

SOCSCI 2UE3 Ethics in Applied Behaviour Analysis

Course information:

- January 11 to April 12, 2021, Monday 7 – 10pm.
- Instructor: Ramona Mathew, BCBA
- Office: Online
- Office hours: Skype by appointment
- Email: mather7@mcmaster.ca

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Course Overview

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 Texts:

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

Course Requirements/Assignments

Requirements Overview and Deadlines

Assessment Activity	% of Grade	Date Due
Quizzes (4 X 10% each)	40%	Dates listed below
Ethical Decision Making Model and Risk Analysis Work through	10%	Mar 22, 2021
Case Study Group Presentation and Assignment.	15%	Mar 29, 2021
Participation	10%	Each student must make at least one contribution to class discussion per week
FINAL EXAM (Cumulative)	25%	Exam week
	100%	

Requirement/Assignment Details

1) Case Study Group Presentation and Assignment:

- Students will be encouraged to find or develop a scenario where there have been ethical/professional violations (**Level 3 or higher**) that fall within the realm of the course. The scenario should be submitted for approval to the instructor at least 2 weeks prior to your presentation date. The group will then use **the Ethical Decision making Model** to identify the ethical/professional issue(s) and present an analysis of an

appropriate course of action. They will then present their case and analysis during the virtual class using an online platform. The completed Ethical Decision Making Chart should also be submitted for marking to the instructor no later than 10:00pm on the day ***before*** your presentation. Presenters should prepare a minimum of 4 questions to facilitate discussion/debate in class. Presentation should be between 15-20 minutes including discussion.

2) Classroom Participation

- Students are expected to contribute to the discussion each class. Students will be required to participate in instructor as well as student led discussions during presentations.

3) Quizzes

- There will be a total of 4 quizzes. Quizzes will be multiple choice as well as may include short answers. These will include material learned up to the date of quiz. Quizzes will be completed online, unless instructed otherwise.

4) Final Exam

- The exam will be ***cumulative*** and will be mostly multiple choice and may include brief essay answer questions.

Assignment Submission and Grading

Form and Style

- Written assignments must be typed and double-spaced and submitted with a front page containing the title, student's name, student number, email address, and the date submitted. Number all pages (except title page).
- Please submit one file copy per group to the appropriate Dropbox in Avenue 2Learn.

Submitting Assignments & Grading

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).

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.

Avenue to Learn

In this course we will be using Avenue to Learn. 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 with the course instructor.

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. 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 with assignments for return by mail;
- 4) Submit/grade/return papers electronically.

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

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Student Responsibilities

- Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
- In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
- Please check with the instructor before using any audio or video recording devices in the classroom.

Academic Integrity

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. **It is your responsibility to understand what constitutes academic dishonesty.** 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](http://www.mcmaster.ca/academicintegrity), 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.

Authenticity/Plagiarism Detection:

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity

Online Proctoring:

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca for further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Conduct Expectations:

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Religious, Indigenous and Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

E-mail Communication Policy

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 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, they may not reply.

Copyright and Recording:

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Course Weekly Topics and Readings

Date	Topic, Readings and Lecture Details	Assignments/ Quizzes
Week 1 (Jan 11, 2021)	Welcome, Introductions and Orientation History of Ethics in Behaviour Analysis Bailey & Burch Chapters 1, 2 & 3	
Week 2 (Jan 18, 2021)	Ethical Behaviour in Society 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 25, 2021)	Ethical Behaviour in Society Bailey & Burch Chapters 6 & 7 BACB Professional and Ethical Compliance Code for Behavior Analysts: Codes 1 & 2 Baum W. (2005). Understanding behaviorism: Behavior, culture, and evolution. Second Edition. Malden, MA: Blackwell Publishing; Values: Chapter 12 – Values, Religion, and Science.	QUIZ 1 DUE BY 11:30PM

Date	Topic, Readings and Lecture Details	Assignments/ Quizzes
Week 4 (Feb 1, 2021)	<p>Behaviour Analytic Standards of Practice</p> <p>Bailey & Burch Chapters 8 & 9;</p> <p>BACB Professional and Ethical Compliance Code for Behavior Analysts: Codes 3 & 4</p> <p>Behavior Analytic Standards of Practice</p> <p>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. <i>Journal of Applied Behavior Analysis</i>, 23, 79-89.</p>	
Week 5 (Feb 8, 2021)	<p>The Aversives Debate in Behavior Analysis</p> <p>Professional Organization Position Statements:</p> <p>ABAI Statement on Restraint and Seclusion, 2010 http://abainternational.org/about-us/policies-and-positions/restraint-and-seclusion,-2010.aspx</p> <p>Standards Of Practice For Practitioners Of Behaviour Analysis In Ontario http://ontaba.org/pdf/Standards.pdf</p>	QUIZ 2 DUE BY 6:30PM
Week 6 - Feb 15 - Mid-term Break		
Week 7 (Feb 22, 2021)	<p>Ethics of Teaching and Research</p> <p>Bailey & Burch Chapters 10 & 14;</p> <p>BACB Professional and Ethical Compliance Code for Behavior Analysts: Codes 5 & 9.</p>	
Week 8 (Mar 1, 2021)	<p>Special Populations and Special Education</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>	Submit Case study for approval BY 11:59PM

Date	Topic, Readings and Lecture Details	Assignments/ Quizzes
Week 9 (Mar 8, 2021)	<p>Special Populations and Special Education</p> <p>Favell, J.E. (2005). Sifting sound practice from snake oil. In J. W. Jacobson, R. M. Foxx, & J. A. Mulick. (Eds.). <i>Controversial therapies for developmental disabilities.</i> (pp. 19-30). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Bailey & Burch Chapters 11, 12,& 13,</p> <p>BACB Professional and Ethical Compliance Code for Behavior Analysts: Codes 1,8 & 10</p>	QUIZ 3 DUE BY 6:30PM
Week 10 (Mar 15, 2021)	<p>Special Populations and Special Education</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> <p>Barrett, B. H., Beck, R., Binder, C., Cook, D. A., Engelmann, S., Greer, R. D., & 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., & Lovaas, O. I. (1988). The right to effective behavioral treatment. <i>Journal of Applied Behavior Analysis</i>, 21, 381-384.</p>	
Week 11 (Mar 22, 2021)	Case Analysis- Ethical Decision Making Model and Risk Analysis Work Through	
Week 12 (Mar 29, 2021)	Group Presentations	

Date	Topic, Readings and Lecture Details	Assignments/ Quizzes
Week 13 (Apr 5, 2021)	<p>Professional Liability, Confidentiality, & Legal Issues</p> <p>Bailey & Burch Chapters 16, 17 &18;</p> <p>BACB Professional and Ethical Compliance Code for Behavior Analysts: Codes 1, 7 &10</p> <p>Practice and Professional Issues</p> <p>Bailey & Burch Chapters 14 &19;</p> <p>O’Leary, P. N., Miller, M. M., Olive, M. L., & Kelly, A. N. (2014). Blurred Lines: Ethical Implications of Social Media for Behavior Analysts. <i>Behavior Analysis in Practice</i>, 1-7.</p> <p>REVIEW</p>	<p>QUIZ 4 DUE BY 6:30PM</p>
Week 14 - Apr 12, 2021 - Exam Review and Prep		
Final Exam Period		