Syllabus

REHB 512: Legal and Ethical Issues in Behavior Analysis

Spring 2014

Instructor: Dr. Ruth Anne Rehfeldt
Email: rehfeldt@siu.edu
Online Chat: Wednesdays 8:45-9:15 PM (central standard time)

Co-instructor: Seth Whiting, MS
Email: whse0502@siu.edu
Online Chat: Mondays 8:00-9:00 PM (central standard time)

Texts:
Texts can be purchased at the Southern Illinois University Campus Bookstore located in the Student Center, at 710 Bookstore located on US 51, on Amazon, or from the publisher’s website.

Required:

Strongly Recommended Text:

Reading packet: Supplemental readings for each module will be posted under the appropriate heading in Desire2Learn.

Course Objectives

The primary course objective is for you the student to understand and be capable of correctly applying behavior analytic principles in manners that are both legal and ethical. This general objective will be attained by your (1) reading of each assigned chapter and research article, (2) discussing the points of each unit in class, (3) responding appropriately to examinations based on the text and class discussion, and (4) completion of a conceptual paper relevant to class material.

Upon successful completion of this class you will know how to discuss and apply information regarding:
- History of ethics in human services and issues pertinent to behavior analysis
- Philosophy and theory of ethics and morality
- Professional codes of ethics for psychology and behavior analysis
- Ethics of working with special populations and institutions
- The US legal system and its role in human services
- Ethics of research and teaching

Course Organization:

There are readings assigned each week. Each chat the course instructor and/or teaching assistant will answer questions about the readings and facilitate discussion based on the assigned readings. Chats will not present all relevant information; it will be to your advantage to read all assigned materials. You will be responsible for material in the readings, presented in chat, and presented in the PowerPoints.

Reading Assignments

The majority of information found in your readings will be presented to you via class lecture (in power point slide show form). Since not all relevant material will be presented to you prior to taking the quiz, it will be to your advantage to read all assigned materials and become familiar with all of the major concepts prior to participating in web chats, and taking your quiz.

General Course Format

Lecture: Each lecture will include a power point slideshow over the material for that week. The slideshows will highlight the main topics of the readings for the week although it is strongly to your advantage to read all assigned course material in order to be sufficiently prepared for the quizzes you will take each week. The slide shows will be available to you by Monday of each week. There will be no lecture (or quiz) during Finals week.

Throughout the course, the instructors may include other instructional materials such as Youtube videos, video chats, etc. These will be included as part of the weekly lectures.

Participation: (90 points)

Although this course is on-line, it will require active participation on your part. You are encouraged to speak in the class discussion boards and/or chat rooms with your instructor, the teaching assistant, and your fellow classmates. We will discuss questions that you have about the text and any related issues. If you do not have questions, we will present questions to you during our virtual chats. A portion of your available points for this course will come from this participation on discussion posts and weekly chats. Students are expected to attend at least one virtual chat per week (attending multiple is highly encouraged).
On the course web-page is a discussion board. At the beginning of each week, Dr. Rehfeldt will post a question or discussion topic. **It is required that you make a minimum of two discussion board postings per week to earn full credit for your participation points.** These postings should consist of either rational commentary or responses applicable to the material presented and they should be thoughtful discussion than a simple reply to another classmate’s message. This is your opportunity to interact with each other outside of “class” time and will count towards your participation grade.

**Exams (13 exams @ 20 points each)**

Exams will be available to you on the Desire to Learn website from Friday night through Saturday night (open for 24 hours) which will cover that week’s lecture and reading material. The test time will be 2 hours with only 1 attempt available to you per exam. Example: Lectures are distributed on Mondays and the following Friday (of that same week) the test will be available on D2L. **The test will be open from approximately 6:00 pm on Friday evening to 6:00 pm on Saturday evening. This will be the only time the exam is open so plan accordingly.** There will be no exam given during finals week.

*Due to the nature of this class being on-line, it will be possible for you to use your notes, and texts on these exams. The tests are timed. Therefore, if you do not have a fluent understanding of the information you will run out of time searching for it in your texts. In other words, be prepared. To do so, I suggest studying in a manner that you would for a closed book test. You will have 120 minutes to take the exams.*

No make-up quizzes will be given except in EXTREME mitigating circumstances.

**Conceptual Position Paper (100 pts.)**

For the conceptual position paper you will need to select one topic from the readings and formulate a position related to it. The assignment should first and foremost consist of your opinion regarding a particular topic in behavior analysis (for example a client’s right to habilitation vs. personal freedom as in the Bannerman et al. article) BUT also be supported by other empirical findings or conceptual writings that support this opinion. At minimum, **your paper must include ten citations from relevant scholarly references** from either within or outside of this course material. The paper will need to be **20 pages in length** (this can include your reference page).

The paper, including all citations and reference list, must be in APA format. **If it is not in CORRECT APA format you will lose points so be sure to consult an updated manual (currently it’s the blue one).** This assignment is to be written in your own words (i.e., not copied from other sources). Copying any portion of your assignment is a violation of SIU policy on plagiarism and since this is a course on ethics, let’s make sure we all behave ethically. The paper will be due by Friday, May 9th at midnight in the dropbox on Desire to Learn. Late papers will not be
accepted as the day they are due is the last day of the semester. Any papers not in
the dropbox in Desire to Learn by midnight on this date will not be accepted.

** There will be NO lecture, discussion boards, web chats or exams during
Spring Break (March 8-16)

If you experience any technical difficulties ask the help desk that is available
to you on Desire 2 Learn. They should be able to answer your questions. Also,
please use my email address (whse0502@siu.edu) to contact me rather than
sending me a message through Desire 2 Learn. I cannot guarantee those
messages will be checked in a timely manner.

Grades

Grades will be determined by the percentage of 450 possible points that you earn.

Exams (13 @ 20 pts) = 260 points
Conceptual Position Paper = 100 points
Participation Points = 90 points

________
450 points

Your Grade = your points /450 possible points

Letter Grades will be as follows:
A  90
B  80
C  70
D  60
F  59 or less

Course Schedule

1/20

MODULE 1 History of Ethics in BA
TEXT: Baily & Burch Chapters 2 & 3
- APA Ethics Code

1/24 QUIZ

1/27 MODULE 2 Ethical Behavior in Society
TEXT: Bailey & Burch Chapters 5 & 14; Appendix A BACB Guideline 9


1/31 QUIZ

2/3 MODULE 3 Ethical Behavior in Society


2/7 QUIZ

2/10 MODULE 4 Behavior Analytic Standards of Practice

TEXT: Bailey & Burch Chapters 6-9; Appendix A BACB Guidelines 1 - 4

2/14 QUIZ
MODULE 5 Behavior Analytic Standards of Practice


2/21 QUIZ

MODULE 6 The Aversives Debate in Behavior Analysis

TEXT: Bailey & Burch Chapter 1

- Professional Organization Position Statements: ABA, AAMR, TASH, APA Division 33, CCBD

2/28 QUIZ

MODULE 7 The Aversives Debate in Behavior Analysis

- Sidman, M., (1989). *Coercion and its fallout.* Boston. MA: Authors Cooperative, Inc. (Chapter 1 - This coercive world, pp. 15-24; Chapter 2 - Not all control is coercion, pp. 25-43; Chapter 16 - Is there any other way?, pp. 210-236).

3/7 QUIZ

3/8-3/16 Spring Break; No class

3/17 MODULE 8 Special Populations and Special Education

No Text Readings for this Unit


3/21 QUIZ

3/24 MODULE 9 Special Populations and Special Education

- ABA Position Statement-Students’ Right to Effective Education

3/28 QUIZ

3/31 MODULE 10 Ethics of Teaching and Research
MODULE 11 Ethics of Teaching and Research

  AND
  Link to the NIH Human Subjects Training Module

MODULE 12 Professional Liability, Confidentiality, & Legal Issues

TEXT: Bailey & Burch Chapters 16-18; Appendix A BACB Guidelines

- HIPAA Primer


---

**MODULE 13 Practice and Professional Issues**

**TEXT:** Baily & Burch Chapters 4, 11-13, 19; Appendix A BACB Guidelines 6-8

- [http://www.bacb.com](http://www.bacb.com). Read about BACB, Administration and Contacts, Exam Task List, Becoming BACB Certified (Click on and read the links to definitions), maintaining BACB Certification (read links), Conduct Guidelines, Download Section (Download and print application, task list, etc.), General FAQ.

---

**CONCEPTUAL POSITION PAPER DUE BY MIDNIGHT on May 9, 2014.**

****This syllabus is subject to modification to correct errors, and to make additions or deletions aimed at improving the course. ****