MHS 4704
Ethics, Supervision, and Management in Applied Behavior Analysis
Course Syllabus

Instructor:
ABA Minor Coordinator/Instructor
Applied Behavior Analysis Program
Department of Child and Family Studies
College of Behavioral and Community Sciences
University of South Florida
Email:
Phone:

Office Hours:

Course Prerequisite:
MHS 4202: Behavior Assessment and Intervention Planning
In ABA

Classroom:
MHA 126E

Class Times:
M/W: 11:00 a.m.-12:15 pm
First class: August 26th, 2019
Last class: December 4, 2019
Last exam: Tuesday Dec 9th, 2018; 10:00 a.m.- 12:00 p.m.

Important Dates:
- 8/26/19: First Day of semester
- 10/29/19: Last day to drop with “W”, no refund & no academic penalty

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and GoBull messages for important general information.

Course Description
This course provides the student with an understanding of ethical responsibilities for behavior analysts along with skills for assessing, problem solving, and addressing ethical dilemmas. Students will also learn about evidence-based staff training.

Course Objectives
This course will advance the student’s knowledge in techniques for assessing, problem solving, and addressing ethical dilemmas within clinical practice. This course exposes students to 43.5 hours of “BACB Compliance Code and Disciplinary systems; Professionalism” as outlined in the BACB Task List® (5th Edition.)

**Student Learning Outcomes**

Students will be able to:
- Apply the BACB Professional and Ethical Compliance Code ®
- Analyze ethical dilemmas
- Design action-plans to solve ethical conundrums
- Propose changes to improve staff performance and ethical decision making

<table>
<thead>
<tr>
<th>Behavior Analyst Certification Board® Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethics = 43.5 hours</strong></td>
</tr>
<tr>
<td>E-1 Responsible conduct of behavior analysts</td>
</tr>
<tr>
<td>E-2 Behavior analysts’ responsibility to clients</td>
</tr>
<tr>
<td>E-3 Assessing Behavior</td>
</tr>
<tr>
<td>E-4 Behavior analysts and the behavior change program</td>
</tr>
<tr>
<td>E-5 Behavior analyst as supervisors</td>
</tr>
<tr>
<td>E-6 Behavior analysts’ ethical responsibility to the profession of behavior analysis</td>
</tr>
<tr>
<td>E-7 Behavior analysts’ ethical responsibility to colleagues</td>
</tr>
<tr>
<td>E-8 Public Statements</td>
</tr>
<tr>
<td>E-9 Behavior analysts and research</td>
</tr>
<tr>
<td>E-10 Behavior analysts’ ethical responsibility to the BACB</td>
</tr>
</tbody>
</table>

**Text**


Daniels, A. (2000). Bringing out the best in people: How to apply the astonishing power of positive reinforcement. McGraw-Hill: New York, NY. **a few free copies through the USF library ebooks**

**Articles (obtain from library)**

Carnegie, D. Chapter 1: If you want to gather honey, don’t kick over the bee hive. *How to Win Friends and Influence People*. NY: Pocket books. **ON CANVAS**


Class Format
- Prior to each class, a power point presentation will be posted on Canvas under lectures to aid in note taking during class.
- Every class will begin with a brief quiz over the reading materials to prepare students for the class discussions and activities.
- Following the review, the instructor will expand upon the assigned reading and highlight the key points through lecture, demonstrations, and activities.
- Throughout the semester, class will conclude with unannounced, pop quizzes.

Grades
Grades will be based upon the following categories:

A. Ethical Ignites (5%)
B. Analysis of broken management system and recommendations (10%)
C. Quizzes (30%)
D. Exams (55%)

A. Ethical Ignites. Each week between weeks 3-9 students will work in small groups to analyze an ethical dilemma and develop a plan of action to resolve the ethical dilemma. At least twice during the 6 week period student groups will be randomly selected to engage in a 5 minute ignite presenting their ethical conundrum and group solution. The instructor will model an ignite and provide students with a rubric before students present to the class.
   a. The group grade will be awarded to each individual student in the group.
   b. The only three reasons you will be allowed to make-up this assignment are: a) presenting a doctor’s note, b) presenting a funeral announcement, or c) religious observances outlined in USF Policy. For no other reasons can this assignment be made-up.
      i. If you have an excused absence the day your group is randomly selected, you will need to submit a 1 page single-spaced analysis of an ethical dilemma provided by the instructor
      ii. The 1 page make-up assignment will be due within 48 hours of the missed class

B. Analysis of broken management system. During week 15, students will be divided into groups to analyze real-world case studies from human services organizations specific to ethical issues and poor performance. The groups will be required to assess the punishing contingencies, reinforcing contingencies, and explain how these contingencies might be impacting performance along with violating ethical standards. Then the group will provide recommendations based on the readings in the class. The 2-page max write-up will be due at the end of class on 12/4/19.
   a. The only three reasons you will be allowed to make-up this assignment are: a) presenting a doctor’s note, b) presenting a funeral announcement, or c) religious
observances outlined in USF Policy. For no other reasons can this assignment be made-up.

b. If you do miss for an excused reason, you have until 12/6/19 at 12:00 p.m. to submit an individual case analysis and 2-page max write-up.

C. Quizzes. Up to 40 quizzes will be administered throughout this course. Scheduled quizzes will be held from 11:00-11:10 a.m. Unscheduled, pop quizzes will occur the last ten minutes of class. Scheduled quizzes administered at the beginning of class will consist of 5-20 questions covering the assigned reading for that day and/or key terms from the assigned readings. Unscheduled, pop quizzes will consist of 5-15 questions covering any materials discussed in class up to the date of being administered. Quizzes may be multiple choice, fill in the blank, or short answer. Students must be present during these times to take the quizzes. Scheduled quizzes will be turned in at 11:10 am. There are no make ups for quizzes. **In lieu of a makeup policy, the lowest 2 quiz scores will be dropped for all students at the end of the semester.**

D. Exams: Four exams will be administered throughout the course. Exams will consist of multiple-choice and short answer questions. Exams will cover information from assigned readings, practical exercises, and lectures (see PowerPoints). The only three reasons you will be allowed to make-up this assignment are: a) presenting a doctor’s note, b) presenting a funeral announcement, or c) religious observances outlined in USF Policy. For no other reasons can this assignment be made-up.

   a. **Please Note:** Doctor’s notes should not include information about your personal medical information (e.g., diagnosis, treatment). The note only needs to state you were seen by the doctor. Doctor’s notes will not be collected by the instructor, the student should be prepared to only show the note and it will be immediately returned. For your protection and privacy, do not email doctor’s notes to the instructor – email is not secure.

   b. During quizzes and exams students are not permitted to have out of storage electronic devices including by not limited to cell phones, laptops, and/or tablets or notes. Electronic devices and notes may not be out for the entire duration of the quiz/exam administration. For example, if a student finishes a quiz early and other students are still completing a quiz, the student may not use any electronic device until all quizzes have been collected. If a student does use an electronic device or notes while said student or other students are still completing a quiz/exam, the student will be award a zero on the respective quiz/exam.

   c. If a student feels the need to use an electronic device or notes while quizzes/exams are still being administered, said student may exit the class to do so after turning in his or her quiz/exam for grading.

   d. Once the first student has exited the class after completing a quiz/exam, late students will not be permitted to complete a quiz/exam (To avoid not being permitted to complete a quiz/exam, be on time to class).

**Letter grades will be assigned according to the following scale:**

- 98 - 100% = A+
- 93 – 97.9% = A
90 – 92.9% = A-
88 – 89.9% = B+
83 – 87.9% = B
80 – 82.9% = B-
78 – 79.9% = C+
73 – 77.9% = C
70 – 72.9% = C-
60 – 69.9% = D
Less than 60% = F

**Preferred Email**
Please use () to email me. Due to regular technical issues, I do not use the CANVAS email system.

**OTHER CLASS POLICIES**

**Right to Change Syllabus**
If necessary, some components of this syllabus may change. However, any such changes will be announced to the students in class and posted on Canvas. The student is responsible for any such announced changes.

**Course Attendance at First Class Meeting**
Students are required to attend the first class meeting of undergraduate courses for which they registered prior to the first day of the term. Names of students who register prior to the first day of the term are printed on the first class roll for each course section. The first class roll is used by professors to drop students who do not attend the first day of class. Students having extenuating circumstances beyond their control and who are unable to attend the first class meeting must notify the instructor to the department prior to the first class meeting to request waver of the first class attendance requirement. Students who add course or late-register during the first week of classes will not be on the first class roll and, therefore, will not be dropped for nonattendance by the instructor. To avoid fee liability and academic penalty, the student is responsible for ensuring that he/she had dropped or been dropped from all undesired courses by the end of the 5th day of classes.

**Class Notes**
Please be aware that students are not permitted to take notes in class for remuneration or for the purpose of sale to any person or entity.

**Video/Audio Recording**
Please be aware that students are not permitted to video or audio record during any portion of the class without explicit, written consent from the instructor.

**INSTITUTIONAL POLICIES**
Policies about disability access, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies that apply to all classes at USF. These may be accessed at: https://www.usf.edu/provost/faculty-info/core-syllabus-policy-statements.aspx.

**Student Handbook:**
May be found at: https://www.usf.edu/student-affairs/dean-of-students/resources/handbooks-and-guides.aspx

**Student Conduct:**


**Incomplete Grade:**
Definition: An Incomplete grade (“I”) is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. This applies to all gradable courses, including pass/fail (S/U). Students may only be eligible for an “I” when:
- The majority of the student’s work for a course has been completed before the end of the semester
- The work that has been completed must be qualitatively satisfactory
- The student has requested consideration for an “I” grade as soon as possible but no later than the last day of finals week. Policy may be found at: http://ugs.usf.edu/policy/IGradePolicy.pdf

**Safety and Student Well Being**
Center for Victim Advocacy and Violence Prevention: (813) 974-5757 http://www.sa.usf.edu/ADVOCACY

Counseling Center: (813) 974-2831 http://www.usf.edu/student-affairs/counseling-center/

Student Health Services: (813) 974-2331 http://www.usf.edu/student-affairs/student-health-services/
<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>BACB Task List</th>
<th>Agenda</th>
<th>Readings</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26-Aug</td>
<td>E-1, -10</td>
<td>Introduction to ethics</td>
<td>B&amp;B: Chap. 1</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>28-Aug</td>
<td>E-1</td>
<td>Core Ethical Principles</td>
<td>B&amp;B: Chap. 2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2-Sep</td>
<td>NA</td>
<td>Labor Day</td>
<td>N/A</td>
<td>No Class</td>
</tr>
<tr>
<td></td>
<td>4-Sep</td>
<td>E-1, -2, -4, -6, -7</td>
<td>Identifying ethical places to work</td>
<td>Brodhead et al., 2018; B&amp;B: Chap. 19</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>9-Sep</td>
<td>E-1, -2, -4, -6, -7</td>
<td>Interdisciplinary Ethics (listen to Podcast: “How to talk to Non-behavior analysts without really trying)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>11-Sep</td>
<td>E1-10</td>
<td>7-Step Model</td>
<td>B&amp;B Chap. 4</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>16-Sep</td>
<td>E-1</td>
<td>Responsible Conduct</td>
<td>B&amp;B: Chap. 6</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>18-Sep</td>
<td>E-2</td>
<td>Responsibility to clients</td>
<td>B&amp;B: Chap. 7</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>23-Sep</td>
<td>E1-10</td>
<td>Exam 1 (week 1-4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>25-Sep</td>
<td>E-3</td>
<td>Assessing Behavior</td>
<td>B&amp;B: Chap. 8</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>30-Sep</td>
<td>E-4</td>
<td>Behavior-Change Programs</td>
<td>B&amp;B: Chap 9</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>2-Oct</td>
<td>E-4</td>
<td>Behavior-Change Programs</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>7-Oct</td>
<td>E-1, -2</td>
<td>Gifts</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>9-Oct</td>
<td>E-5</td>
<td>Bx Analysts as Supervisors</td>
<td>B&amp;B: 10</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>14-Oct</td>
<td>E-1</td>
<td>Sexual Harrassment</td>
<td>BACB: 1.0</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>16-Oct</td>
<td>E-1</td>
<td>Navigating multiple relationships</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>16</td>
<td>21-Oct</td>
<td>E-7</td>
<td>Responsibility to colleagues</td>
<td>B&amp;B: Chap. 12</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>23-Oct</td>
<td>E1-10</td>
<td>Exam 2 review/ethical scenarios</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>28-Oct</td>
<td>E1-10</td>
<td>Exam 2 (week 5-9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>30-Oct</td>
<td>E-2, -5, -6</td>
<td>Traditional vs. Evidence-based management</td>
<td>Carnegie (On CANVAS); D: Chap. 1</td>
<td>15</td>
</tr>
<tr>
<td>20</td>
<td>4-Nov</td>
<td>E-3, 4, -5, -6</td>
<td>Managing via antecedent vs. SR+</td>
<td>D: Chap 3 &amp; 4</td>
<td>16</td>
</tr>
<tr>
<td>21</td>
<td>6-Nov</td>
<td>E-5</td>
<td>Managing with SR-</td>
<td>D: Chap 6</td>
<td>17</td>
</tr>
<tr>
<td>22</td>
<td>11-Nov</td>
<td></td>
<td>No Class - Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>13-Nov</td>
<td>E-2, -3, -4, -5, -6</td>
<td>Exam 3 (week 10-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>18-Nov</td>
<td>E-2, -5, -6</td>
<td>Evidenced-Based staff training</td>
<td>Parson et al., 2012</td>
<td>18</td>
</tr>
<tr>
<td>25</td>
<td>20-Nov</td>
<td>E-2, -5, -6</td>
<td>Training &amp; Management</td>
<td>Reid et al., 2011</td>
<td>19</td>
</tr>
<tr>
<td>26</td>
<td>25-Nov</td>
<td>E-2, -3, -5,-7</td>
<td>Measurement and Feedback</td>
<td>D: Chap. 10 &amp;11</td>
<td>20</td>
</tr>
<tr>
<td>27</td>
<td>27-Nov</td>
<td>E-2, 3, -5,-7</td>
<td>Recognition Systems</td>
<td>D: Chap. 18</td>
<td>21</td>
</tr>
<tr>
<td>28</td>
<td>2-Dec</td>
<td>E-2, -3,-4, -5, -6, -7</td>
<td>Analyzing a broken management system</td>
<td>Sellers et al. 2016</td>
<td>22</td>
</tr>
<tr>
<td>29</td>
<td>4-Dec</td>
<td>E-2, -3,-4, -5, -6,-7</td>
<td>Recommendations for broken system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>9-Dec</td>
<td>E1-10</td>
<td>Exam 4 (weeks 13-15)</td>
<td>10am - 12 pm</td>
<td></td>
</tr>
</tbody>
</table>