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ECPSE 729: Ethics and Professionalism in ABA Syllabus

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QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK
Education Unit

Department of Educational and Community Programs
Graduate Programs in Special Education

ECPSE 729 **Ethics and Professionalism in Applied Behavior Analysis (3 credits)**
Instructor **Dr. Lenwood Gibson, Ph.D., BCBA-D, NYS-LBA**
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Fax:
Office: **032M Powdermaker Hall**
Office Hours: **Tuesday and Wednesday 7-8pm (virtually) and by appointment**

I. Course Description

This course is offered to graduate students in special education who are also interested in pursuing their Board Certified Behavior Analyst (BCBA) certification. Candidates who take this course must have already successfully completed ECPSE 723 Applied Behavior Analysis I and ECPSE 728 Applied Behavior Analysis II.

This course prepares candidates for the ethical and professional practice of applied behavior analysis. Topics included in this course include professional representation of oneself and the field of behavior analysis, dissemination of professional values, evaluating behavior change, collaborating with other professionals, relationships with students, family members and colleagues and the Behavior Analyst Certification Board Guidelines for Responsible Conduct. Additionally, the disciplinary and ethical standards and disciplinary procedures laid out by the BACB will be covered.

II. Relationship of this Course to the Education Unit's Conceptual Framework

Queens College is located in the diverse urban community of Flushing, in the New York City Borough of Queens. This course is aligned with the Core Values of the Education Unit of “**promoting *Equity, Excellence, and Ethics in urban schools and communities.***” More specifically, the Education Unit is committed to preparing teachers and educational professionals who:

- Build inclusive communities that nurture and challenge all learners (*Equity*)
- Demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practice (*Excellence*); and

- Value diversity, democracy, and social justice (*Ethics*).

Through the exploration of the principles and practices of applied behavior analysis specifically as they relate to supporting instruction and classroom management of students with disabilities in general and special education settings, this seminar also embeds the 7 Content Standards established jointly by the Council for the Accreditation of Educator Preparation (CAEP) and the Council for Exceptional Children (CEC):

- 1) Learner Development and Individual Learning Differences
- 2) Learning Environments
- 3) Curricular Content Knowledge
- 4) Assessment
- 5) Instructional Planning and Strategies
- 6) Professional Learning and Practice
- 7) Collaboration

III. Course Competencies

All candidates upon successful completion of ECPSE 729 will have developed and demonstrated the following knowledge, skills, and dispositions related to applied behavior analysis:

ECPSE 729 Course Competencies (<i>Knowledge, Skills & Dispositions</i>)	Education Unit Core Values	CEC Content Standards
1. Understand the Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts	Ethics, Excellence, Equity	1, 2, 3, 4, 5, 6, 7
2. Understand history of the ethical principles in behavioral science	Ethics, Equity	6
3. Demonstrate professional behavior in interactions with students, parents, and colleagues	Ethics, Excellence, Equity	1, 2, 3, 4, 5, 6, 7
4. Understand the ethical practices in applied behavior analysis research	Ethics, Equity, Excellence	1, 2, 3, 4, 5, 6, 7
5. Understand the ethics of supervision in behavior analysis	Ethics, Equity	6, 7
6. Demonstrate knowledge and skills related to conducting a risk-benefit analysis	Ethics, Equity	6, 7
7. Understand the ethical issues related to behavioral assessment and behavior change programs	Excellence, Ethics, Equity	1, 2, 3, 4, 5, 6, 7
8. Understand the ethical responsibilities to the field of behavior analysis	Excellence, Ethics, Equity	6, 7,

The Education Unit uses Chalk and Wire as an electronic portfolio and assessment system. When candidates are admitted to one of the undergraduate or graduate programs in the Education Unit, they will be required to register for a Chalk and Wire ePortfolio subscription to submit their assignments as directed until graduation. Faculty will assess all key program assignments submitted by candidates in Chalk and Wire. Designated course work will be assessed for professional knowledge and skills through key program courses. The electronic portfolio system

is not used to assess for grading purposes. Chalk & Wire is also the integrated edTPA platform provider system used at Queens College.

Your Chalk and Wire ePortfolio helps you collect, organize, and reflect on your academic work. It can contain files, images, and multimedia that document your academic progress, enriching your learning, sharpening your technological skills, and preparing you for certification. You can also share your professional ePortfolio with colleagues, and potential employers. A professional look and feel make the Chalk and Wire ePortfolio a great tool to use when searching for internships, employments and graduate schools.

Do NOT register for a Chalk and Wire subscription until you are specifically asked to do so by your instructor.

IV. Required Text

No required textbook. This course uses Open Educational Resources

Supplemental Reading Requirements:

Behavior Analyst Certification Board Guidelines for Responsible Conduct (4th ed.).

http://www.bacb.com/Downloadfiles/BACBguidelines/BACB_Conduct_Guidelines.pdf

Disciplinary and Ethical Standards and Disciplinary Procedures.

http://www.bacb.com/Downloadfiles/DisciplinaryStandards/BACB_Disciplinary_Standards.pdf

Van Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., & Lovaas, I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis, 21*, 381-384.

V. Course Performance-Based Assessment Measures

1. **Class Participation:** Class participation is very important. If an emergency should arise, or if a program candidate is ill and cannot attend class, he/she should contact the professor prior to class. If a candidate is unable to make class, he/she is responsible for arranging to get the notes and handouts from a classmate. Also, candidates are requested to be respectful of the professor and classmates. A significant focus within this class will be placed on class discussion, collaborative problem solving, and sharing about class readings and classroom experiences. **Participation in synchronous online class sessions is worth 50 points.**
 - **Online (Participation):** Considering that this is an online course, course sessions will be conducted both synchronously and asynchronously.
 - During synchronous online sessions, it is expected that candidates will login to the given video conference platform and will participate using *audio and video connections*. Please note, if a candidate

cannot participate with a video connection, it should be communicated to the instructor with an appropriate reason, prior to class.

- During asynchronous class sessions, various methodologies will be used to facilitate learning and to meet learning objectives. These include, Blackboard, Google Groups, Screencasts, Podcasts, and other online websites. Candidates are expected to fully participate in all online activities whether they are solo or group oriented.
2. **Ethical and Professionalism Scenarios Discussion Threads (25 points):** Candidates will be assigned to teams of 2 for the entire course. Each team will be provided one scenario that presents an ethical dilemma. This scenario is based on a situation that behavior analysts may face in the field. The teams will be responsible to work together to read and discuss their scenario. These discussions should take place via web-based/on-line communications (e.g., email, Skype, Blackboard groups, Google Meet). Each team must create a discussion thread on Blackboard for their scenario. The following information should be on each discussion thread:
- i. The written scenario
 - ii. A description of the BCBA codes in question/violation
 - iii. Suggestions for how to handle the situation
 - iv. List of any possible resources
3. **Ethical and Professionalism Scenarios Presentations (25 points):** Each team must create a presentation for their scenario:
- i. The presentation for each scenario should contain the following information
 - 1. Overview of the scenario
 - 2. The ethical dilemma
 - 3. Which BCBA codes are in question/violated
 - 4. Suggestion for an appropriate course of action
 - 5. Reflection or reaction
 - ii. Presentation format is at the discretion of the group but visual support is required (e.g., powerpoints, prezi, keynote)
 - iii. Each presentation should be 10-15 minutes in duration
4. **Scenarios Discussion Board (25 points):** Each candidate will be responsible for reviewing all of the Scenarios Discussion threads created by the teams. After reviewing each thread and accompanying scenarios, candidates must provide some commentary on at least 1 thread (i.e., one scenario) for each team. The commentary needs to be well thought out and should contribute to the discussion about the scenario. This commentary could include suggestion for other professionals, examples of how the candidate handled (or would handle) similar situations, or suggested resources that can be used to help address the situation. The commentary should NOT be simple statements of agreement or ways to “vent” about similar situations. The purpose is to add to the discussion and suggest solutions. Multiple candidates commenting on the same scenario and other comments is encouraged.

5. **Online Assignments (10 point each; 30 points):** During asynchronous class sessions, each candidate will be provided with an online module to complete. These modules will consist of a combination of videos, web-resources (journal articles, website, etc.), and a discussion board assignment. Candidates are required to watch the presentation, answer all of the questions, and participate in the online discussion board assignment. Completion of the questions is worth 5 points and participation in the discussion board assignment is worth 5 points.

6. **Podcast Assignments (5 points each; 20 points):** Each week a specific podcast will be assigned for candidates to listen to. Candidates should spend time listening to the podcast and participate in the discussion board assignment.

7. **BCBA Interview and Report (20 points):** During this course each candidate will be responsible for identifying and setting up an interview with a BCBA who is currently working in the field. Each candidate is required to prepare a minimum of 6 interview questions designed to gain a better understanding of how these professionals identify and deal with the ethical dilemmas they face in the field. Candidates will set up and conduct the interview (this can be done either in person or via online methods). Candidates must submit their list of questions and a 2 page interview report the outlines what they learned from the interview and their reactions/thoughts.

VI. Course Grading

Grades will be assigned on the basis of the total number of points earned throughout the semester on the performance-based measures in relation to mastery of the course competencies (as identified). A delineation of the point values for each performance-based assessment measure and the corresponding letter grades for total points earned follows.

Performance-Based Assessment Components	Possible Point	Actual Point
Class Participation	50 points	_____
Ethical Scenarios Presentations	50 points	_____
Ethical and Professional Scenarios	25 points	_____
Discussion Boards	25 points	
Online Module Assignments (3 x 10 points each)	30 points	
Podcast Assignments (4 x 5 points each)	20 points	
BCBA Interview Report	20 points	
	220 points	_____

A+	97-100% of pts.
A	94-96% of pts.
A-	90-93% of pts.
B+	87-89% of pts.
B	84-86% of pts.
B-	80-83% of pts.
C	70-79% of pts.
F	69% of pts. And below

IV. Special Notes

All candidates will be expected to have access to e-mail for communication with the professor outside of class; this does not preclude personal, individual meetings with the professor as needed during the semester or during scheduled office hours. The class schedule is a tentative one. In order to individualize instruction, it might be necessary to accordingly change or revise some of the topics or assignments. All candidates are expected to keep a copy of any assignments that they hand in to the professor.

- **Late Submission Policy** – For each calendar day an assignment/exam is submitted late, a 10% reduction in the overall grade will be applied. If an assignment is more than 5 days late the candidate will automatically receive a zero for that assignment/exam.

V. CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at:
<http://qcpages.qc.cuny.edu/provost/policies/index.html>.

VI. Reasonable Accommodations for Candidates with Disabilities

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; Director, Miriam Detres-Hickey, Frese Hall, Room 111; 718-997-5870 (Monday – Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 p.m.).

VII. Use of Candidate Work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

VII. Faculty Responsibility for Course Outline

This course was developed by Dr. Lenwood Gibson

I. Tentative Schedule

Date	General Topic(s)	Assignments
Session 1 <i>(synchronous live video class)</i> 6/01/2020	General Introduction & Course Overview Background for Ethics in Behavior Analysis <ul style="list-style-type: none"> • How we got here • Core ethical principals • What makes behavior analysis unique? Background for Ethics in Behavior Analysis <ul style="list-style-type: none"> • Most frequent ethical problems • Everyday ethical challenges Introduce BCBA Professional and Ethical Compliance Code	https://www.bacb.com/wp-content/uploads/BACB-Compliance-Code-english_190318.pdf
Session 2 <i>(asynchronous)</i> 6/02/2020	<ul style="list-style-type: none"> • Podcast: Episode 6 – History of Ethics at the BCBA https://www.bacb.com/episode-6-the-history-of-ethics-at-the-bacb/	Podcast Assignment 1
Session 3 <i>(asynchronous)</i> 6/03/2020	<ul style="list-style-type: none"> • Willowbrook: The Last Great Disgrace https://youtu.be/bpVEjzO6Dd0	
Session 4 <i>(asynchronous)</i> 6/04/2020	<ul style="list-style-type: none"> • <u>Unforgotten: Twenty-Five Years After Willowbrook</u> https://youtu.be/FcjRIZFQcUY <ul style="list-style-type: none"> • Develop Presentations on Ethical Scenarios 	Online Module 1
Session 5 <i>(synchronous live video class)</i> 6/08/2020	BCBA Professional and Ethical Compliance Code <ul style="list-style-type: none"> ○ Responsible Conduct of Behavior Analyst ○ Behavior Analysts' Responsibility to Clients ○ Assessing Behavior ○ Behavior Analyst and the Behavior Change Program ○ Behavior Analyst as Supervisors ○ Responsibility to the Profession 	

<p>Session 6 (<i>asynchronous</i>) 6/09/2020</p>	<ul style="list-style-type: none"> Podcast: Identifying Effective Treatments and Quality Programs for Kids with Autism https://www.blogtalkradio.com/allautismtalk/2017/07/13/identifying-effective-treatments-and-quality-programs-for-kids-with-autism 	Podcast Assignment 2
<p>Session 7 (<i>asynchronous</i>) 6/10/2020</p>	<ul style="list-style-type: none"> Evidence-Based Treatment for ASD https://youtu.be/Y0jBVnT1PwM 	
<p>Session 8 (<i>asynchronous</i>) 6/11/2020)</p>	<ul style="list-style-type: none"> Autism: Challenging Behaviour (Controversial Autism Treatment Documentary) https://youtu.be/g71FXJA0C6I Develop Presentations on Ethical Scenarios 	Online Module 2
<p>Session 9 (<i>synchronous live video class</i>) 6/15/2020</p>	<p>BCBA Professional and Ethical Compliance Code</p> <ul style="list-style-type: none"> Responsibility to Colleagues Public Statements Behavior Analysis and Research Responsibility to the BACB 	<i>Scenarios Presentations</i>
<p>Session 10 (<i>asynchronous</i>) 6/16/2020</p>	<ul style="list-style-type: none"> Podcast: Straight talk on restraint https://behavioralobservations.com/straight-talk-on-restraint-session-87-with-merrill-winston/ 	Podcast Assignment 3
<p>Session 11 (<i>asynchronous</i>) 6/17/2020</p>	<ul style="list-style-type: none"> Behavioral Pharmacology https://youtu.be/d5uSukPzn10 	
<p>Session 12 (<i>asynchronous</i>) 6/18/2020</p>	<ul style="list-style-type: none"> Medication vs Restraint https://youtu.be/PCVUOPFPIUs Develop Presentations on Ethical Scenarios 	Online Module 3

<p>Session 13 <i>(synchronous live video class)</i></p> <p>6/22/2020</p>	<ul style="list-style-type: none"> • Professional Skills <ul style="list-style-type: none"> ○ Risk-Benefit ○ Tips for Success • Professional Disciplinary and Ethical Standards <p>https://www.bacb.com/wp-content/uploads/Considerations-for-Reporting-an-Alleged-Violation_190509.pdf</p> <p>https://www.bacb.com/wp-content/uploads/Considerations-for-Self-Reporting_190924.pdf</p>	<p><i>Scenarios Presentations</i></p>
<p>Session 14 <i>(asynchronous)</i></p> <p>6/23/2020</p>	<ul style="list-style-type: none"> • Podcast: Ethics of School Consultation for BCBA's <p>https://behavioralobservations.com/2019/11/</p>	<p>Podcast Assignment 4</p>
<p>Session 15 <i>(asynchronous)</i></p> <p>6/24/2020</p>	<p>Finalize All Discussion Board Posts</p>	<p><i>BCBA Interview and Report</i></p>