as far in advance of the relevant course, exam, activity or program as possible to allow for appropriate consideration and planning. Failure to do so may result in a delay of services. DSS staff will identify approved accommodations in an Accommodations Form, a copy of which will be shared with the student. For academic adjustments, DSS will prepare individual letters for each faculty member summarizing the approved accommodations. It is the student’s responsibility to deliver these letters to his/her faculty. Faculty and other University officials are then expected to provide the accommodations in accordance with the DSS letter. If the faculty member or other University official does not agree to an accommodation request, the faculty member, University official, or student should contact DSS. DSS will work with faculty and staff as appropriate to assist with how accommodations might be implemented in the classroom as well as to respond to any questions or concerns of faculty or staff regarding the appropriateness of an accommodation. Additional guidelines for requests for academic adjustments, provision of auxiliary aids, service animals on campus, and other general information may be found on the DSS website at disabilityservices.siu.edu. You may also call 618-453-5730 or email DSSsiu@siui.edu.

Academic Misconduct

Per the University’s student code of conduct, students shall not:
1. Plagiarize or represent the work of another as one’s own work
2. Prepare work for another that is to be used as that person’s own work
3. Cheat by any method or means
4. Knowingly or willfully falsify or manufacture scientific or educational data and represent the same to be the result of scientific or scholarly experiment or research
5. Knowingly furnish false information to a university official relative to academic matters
6. Solicit, aid, abet, conceal, or attempt acts of academic dishonesty

Note: This syllabus is a guide and subject to change as necessary.
You are responsible for making yourself aware of understanding the policies and procedures in the University Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, etc. If there is a reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

If I have evidence of any form of academic dishonesty, I will charge the student with violating the Academic Honesty Policy of the University in a report to the Office of Student Judicial Affairs. A student who is found responsible for an act of academic dishonesty will receive a failing grade for the course. Exception: If the student takes an alternate quiz or submits another piece of work and receives a passing grade, the student will receive 0 points on the assignment and their grade will be determined by the remaining points earned.

Cheating consists of, but is not limited to, looking at another student’s quiz/exam, using external aids (such as books, notes, conversation with others) when taking the quiz, or plagiarizing the work of another person and submitting it as your original work. No course books or materials should be within the student’s view during quizzes or exams.

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### COURSE OUTLINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
<th>IN-CLASS ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1: Aug 23</td>
<td>Course Introduction</td>
<td></td>
<td>---</td>
<td>Syllabus Review</td>
</tr>
</tbody>
</table>
| WEEK 2: Aug 30| Introduction to Ethics              | 1. Neukrug (pp. 159-162)  
   2. Bazerman & Tenbrunsel (pp. 1-13)   | *One paragraph about an ethical dilemma you or someone you know has encountered | Students share personal experiences with ethical issues |
|               |                                     |                                                                          | ---                                    | Discussion of legal vs. ethical issues      |
| WEEK 3: Sept 6| Competency and Professional Regulations | 1. BACB Compliance Code (1.01-1.04, 10.01-10.07)  
   2. Neukrug (pp. 12-14, 164-166, 174-175)  
| WEEK 4: Sept 13| Relationships                       | 1. BACB Compliance Code (1.05-1.07)  
   2. Neukrug (pp. 170-172) | *One scenario related to multiple relationships OR exploitive relationships | Scenario discussion and role-play |
|               |                                     |                                                                          | ---                                    | Sign up for treatment fad                  |
| WEEK 5: Sept 20| Responsibility to Clients & Public Statements | 1. BACB Compliance Code (2.01-2.15, 8.01-8.06)  
   2. Neukrug (pp. 131 & 166-170) | *One paragraph describing selected treatment fad | Discussion of evidence-based treatments vs. treatment fads |
| WEEK 6: Sept 27| Assessment and Programs             | 1. BACB Compliance Code (3.01-3.05, 4.01-4.07; 4.11)  
   2. Neukrug (pp. 81-94, 113-116, 125-131)  
   3. Iwata et al. (1994) Functional Analysis Screening Tool | ---                                    | Develop an outline for assessment and treatment plan according to ethical guidelines (group) |
| WEEK 7: Oct 4 | Punishment                          | 1. BACB Compliance Code (4.08-4.09)  
   2. Hanley et al. (2005)  
   3. Linscheid et al. (1990) | ---                                    | Discussion of appropriate and inappropriate uses of punishment |
| WEEK 8: Oct 11| FALL BREAK                          | ---                                                                      | ---                                    | ---                                        |
| WEEK 9: Oct 18| Research                            | 1. BACB Compliance Code (9.01-9.09)  
   2. SIUC Human Subjects Protection: A Guide for Researchers (Sections 1-3)  
   3. The peer review process (http://undsci.berkeley.edu/article/howscienceworks_16)  
   4. Bazerman & Tenbrunsel (pp. 94-99) | ---                                    | Discussion of controversial research  |
|               |                                     |                                                                          | ---                                    | Video response |
|               |                                     |                                                                          | ---                                    | Talk about interview project             |

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| WEEK 10: Oct 25 | Ethics in the Workplace | 1. BACB Compliance Code (7.01-7.02)  
2. Broadhead & Higbee (2012)  
3. Bazerman & Tenbrunsel (pp. 77-91) | *Scenario related to topic  
Pre-interview (not actual interview) (Due by 11:59 pm) | Scenario discussion and role-play  
Practice interview |
| WEEK 11: Nov 1 | How to be an effective Supervisor: Part I | 1. BACB Compliance Code (5.01-5.03)  
2. Carnegie (pp. 17-46, 231-235) PT 1  
CHS 2 & 3 , 4/9 | --- | Important characteristics of a supervisor  
Actively Caring bracelets |
| WEEK 12: Nov 8 | How to be an Effective Supervisor: Part II | 1. BACB Compliance Code (5.04-5.07)  
2. Carnegie (pp., 193-220, 226-230) 4/1-6,8 | --- | Designing effective supervision and training |
| WEEK 13: Nov 15 | How to build relationships: Part I | 1. Neukrug (pp. 23-30, 52-68)  
2. Carnegie (pp. 150-154)3/6 | *Complaint scenario | Student role-play |
| WEEK 14: Nov 22 | How to build relationships: Part II | 1. Carnegie (pp. 51-62, 116-126, 144-149, 153-174) 2/1,3/2,3/5,3/7-9 | Project Paper (Due by 11:59pm) | Student role-play |
| WEEK 15: Nov 29 | Improving Ethical Behavior | 1. Bazerman & Tenbrunsel (pp. 152-172) | PowerPoint (Due by 11:59pm) | Planning for your future and discussing what you learned |
| WEEK 16: Dec 6 | Project Presentations | --- | *AC4P (post to discussion board) | Student Presentations  
End of semester evaluations |
| WEEK 17 | FINAL EXAM | --- | --- | --- |

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