

# COURSE OUTLINE

## SOC SCI 2UE3

### Ethics in Applied Behaviour Analysis

Day of the Week: Thursday

Location: MDCL 1102

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**McMaster University  
Faculty of Social Sciences**

**Instructor: Ramona Mathew**

**Office: KTH 208  
Extension: (416)558-5255**

**Office Hours: Skype or by appointment**

Day of the Week: Thursdays 7-10pm

Location: Michael G. DeGroot Centre for Learning and Discovery (MDCL), rm. 1102

#### **Course Description:**

This course will introduce the foundations of ethical thinking and will review the different perspectives and rationale for ethical decision making within a behavioural framework.

#### **Course Objectives:**

Upon completion of this course, students will be able to:

Apply knowledge of clinical standards and practice guidelines as appropriate to both hypothetical and real situations (CLO 24)

Discuss and apply information regarding:

- History of ethics in human services and issues pertinent to behaviour analysis
- Philosophy and theory of ethics and morality
- Professional codes of ethics for psychology and behaviour analysis

#### **Developing Transferable Skills**

You will work on developing academic skills that are transferable to your other university courses as well as to the workforce. These skills include:

- critical reading and thinking;
- communication (oral, written and visual);
- self and peer evaluation;
- research skills; and
- group work skills.

### **Required Textbooks:**

ISBN	Textbook Title & Edition	Author & Publisher
ISBN; 978-1138949201	Ethics for Behavior Analysts. 3rd edition	Bailey, J. & Burch, M. / New York, NY: Routledge
<b>READINGS AS ASSIGNED</b>		

### **Evaluation Components:**

Assessment Activity	% of Grade	Date Due
Quizzes (X4)	<b>40%</b>	Dates listed below
Case Study Group Assignments (X5)	<b>25%</b>	Throughout the semester- Dropbox submissions for each component  Due dates listed below
Participation	<b>5%</b>	Each student must make at least one contribution to class discussion per week (data will be posted in the classroom)
FINAL EXAM (Cumulative)	<b>30%</b>	Exam week

### **Course Requirements**

**Case Review: Ethical Decision making model – group exercise:** Students will be given a mock scenario to review. For each case review students must use the ethical decision making model form to identify the ethical/professional issue(s) and present an analysis of an appropriate course of action. Case reviews will be made available online and will be due at the beginning of specified lecture. Each group will present their responses to the class.

**Classroom Participation:** Students are expected to contribute to the discussion each class. Students will be required to contribute at least once per class. The instructor will collect data on participation during each class.

**Quizzes:** There will be a total of 4 quizzes. Quizzes will be multiple choice and short answer format. These will include material learned up to the date of quiz.

**Final Exam:** The exam will be cumulative and will be a combination of multiple choice and brief essay answer questions.

## **COURSE SCHEDULE**

<b>Date</b>	<b>Topic, Readings and Lecture Details</b>	<b>Assignments/ Quizzes</b>
Week 1 (Jan 5, 2017)	<b>History of Ethics in Behaviour Analysis</b>  Bailey & Burch Chapters 1, 2 & 3	
Week 2 (Jan 12, 2017)	<b>Ethical Behaviour in Society</b>  Bailey & Burch Chapters 4, 5 & 13  BACB Professional and Ethical Compliance Code for Behavior Analysts: Codes 6 & 8  Skinner, B. F. (1971). Beyond freedom and dignity. New York: Knopf. (Ch. 6 - Values, pp. 101-126).	
Week 3 (Jan 19, 2017)	<b>Ethical Behaviour in Society</b>  Baum W. (2005). Understanding behaviorism: Behavior, culture, and evolution. Second Edition. Malden, MA: Blackwell Publishing; Values: Chapter 12 – Values, Religion, and Science.	<b>Case Review 1 Due</b>
Week 4 (Jan 26, 2017)	<b>Behaviour Analytic Standards of Practice</b>  Bailey & Burch Chapters 6, 7, 8 & 9;  BACB Professional and Ethical Compliance Code for Behavior Analysts: Codes 1 – 4	<b>QUIZ</b>
Week 5 (Feb 2, 2017)	<b>Behavior Analytic Standards of Practice</b>  Bannerman, D.J., Sheldon, J.B., Sherman, J.A., & Harchik, A.E. (1990). Balancing the right 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.	<b>Case Review 2 Due</b>

	Skinner, B. F. (1969). Cumulative record: A selection of papers. Cambridge, MA: B.F. Skinner Foundation. (Compassion and ethics in the care of the retardate), pp. 329-340.	
Week 6 (Feb 9, 2017)	<p><b>The Aversives Debate in Behavior Analysis</b></p> <p>Professional Organization Position Statements:</p> <p>ABAI Statement on Restraint and Seclusion, 2010  <a href="http://abainternational.org/about-us/policies-and-positions/restraint-and-seclusion,-2010.aspx">http://abainternational.org/about-us/policies-and-positions/restraint-and-seclusion,-2010.aspx</a></p> <p>Standards Of Practice For Practitioners Of Behaviour Analysis In Ontario  <a href="http://ontaba.org/pdf/Standards.pdf">http://ontaba.org/pdf/Standards.pdf</a></p>	<b>QUIZ</b>
Week 7 (Feb 16, 2017)	<p><b>The Aversives Debate in Behavior Analysis</b></p> <p>Skinner, B. F. (1953). <i>Science and human behavior</i>. Simon and Schuster. (Punishment, pp 182 – 193)</p>	<b>Case Review 3 Due</b>
	<b>MID-TERM RECESS</b>	
Week 8 (March 2, 2017)	<p><b>Special Populations and Special Education</b></p> <p>Rekers, G. A. and Lovaas, O. I. (1974). Behavioral treatment of deviant sex-role behaviors in a male child. <i>Journal of Applied Behavior Analysis</i>, 7, 173-190.</p> <p>Winkler, R. C. (1977). What types of sex-role behavior should behavior modifiers promote? <i>Journal of Applied Behavior Analysis</i>, 10, 549-552.</p>	<b>QUIZ</b>
Week 9 (March 9, 2017)	<p><b>Special Populations and Special Education</b></p> <p>Favell, J.E. (2005). Sifting sound practice from snake oil. In J. W. Jacobson, R. M. Foxx, &amp; J. A. Mulick. (Eds.). <i>Controversial therapies for developmental disabilities</i>. (pp. 19-30). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Brodhead, M. T. (2015). Maintaining Professional Relationships in an Interdisciplinary Setting: Strategies for Navigating Nonbehavioral Treatment Recommendations for Individuals with Autism. <i>Behavior Analysis in Practice</i>, 8(1), 70-78.</p>	<b>Case Review 4 Due</b>

<p>Week 10 (March 16,2017)</p>	<p><b>Special Populations and Special Education</b></p> <p>Barrett, B. H., Beck, R., Binder, C., Cook, D. A., Engelmann, S., Greer, R. D., &amp; Watkins, C. L. (1991). The right to effective education. <i>The Behavior Analyst</i>, 14 (1), 79.</p> <p>Van Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., &amp; Lovaas, O. I. (1988). The right to effective behavioral treatment. <i>Journal of Applied Behavior Analysis</i>, 21, 381-384.</p>	
<p>Week 11 (March 23,2017)</p>	<p><b>Ethics of Teaching and Research</b></p> <p>Bailey &amp; Burch Chapters 10 &amp; 14;</p> <p>BACB Professional and Ethical Compliance Code for Behavior Analysts: Codes 5 &amp; 9.</p>	<p><b>QUIZ</b></p>
<p>Week 12 (March 30,2017)</p>	<p><b>Professional Liability, Confidentiality, &amp; Legal Issues</b></p> <p>Bailey &amp; Burch Chapters 16, 17 &amp;18;</p> <p>BACB Professional and Ethical Compliance Code for Behavior Analysts: Codes 1, 7 &amp;10</p>	<p><b>Case Review 5 Due</b></p>
<p>Week 13 (April 6, 2017)</p>	<p><b>Practice and Professional Issues</b></p> <p>Bailey &amp; Burch Chapters 11, 12, 13,14 &amp;19;</p> <p>BACB Professional and Ethical Compliance Code for Behavior Analysts: Codes 1,8 &amp; 10</p> <p>O’Leary, P. N., Miller, M. M., Olive, M. L., &amp; Kelly, A. N. (2014). Blurred Lines: Ethical Implications of Social Media for Behavior Analysts. <i>Behavior Analysis in Practice</i>, 1-7.</p>	
<p><b>Final Exam</b></p>		

**Note: The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email.**

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## Guidelines

**Written Assignments:** All written assignments are to be typed and double-spaced. Please include a title page with your name, student number and email address, the topic title of the assignment and the date submitted. Please submit a paper copy to the Instructor at the start of class on the due date as well as submit one file copy per group to the appropriate Dropbox in Avenue 2Learn.

**Submitting Assignments Electronically:** Individual assignments submitted electronically must include your last name in the filename: e.g. Smith\_Assignment\_5\_Article\_Assessments.rtf.

**Late Submissions:** All work is due on the date stated, at the beginning of class, unless other arrangements have been made in advance with the instructor. A late penalty of 5 percentage points per day will apply after the due date (weekends included).

**Class Participation and Engagement:** Class participation and engagement is an important component of this course (and of active learning). Therefore, we expect all students to be 'active' participants in this course. This means attending all classes, being actively involved in class activities and thoughtful discussion, and completing all assignments. The success of this course depends on you! Students who are most successful in this course fulfill these expectations, and engage in all aspects of the course!

**Group Assignments:** For all group assignments, ALL students in the group must be contributing members of that assignment. The expectation is that each student will be an active and respectful member of their group, and contribute to the assignment - in a fair and equitable way. Group work is sometimes challenging, but it can also be rewarding in a number of ways, including providing you with opportunities to develop valuable 'working-as-a-team' skills that will serve you well in this and other courses, as well as more broadly in your academic, professional, and personal life.

**Policy for Returning Assignments/Posting Grades:** In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow the return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; all tests and assignments must be returned directly to the student.

And since it is important for student learning and skills development that students receive feedback on their assignments as they progress through the course, you can expect to receive feedback (comments and a grade) on each of your examinations and the group assignment in a timely fashion. This will allow you the opportunity to see how you performed on each assignment and time to discuss any questions you might have with your instructor.

The following possibilities exist for return of graded materials:

1. direct return of materials to students in class;
2. return of materials to students during office hours;
3. students attach a stamped, self-addressed envelope when submitting the assignments for return by mail (for final capstone assignment only); and

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4. submit/grade/return papers electronically.

Arrangements will be finalized for the return of assignments from the options listed above by the instructor during the first class.

Grades for examinations and the group assignment will be posted in Avenue2Learn. Final grades for the course will be posted on Mosaic.

#### **UNIVERSITY POLICY ON ACADEMIC DISHONESTY:**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

#### **A NOTE ABOUT THE USE OF AVENUE TO LEARN IN THIS COURSE:**

In this course we will be using Avenue to Learn for the online components of the course. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation, may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

#### **A NOTE ABOUT THE USE OF TURNITIN.COM IN THIS COURSE**

In this course we may be using a web-based service (Turnitin.com) to reveal plagiarism. If announced by the Instructor, students will be expected to submit their work electronically to Turnitin.com as well as in hard copy so that it can be checked for plagiarism. Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of their work to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

#### **FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY**

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Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

## **Requests for Relief for Missed Academic Term Work**

The University recognizes that students periodically require relief from academic work for medical or other personal situations. This academic regulation aims to manage these requests by taking into account the needs and obligations of students, instructors and administrators. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course. Any concerns regarding the granting of relief should be directed to the respective Faculty Office. Requests for relief should be made with a commitment to academic integrity in mind. Requests that deviate from this commitment will be handled under the Academic Integrity Policy and Student Code of Conduct, where appropriate.

### **1. Relief for missed academic work worth less than 25% of the final grade resulting from medical or personal situations lasting up to three calendar days:**

- Use the McMaster Student Absence Form (MSAF) on-line self-reporting tool. No further documentation is required.
- Students may submit requests for relief using the MSAF once per term.
- An automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate the opportunity for relief.
- The MSAF cannot be used to meet a religious obligation or to celebrate an important religious holiday.
- The MSAF cannot be used for academic work that has already been completed/ attempted.
- An MSAF applies only to work that is due within the period for which the MSAF applies, i.e. the 3-day period that is specified in the MSAF; however, all work due in that period can be covered by one MSAF.
- The MSAF cannot be used to apply for relief for any final examination or its equivalent. See *Petitions for Special Consideration* above.

### **2. For medical or personal situations lasting more than three calendar days, and/or for missed academic work worth 25% or more of the final grade, and/or for any request for relief in a term where the MSAF has been used previously in that term:**

- Students must report to their Faculty Office to discuss their situation and will be required to provide appropriate **supporting documentation** (see *Documentation Requirements* below).
- If warranted, the Faculty Office will approve the absence, and the instructor will determine appropriate relief.

### **Documentation Requirements**

If the reason for a request for relief is medical, the approved *McMaster University Medical Form* covering the relevant dates must be submitted. The student must be seen by a doctor at the earliest possible date, normally on or before the date of the missed work and the doctor must verify the duration of the illness.

If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within three working days.



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In some circumstances, students may be advised to submit a Petition for Special Consideration (Form A) seeking relief for missed academic work. In deciding whether or not to grant a petition, adequacy of the supporting documentation, including the timing in relation to the due date of the missed work and the degree of the student's incapacitation, may be taken into account. Failure to do so may negate the opportunity for relief. If the petition is approved, the Faculty Office will notify the instructor(s) recommending relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course.

**Access Copyright Regulations:**

McMaster University holds a licensing agreement with Access Copyright, the Canadian Copyright Licensing Agency. Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>

**Student Accessibility Services (SAS) formerly Centre for Student Development (CSD):**

**If you have an accommodation letter from SAS, you are required to provide a copy of that letter to your instructor. Please be sure that you arrange academic accommodations through SAS as early as possible in order that the instructor can receive the accommodation letter as early as possible in the term.**

**What are my responsibilities as a student registered at SAS?** Students are responsible to identify themselves to Student Accessibility Services on an annual and regular basis in order to receive accommodations and services. Students are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
  - providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
  - notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
  - meeting with individual course instructors to discuss specific needs in relation to the course and their disability; and
  - providing the course instructor with their accommodation letter from SAS.
- For more information, see the SAS website: <http://sas.mcmaster.ca/>