

Syllabus

Course Overview

In this course, you study the ethical responsibilities for practicing applied behavior analysis in a professional manner. In addition, you will gain an understanding of:

- Why it is important to practice within your competency limits.
- Obtaining consent for assessment and intervention.
- Protecting a client's rights, dignity, health, and safety.
- Selecting empirically validated treatments.
- Conducting a risk-benefit analysis when designing an intervention plan.
- Following ethical requirements for the use of research-based methods.
- Protecting confidentiality as it relates to behavior analysis.

Instructional Activities

Throughout all of your applied behavioral analysis courses, you will engage in activities that provide instruction through various modalities. In this course, you will cover the following content areas from the Board Certified Behavior Analyst/Board Certified Assistant Behavior Analyst (BCBA/BCaBA) Task List (5th ed.): Ethics (Professional and Ethical Compliance Code for Behavior Analysts).

View [Behavior Analyst Tasks](#) for the task list items addressed in each of the ABA courses.

In order to pass this course you must complete 100% of the asynchronous instructional activities (quizzes, terminology exercises, and other multimedia activities).

Instructor Contact Sessions

Each week there is one mandatory instructor contact session (ICS) that lasts for two hours. Instructor lectures and course discussions focus on the learning objectives and BCBA/BCaBA Task List elements covered in that unit.

Each ICS takes place on a regularly scheduled date and time that is announced in advance by your instructor. **Note:** The dates and times of the instructor contact sessions are subject to change. These changes will be communicated to you by the instructor in the courseroom.

You must attend seven out of 10 of these sessions synchronously (live) in order to pass the course. If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

These interactive sessions are conducted via Adobe Connect and accessed through a link that is provided in the courseroom. Once logged in to Adobe Connect, you are expected to participate in the ICS by:

- Viewing any visual aids and listening to session audio.
- Providing input to discussions by speaking through your computer's microphone, a headset, or your phone; or by typing in the Adobe Connect chat area.
- Responding to active student responding (ASR) questions posed by your instructor through poll boxes, and participating in breakout groups when required.

Your instructor will use a PowerPoint presentation each week to guide the instructor contact session. In order to get the maximum benefit from these sessions, you should complete the unit studies beforehand and note any questions you have for your instructor regarding the content you have studied or any upcoming assignments.

You may choose to attend an ICS using an app on your phone or tablet. However, if you choose to attend in this way you must ensure you can participate fully in the session, which includes completing active student responses and actively participating in discussions and discussion groups. Please note that breakout group discussions may include downloading articles and navigating documents from the Adobe Connect room.

Multimedia Activities

In addition to the ICS activities, you will engage with various multimedia pieces that will provide instruction on the unit's objectives. These will include activities such as vocabulary assessments, quizzes, and other interactive media. You are expected to complete each of these tasks, repeating them as necessary until you achieve mastery.

In each of these multimedia activities, an [ABA Media Best Practices](#) guide is located in the Resources. Follow the practices in this guide to have the best possible experience and to make sure you get credit for each activity.

Unit Discussions

You are required to post your answer to each discussion question. Additionally, you are expected to read the initial discussion posts of your peers and respond to at least one. To maximize your participation and score, participate at least two days in each discussion. Your responses must be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages active, focused, and engaging discussion. This will give you ample opportunity to gain a better understanding of the subject matter and assignments presented in each of the 10 units in this course.

Adobe Connect Activities

This course requires learners to participate in synchronous online meetings using Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze ethical responsibilities to colleagues and to the profession.
- 2 Analyze ethical responsibilities related to practitioner-client relationships and practitioner-family relationships.
- 3 Evaluate assessment and intervention methods using the BACB ethical code.
- 4 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

PSY7708, co-requisite PSY709

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Adobe Connect Hardware

- External or built-in microphone
- Broadband Internet connection

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Bailey, J., & Burch, M. (2016). *[Ethics for behavior analysts](#)* (3rd ed.). New York, NY: Routledge.

- 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(1), 79–89.
- Brodhead, M. T., Cox, D. J., & Quigley, S. P. (2018). Practical ethics for effective treatment of autism spectrum disorder. Cambridge, MA: Academic Press.
- Cuvo, A. J. (1992). Gentle teaching: On the one hand . . . but on the other hand. *Journal of Applied Behavior Analysis*, 25(4), 873–877.
- Horner, R. H., Dunlap, G., Koegel, R. L., Carr, E. G., Sailor, W., Anderson, J., . . . O'Neill, R. E. (1990). Toward a technology of "nonaversive" behavioral support. *Journal of the Association for the Severely Handicapped*, 15(3), 124–132. Reprinted in 2005 in *Research & Practice for Persons with Severe Disabilities*, 30(1), 3–10.
- Iwata, B. A. (1988). The development and adoption of controversial default technologies. *The Behavior Analyst*, 11(2), 149–157.
- Jacobs, H. E. (1991). Ya shoulda, oughta, wanna, or, laws of behavior and behavioral community research. *Journal of Applied Behavior Analysis*, 24(4), 641–644.
- Linscheid, T. R., Iwata, B. A., Ricketts, R. W., Williams, D. E., & Griffin, J. C. (1990). Clinical evaluation of the self-injurious behavior inhibiting system (SIBIS). *Journal of Applied Behavior Analysis*, 23(1), 53–78.
- O'Leary, P. N., Miller, M. M., Olive, M. L., & Kelly, A. N. (2015). Blurred lines: Ethical implications of social media for behavior analysts. *Behavior Analysis Practice*, 10(1), 45–51.
- Sajwaj, T. (1977). Issues and implications of establishing guidelines for the use of behavioral techniques. *Journal of Applied Behavior Analysis*, 10(3), 531–540.
- Stolz, S. B. (1977). Why no guidelines for behavior modification? *Journal of Applied Behavior Analysis*, 10(3), 541–547.
- Tanner, B. A., & Zeiler, M. (1975). Punishment of self-injurious behavior using aromatic ammonia as the aversive stimulus. *Journal of Applied Behavior Analysis*, 8(1), 53–57.
- Van Houten, R. V., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., & Lovaas, O. I. (1988). The right to effective behavioral treatment. *The Behavior Analyst*, 11(2), 111–114.
- Vaz, P. C. M., Volkert, V. M., & Piazza, C. C. (2011). Using negative reinforcement to increase self-feeding in a child with food selectivity. *Journal of Applied Behavior Analysis*, 44(4), 915–920.
- Wolf, M. M. (1978). Social validity: The case for subjective measurement, or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 11(2), 203–214.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Association for Behavior Analysis International. (1989). Statement on the right to effective behavioral treatment, 1989. Retrieved from <https://www.abainternational.org/about-us/policies-and-positions/right-to-effective-behavioral-treatment,-1989.aspx>
- Association for Behavior Analysis International. (1990). Statement on students' right to effective education, 1990. Retrieved from <https://www.abainternational.org/about-us/policies-and-positions/students-rights-to-effective-education,-1990.aspx>
- Behavior Analyst Certification Board. (2018). Disciplinary review & appeal process. Retrieved from <https://www.bacb.com/appeals/disciplinary-and-appeals-process/>
- Behavior Analyst Certification Board. (2018). Notice of alleged violation. Retrieved from <http://bacb.com/notice/>
- Behavior Analyst Certification Board. (2019). BACB professional and ethical compliance code for behavior analysts [PDF]. Retrieved from <https://www.bacb.com/wp-content/uploads/Professional-Ethical-Compliance-Code.pdf>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Lindsey, P. (1996). The right to choose: Informed consent in the lives of adults with mental retardation and developmental disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 31(3), 171–176.
- Montee, B. B., Miltenberger, R. G., Wittrock, D., Watkins, N., Rheinberger, A., & Stackhaus, J. (1995). An experimental analysis of facilitated communication. *Journal of Applied Behavior Analysis*, 28(2), 189–200.
- Shermer, M. (2002). Smart people believe weird things. *Scientific American*, 287(3), 35.
- Spreat, S. (1982). Weighing treatment alternatives: Which is less restrictive? *Woodhaven Center E & R Technical Report*, 82-11(1).
- Stein, T. J. (1975). Some ethical considerations of short-term workshops in the principles and methods of behavior modification. *Journal of Applied Behavior Analysis*, 8(1), 113–115.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association. (2018). Ethical principles of psychologists and code of conduct. Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- Bailey, J., & Burch, M. (2010). *25 essential skills and strategies for professional behavior analysts: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge.
- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> A Sad Legacy, a Blue Ribbon Committee, and Nine Core Principles

Introduction

To practice as an ethical behavior analyst, one must follow the Ethical and Professional Compliance Code for Behavior Analysts. There are seven core ethical principles that influenced the development of this code: do no harm, according dignity, being truthful, pursuing excellence, treating others with care and compassion, respecting autonomy, and benefiting others. It is important that behavior analysts have a thorough understanding of each of these principles. It is the purpose of this unit to explain the field's nine core ethical principles and provide an understanding of the role they play in assisting you in making the right choices on a daily basis.

Instructional Activities

In this unit, you complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. You cover an overview of the BACB Ethical and Professional Compliance Code for Behavior Analysts during your instructional activities in this unit. Additionally, the BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- E-01: Responsible conduct of behavior analysts.
- E-02: Behavior analysts' responsibility to clients.

Learning Activities

u01s1 - Studies

Readings

- Read the Learner Expectations for important information about your success in this course.
- Read the Professional Communications and Writing Guide. You are expected to adhere to these guidelines when writing a discussion post, peer response, or paper, as well as when using citations and references.

Use your Ethics for Behavior Analysts textbook to read the following:

- Chapter 1, "How We Got Here."
- Chapter 2, "Core Ethical Principles."

Use your Practical Ethics for Effective Treatment of Autism Spectrum Disorder textbook to read the following:

- Chapter 1, "Introduction to ABA, Ethics, and Core Ethical Principles."

Use the Capella Library to read the following:

- Cuvo, A. J. (1992). Gentle teaching: On the one hand . . . but on the other hand. *Journal of Applied Behavior Analysis*, 25(4), 873–877.
- 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(1), 79–89.

u01s1 - Learning Components

- Define the core ethical principles of applied behavior analysis.
- Establish support for behavior-analytic services from direct and indirect consumers.

u01v1 - Behavior Analysis Timeline

Click the linked **Behavior Analysis Timeline** title to launch the media. In this activity, you explore an interactive timeline that provides you with a contextual background to understand important ethical issues that relate to behavioral research.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

Behavior Analysis Timeline

u01v1 - Learning Components

- Explain important ethical issues that relate to behavioral research.

u01v2 - ABA Terminology Flashcards - Unit 1

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards - Unit 1** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

[ABA Terminology Flashcards - Unit 1](#)

u01v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u01s2 - Using Adobe Connect

In this course, you will use Adobe Connect to attend instructor contact sessions (ICSs).

In preparation for using Adobe Connect to attend meetings in this course, complete the following:

- If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.
- Instructions and tutorials are available from the [Using Adobe Connect](#) support page.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

u01s3 - ePortfolio

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will eventually lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Summary of the HIPAA Privacy Rule](#) if you have specific questions or concerns about your choices.

u01a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in 7 out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending instructor contact session by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASRs through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u01d1 - Core Ethical Principles

For this discussion, reference Chapter 2 of your *Ethics for Behavior Analysts* textbook. This chapter introduces the nine core ethical principles:

1. Doing no harm.
2. Respecting autonomy.
3. Benefiting others.
4. Being just.
5. Being truthful.
6. According dignity.
7. Treating others with caring and compassion.
8. Pursuing excellence.
9. Accepting responsibility.

Choose and summarize two of the nine core ethical principles referenced in this chapter, and discuss how they relate to the work of a behavior analyst.

Response Guidelines

Review the posts of other learners and respond to at least one. Provide feedback regarding their positions and whether they appear to be supported by the literature cited. Whether you agree or disagree with their positions, please be sure that your feedback is respectful and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u01d1 - Learning Components

- Explain how the nine core ethical principles relate to the work of a behavior analyst.

u01q1 - Quiz 1

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze ethical responsibilities related to practitioner-client relationships and practitioner-family relationships.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.

- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 2 >> A Unique Helping Profession and Common Ethical Dilemmas

Introduction

The field of behavior analysis is unique in several ways and for several reasons. It relies on single-subject methodology and the use of scientifically supported interventions. Behavior analysts must stay current with the latest developments in their specialty. Roughly a dozen specialized journals publish research in the different areas of behavior analysis, and many continuing education opportunities exist. It is important that behavior analysts follow the compliance code closely. Employers should also be aware of the compliance code for responsible conduct to ensure that the work of behavior analysts is consistent with expectations for ethical practice.

The readings this week help reveal some of the most significant ethical concerns and problems that we face as a profession. As you engage in discussions and studies for this unit, think about how you will approach situations in which an ethical violation has occurred. How you proceed leaves a significant impact on your career, your agency and peers, and the lives of your clients. Remember that there is often more than one way to handle a challenging situation, but we must always remember the ethical compliance codes of our field.

Instructional Activities

In this unit, you complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. You will discuss the importance of the BACB Ethical and Professional Compliance Code for Behavior Analysts during your instructional activities in this unit. Additionally, the BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- E-01: Responsible conduct of behavior analysts.

Learning Activities

u02s1 - Studies

Readings

Use your *Ethics for Behavior Analysts* textbook to read the following:

- Chapter 3, "Ethics and Whitewater Rafting?" pages 27–34.
- Chapter 4, "Analyzing Complex Ethics Cases Using a Seven-Step Model," pages 35–45.
- Chapter 5, "Everyday Ethical Challenges for Average Citizens and Behavior Analysts," pages 47–53.

Use your *Practical Ethics for Effective Treatment of Autism Spectrum Disorder* textbook to read the following:

- Chapter 2, "Contextual Factors That Influence Ethical Decision-Making."

Use the Capella Library to read the following articles:

- Sajwaj, T. (1977). Issues and implications of establishing guidelines for the use of behavioral techniques. *Journal of Applied Behavior Analysis*, 10(3), 531–540.
- Stolz, S. B. (1977). Why no guidelines for behavior modification? *Journal of Applied Behavior Analysis*, 10(3), 541–547.
- Wolf, M. M. (1978). Social validity: The case for subjective measurement, or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 11(2), 203–214.

u02s1 - Learning Components

- Describe the seven-step model used to analyze ethical situations related to a client and their family.
- Describe the seven-step model used to analyze ethical situations related to colleagues and other agencies.

u02v1 - Everyday Ethical Challenges

Click the linked **Everyday Ethical Challenges** title above to launch the media. In this activity, you navigate a scenario in which you answer questions related to common ethical issues.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

[Everyday Ethical Challenges](#)

u02v1 - Learning Components

- Apply ethical code elements related to practitioner-family relationships.

u02v2 - ABA Terminology Flashcards - Unit 2

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards - Unit 2** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

[ABA Terminology Flashcards - Unit 2](#)

u02v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u02a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in 7 out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending instructor contact session by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASRs through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u02d1 - Seven-Step Model

In this unit, we focus on the varying complexity of ethical dilemmas, as well as the seven-step model for analyzing these situations. Consider the following scenario described by a professional, and describe how you would respond using the seven-step model.

The Medicaid waiver agency where I am providing behavioral services, billed for behavioral services that were not provided to the client. I am sorry to say this was probably not just an error because this is not the first time the agency has done this. My ethical conflict is that the agency did provide another service the family desperately needed, so the family has not reported the agency. The family did not want to lose the best personal care attendant they have ever had. Does this balance out? The family and child really did need this personal care attendant. Can I get in trouble for not reporting this? And, I don't even know to whom or how I would report this (Bailey & Burch, 2016, pp. 344–345).

Reference

Bailey, J. S., & Burch, M. R. (2016). *Ethics for behavior analysts* (3rd ed.). New York, NY: Routledge.

Response Guidelines

Review the posts of other learners and respond to at least one. Provide feedback regarding their positions and whether they appear to be supported by the literature cited. Whether you agree or disagree with their positions, please be sure that your feedback is respectful and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u02d1 - Learning Components

- Apply the seven-step model to analyze an ethical situation related to a client and their family.
- Apply the seven-step model to analyze an ethical situation related to another agency.

u02q1 - Quiz 2

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze ethical responsibilities to colleagues and to the profession.
- Analyze ethical responsibilities related to practitioner-client relationships and practitioner-family relationships.
- Evaluate assessment and intervention methods using the BACB ethical code.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 3 >> Responsible Conduct and Personal Versus Professional Ethics

Introduction

The BACB established a compliance code for responsible conduct of behavior analysts. Element 1.0 is "Responsible Conduct of a Behavior Analyst." This element references things such as reliance on scientific knowledge (1.01), boundaries of competence (1.02), maintaining competence through professional development (1.03), integrity (1.04), professional and scientific relationships (1.05), multiple relationships and conflicts of interest (1.06), and exploitative relationships (1.07). There are very high expectations for practicing behavior analysts, and element 1.0 of the ethical code addresses this concern for overall responsible conduct.

As you complete the readings this week, think about how this element of the code will relate to your work as a behavior analyst.

Instructional Activities

In this unit, you complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. You will cover element 1 of the BACB Ethical and Professional Compliance Code for Behavior Analysts during the instructional activities in this unit. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- E-01: Responsible conduct of behavior analysts.

Reference

Behavior Analyst Certification Board. (2014). BACB professional and ethical compliance code for behavior analysts. Retrieved from <https://www.bacb.com/wp-content/uploads/2017/09/170706-compliance-code-english.pdf>

Learning Activities

u03s1 - Studies

Readings

Use your *Ethics for Behavior Analysts* textbook to read the following:

- Chapter 6, "Responsible Conduct of Behavior Analysts (Code 1.0)," pages 57–79.

Use your *Practical Ethics for Effective Treatment of Autism Spectrum Disorder* textbook to read the following:

- Chapter 6, "Interdisciplinary Collaboration."

Use the Capella Library and the Internet to read the following:

- O'Leary, P. N., Miller, M. M., Olive, M. L., & Kelly, A. N. (2015). *Blurred lines: Ethical implications of social media for behavior analysts. Behavior Analysis Practice, 10*(1),45–51.
- Review Element 1 of the [BACB Professional and Ethical Compliance Code for Behavior Analysts \[PDF\]](#).

u03s1 - Learning Components

- Practice within one's limits of professional competence in applied behavior analysis.
- Provide behavior-analytic services in collaboration with others who support and provide services to one's clients.

u03v1 - Element 1

Click the linked **Element 1** title above to launch the media. In this activity, you explore a series of scenarios in which you answer questions related to common ethical issues.

These scenarios concern the following elements of the BACB Professional and Ethical Compliance Code for Behavior Analysts:

- Element 1: Responsible Conduct of Behavior Analysts.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

Element 1

u03v1 - Learning Components

- Apply ethical code elements related to an analyst's responsibility to a client and the client's support system members.

u03v2 - ABA Terminology Flashcards - Unit 3

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards - Unit 3** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

ABA Terminology Flashcards - Unit 3

u03v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u03a1 - Controversial Treatments

Numerous controversial treatments are promoted for individuals diagnosed with autism spectrum disorder. Almost all behavior analysts agree that these treatments lack sufficient empirical support. These treatments include facilitated communication, sensory integration, hyperbaric oxygen chambers, elimination diets, chelation therapy, floortime, and more. Conduct a Web search for information on either facilitated communication or sensory integration (or treatment for sensory integration disorder). Also research the treatment in the *Journal of Applied Behavior Analysis* or other professional applied behavior analysis (ABA) journals.

- Identify at least one pro statement that supports the use of the treatment. These may come from "experts," therapists, parents, or others. Also, identify at least one con statement that opposes or refutes the treatment.
- Summarize these statements and evaluate your findings. Discuss at least three relevant elements of the code that you have learned in this course thus far.
- In your conclusion, explain how you would discuss the importance of using evidence-based strategies with colleagues and the families with whom you work.

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** At least 2–4 recent scholarly resources.
- **Length:** 3–4 double-spaced pages, in addition to a title page and a references page.
- **Font and font size:** Times New Roman, 12-point.
- **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign as a draft, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Review the **Controversial Treatments Scoring Guide** to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[Applied Behavior Analysis \(ABA\) Research Guide](#)

[APA Style and Format](#)

[ePortfolio](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u03a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in 7 out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending instructor contact session by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASRs through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u03d1 - Case Scenarios Element 1.06D

Chapter 6 of your *Ethics for Behavior Analysts* textbook explores different case scenarios related to BACB Ethical Element 1: Responsible Behavior of Behavior Analysts. This discussion focuses on BACB Ethical Code 1.06D, regarding not accepting any gifts from, or giving gifts to, clients. Post a substantive response to the following:

Read Case 1.06D from your *Ethics for Behavior Analysts* textbook. Explain why not accepting gifts is an important element of this ethics code. Then, explain if you have ever been in a situation in which you have been offered a gift. How did you handle this situation? If you have not, explain how you may expect to respond if you are given a gift. Also, are there any exceptions to this rule? What if you are offered water, a cookie, or a picture drawn by a child?

Response Guidelines

Review the posts of other learners and respond to at least one. Provide feedback regarding their positions and whether they appear to be supported by the literature cited. Whether you agree or disagree with their positions, please be sure that your feedback is respectful and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u03d1 - Learning Components

- Apply relevant ethical code elements to scenarios that involve multiple relationships and conflicts of interest.
- Apply ethical code elements related to an analyst's responsibility to a client and the client's support system members.

u03q1 - Quiz 3

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze ethical responsibilities related to practitioner-client relationships and practitioner-family relationships.
- Evaluate assessment and intervention methods using the BACB ethical code.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 4 >>> Respect for Clients and the Role of Assessment

Introduction

BACB Compliance Code Element 2.0, "The Behavior Analyst's Responsibility to Clients," references ethical behaviors such as the definition of a client (2.01), rights and prerogatives of clients (2.05), maintaining confidentiality (2.06), and maintaining records (2.07). "Assessing Behavior," Element 3.0, references ethical behaviors such as medical consultation (3.02), functional assessment (3.02), behavior-analytic assessment consent (3.03), and explaining assessment results (3.04). Both of these elements will provide useful direction when working with clients and especially when conducting assessments.

As you complete the readings this week, think about how these elements will relate to your work as a behavior analyst.

Instructional Activities

In this unit, you complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. You will cover Elements 2 and 3 of the BACB Ethical and Professional Compliance Code for Behavior Analysts during the instructional activities in this unit. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- E-01: Behavior analysts' responsibility to clients.
- E-03: Assessing behavior.

Reference

Behavior Analyst Certification Board. (2019). BACB professional and ethical compliance code for behavior analysts [PDF]. Retrieved from <https://www.bacb.com/wp-content/uploads/Professional-Ethical-Compliance-Code.pdf>

Learning Activities

u04s1 - Studies

Readings

Use your *Ethics for Behavior Analysts* textbook to read the following:

- Chapter 7, "Behavior Analysts' Responsibility to Clients (Code 2.0)," pages 81–108.
- Chapter 8, "Assessing Behavior (Code 3.0)," pages 109–121.

Use your *Practical Ethics for Effective Treatment of Autism Spectrum Disorder* textbook to read the following:

- Chapter 7, "Common Errors and Mistakes Made During Ethical Analyses and Application."

Use the Capella Library to complete the following:

- Read Van Houten, R. V., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., & Lovaas, O. I. (1988). The right to effective behavioral treatment. *The Behavior Analyst*, 11(2), 111–114.
- Read Vaz, P. C. M., Volkert, V. M., & Piazza, C. C. (2011). Using negative reinforcement to increase self-feeding in a child with food selectivity. *Journal of Applied Behavior Analysis*, 44(4), 915–920.
- Review 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(1), 79–89.

Use the Internet to complete the following:

- Review Elements 2 and 3 of the [BACB Professional and Ethical Compliance Code for Behavior Analysts \[PDF\]](#).
- Read the following from the Association for Behavior Analysis International:
 - ["Statement on the Right to Effective Behavioral Treatment, 1989."](#)
 - ["Statement on Students' Right to Effective Education, 1990."](#)

Optional Readings

The following optional readings support your understanding of the unit topics. Use [Journal and Book Locator](#) to see if the library has access to the full text of an article or book, or use the [How Do I Find Books?](#) library guide for additional options.

- Montee, B. B., Miltenberger, R. G., Wittrock, D., Watkins, N., Rheinberger, A., & Stackhaus, J. (1995). An experimental analysis of facilitated communication. *Journal of Applied Behavior Analysis*, 28(2), 189–200.

u04s1 - Learning Components

- Describe ethical code elements related to an analyst's responsibility to a client and the client's support system members.
- Describe ethical code elements related to an analyst's responsibility when completing a behavior-analytic assessment.

u04v1 - Elements 2 and 3

Click the linked **Elements 2 and 3** title above to launch the media. In this activity, you explore a series of scenarios in which you answer questions related to common ethical issues.

These scenarios concern the following elements of the BACB Professional and Ethical Compliance Code for Behavior Analysts:

- Element 2: Behavior Analysts' Responsibility to Clients.
- Element 3: Assessing Behavior.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

Elements 2 and 3

u04v1 - Learning Components

- Apply ethical code elements related to an analyst's responsibility to a client and the client's support system members.
- Apply ethical code elements related to an analyst's responsibility when completing a behavior-analytic assessment.

u04v2 - ABA Terminology Flashcards - Unit 4

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards - Unit 4** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

[ABA Terminology Flashcards - Unit 4](#)

u04v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u04a1 - The Ethics of Intervention for Food Refusal

In the article by Vaz, Volkert, and Piazza (2011) from this unit's studies, an intervention was applied to address the negative reinforcement function of food refusal by a young boy.

For this assignment:

1. Describe your initial reaction to the intervention, especially regarding the use of escape avoidance strategies.
2. Take the position that you oppose the intervention and explain why. Your rationale should specifically address any possible undesired side effects, as well as whether the intervention appeared to violate any ethical codes. Be sure to cite specific codes from the Professional and Ethical Compliance Code for Behavior Analysts.
3. Take the position that you support the intervention and explain why. Your rationale should specifically address any possible benefits and the boy's right to effective treatment.
4. Revisit your initial reaction to the intervention. Do you still feel the same way, or has your examination of both sides influenced your reaction? Do you believe the intervention is in line with the Professional and Ethical Compliance Code for Behavior Analysts? Explain.

Reference your unit readings, professional codes of conduct, and other resources to support your positions.

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** A sufficient number of scholarly or professional resources.
- **Length:** 2–3 double-spaced pages, in addition to a title page and references page.
- **Font and font size:** Times New Roman, 12-point.
- **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign **as a draft**, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Refer to **The Ethics of Intervention for Food Refusal Scoring Guide** to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[Using Negative Reinforcement to Increase Self-feeding in a Child With Food Selectivity](#)

[Applied Behavior Analysis \(ABA\) Research Guide](#)

[APA Style and Format](#)

[ePortfolio](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u04a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in 7 out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending instructor contact session by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASRs through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u04d1 - Responsibility to Clients

Review Bannerman's 1990 article, "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." Post a substantive response to the following:

- Have you ever been in a situation where the rights of the client were not fully considered? How can a behavior analyst respect the rights of their client, while also ensuring appropriate treatment?

Response Guidelines

Review the posts of other learners and respond to at least one. Provide feedback regarding their positions and whether they appear to be supported by the literature cited. Whether you agree or disagree with their positions, please be sure that your feedback is respectful and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

[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](#)

u04d1 - Learning Components

- Apply ethical code elements related to an analyst's responsibility to a client and the client's support system members.

u04q1 - Quiz 4

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze ethical responsibilities related to practitioner-client relationships and practitioner-family relationships.
- Evaluate assessment and intervention methods using the BACB ethical code.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 5 >> Behavior Change Programs and the Roles of a Teacher or Supervisor

Introduction

Element 4.0 of the BACB Professional and Ethical Compliance Code for Behavior Analysts is titled "Behavior Analysts and the Behavior-Change Program." This element references proficiencies such as describing conditions for program success (4.06), environmental conditions that preclude or hamper implementation (4.07), least restrictive procedures (4.9), and avoiding harmful reinforcers (4.11). "The Behavior Analyst as Teacher or Supervisor," Element 5.0, references competencies such as supervisory competence (5.01), designing effective supervision and training (5.04), providing feedback to supervisees (5.06), and evaluating the effects of supervision (5.07).

During your work experience, one of the best ways to learn about ethical behaviors is to consult with your supervisor. In the future, you may work as a supervisor, trainer, or teacher and will need to understand the importance of related ethical code elements.

As you complete the readings this week, think about how the ethical code elements will relate to your work as a behavior analyst.

Instructional Activities

In this unit, you complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. You will cover Elements 4 and 5 of the BACB Ethical and Professional Compliance Code for Behavior Analysts during the instructional activities in this unit. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- E-04: Behavior analysts and the behavior-change program.
- E-05: Behavior analysts as supervisors.

Reference

Behavior Analyst Certification Board. (2019). BACB professional and ethical compliance code for behavior analysts [PDF]. Retrieved from <https://www.bacb.com/wp-content/uploads/Professional-Ethical-Compliance-Code.pdf>

Learning Activities

u05s1 - Studies

Readings

Use your *Ethics for Behavior Analysts* textbook to read the following:

- Chapter 9, "Behavior Analysts and the Behavior-Change Program (Code 4.0)," pages 123–140.
- Chapter 10, "Behavior Analysts as Supervisors (Code 5.0)," pages 141–152.

Use your *Practical Ethics for Effective Treatment of Autism Spectrum Disorder* textbook to read the following:

- Chapter 5, "The Decision-Making Process of Evidence-Based Practice."

Use the Capella Library to complete the following:

- Read Tanner, B. A., & Zeiler, M. (1975). Punishment of self-injurious behavior using aromatic ammonia as the aversive stimulus. *Journal of Applied Behavior Analysis*, 8(1), 53–57.
- Read Horner, R. H., Dunlap, G., Koegel, R. L., Carr, E. G., Sailor, W., Anderson, J., . . . O'Neill, R. E. (1990). Toward a technology of "nonaversive" behavioral support. *Journal of the Association for the Severely Handicapped*, 15(3), 124–132. Reprinted in 2005 in *Research & Practice for Persons with Severe Disabilities*, 30(1), 3–10.
- Read Iwata, B. A. (1988). The development and adoption of controversial default technologies. *The Behavior Analyst*, 11(2), 149–157.
- Review Cuvo, A. J. (1992). Gentle teaching: On the one hand . . . but on the other hand. *Journal of Applied Behavior Analysis*, 25(4), 873–877.

Use the Internet to complete the following:

- Review Elements 4 and 5 of the BACB Professional and Ethical Compliance Code for Behavior Analysts [PDF].

Optional Readings

The following optional readings support your understanding of the unit topics. Use the [Journal and Book Locator](#) to see if the library has access to the full text of an article.

- Stein, T. J. (1975). Some ethical considerations of short-term workshops in the principles and methods of behavior modification. *Journal of Applied Behavior Analysis*, 8(1), 113–115.
- Lindsey, P. (1996). The right to choose: Informed consent in the lives of adults with mental retardation and developmental disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 31(3), 171–176.

u05s1 - Learning Components

- Describe ethical code elements related to an analyst's responsibility when evaluating behavior-change programs.
- Describe ethical code elements related to an analyst's responsibility as supervisors.

u05v1 - Elements 4 and 5

Click the linked **Elements 4 and 5** title above to launch the media. In this activity, you explore a series of scenarios in which you answer questions related to common ethical issues.

These scenarios concern the following elements of the BACB Professional and Ethical Compliance Code for Behavior Analysts:

- Element 4: Behavior Analysts and the Behavior-Change Program.
- Element 5: Behavior Analysts as Supervisors.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

Elements 4 and 5

u05v1 - Learning Components

- Apply ethical code elements related to an analyst's responsibility as supervisors.
- Apply ethical code elements related to an analyst's responsibility when evaluating behavior-change programs.

u05v2 - ABA Terminology Flashcards - Unit 5

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards - Unit 5** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

ABA Terminology Flashcards - Unit 5

u05v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u05a1 - Controversial Punishment Procedures

In a prior assignment, you considered some controversial treatments. Perhaps there is no more controversial treatment than the use of highly aversive punishment procedures for children and adolescents, especially those with disabilities. Some behavior analysts strongly oppose the use of aversive punishment procedures (for example, contingent skin shock, aromatic ammonia, and lemon juice). Other behavior analysts weigh the short-term discomfort to the client associated with such procedures against the potentially long-term relief from pain and risk to the client that may occur if dangerous behaviors are not effectively decreased or stopped, so that more appropriate skills can be taught.

- Conduct a search for information on one of the following aversive procedures: contingent skin shock (not electroconvulsive therapy), aromatic ammonia, lemon juice. Cite the source and describe the treatment.
- Prepare 3–4 pro statements that might be given to support the use of the treatment. Also, prepare 3–4 con statements that might be given to oppose the treatment.
- Finally, evaluate your findings. Discuss at least four relevant ethical compliance code elements that you have learned in this course thus far.

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** At least 2–4 recent scholarly or professional resources.
- **Length:** 3–4 double-spaced pages, in addition to a title page and a references page.
- **Font and font size:** Times New Roman, 12-point.
- **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign **as a draft**, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Refer to the **Controversial Punishment Procedures Scoring Guide** to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[Applied Behavior Analysis \(ABA\) Research Guide](#)

[APA Style and Format](#)

[ePortfolio](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u05a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in 7 out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending instructor contact session by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASRs through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u05d1 - Supervision Meetings: Planning for Success

Supervision can seem like a daunting task in the beginning, when even the task of finding a supervisor can be extremely challenging. Once you have found a supervisor, the real work begins in trying to learn and master all the tasks in the BACB task list and prepare for the certification exam.

Part of being successful in supervision is starting with a solid foundation. The first two meetings of the supervision process are critically important for laying out the framework and setting expectations for the entire supervision plan.

- Based on the information presented in your ICS sessions and your understanding of the ethics of supervision, what important items need to be discussed in the initial supervision meetings?
- What are steps you should take to prepare yourself before your first meeting with your supervisor? Explain each of these steps and provide an explanation for why each is a necessary element of developing an effective supervision experience.

Response Guidelines

Review the posts of other learners and respond to at least one. Provide feedback regarding their positions and whether they appear to be supported by the literature cited. Whether you agree or disagree with their positions, please be sure that your feedback is respectful and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u05d1 - Learning Components

- Apply ethical code elements related to an analyst's responsibility as supervisors.
- Apply ethical code elements related to an analyst's responsibility to colleagues and to the profession.

u05q1 - Quiz 5

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze ethical responsibilities to colleagues and to the profession.
- Evaluate assessment and intervention methods using the BACB ethical code.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.

- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 6 >> Behavior Analysts' Responsibility to the Field and Colleagues

Introduction

Element 6.0 of the BACB Professional and Ethical Compliance Code for Behavior Analysts is titled "Behavior Analysts' Ethical Responsibility to the Profession of Behavior Analysis." This element references important matters, including affirming principles (6.01) and disseminating behavior analysis (6.02). "The Behavior Analyst's Ethical Responsibility to Colleagues," Element 7.0, references professional skills, including promoting an ethical culture (7.01) and ethical violations by others and risk of harm (7.02).

As you complete the readings this week, think about how the ethical code elements will apply in your professional career and as you work with your colleagues.

Instructional Activities

In this unit, you complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. You will cover Elements 6 and 7 of the BACB Ethical and Professional Compliance Code for Behavior Analysts during the instructional activities in this unit. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- E-06: Behavior analysts' ethical responsibility to the profession of behavior analysis.
- E-07: Behavior analysts' ethical responsibility to colleagues.

Reference

Behavior Analyst Certification Board. (2019). BACB professional and ethical compliance code for behavior analysts [PDF]. Retrieved from <https://www.bacb.com/wp-content/uploads/Professional-Ethical-Compliance-Code.pdf>

Learning Activities

u06s1 - Studies

Readings

Use your *Ethics for Behavior Analysts* textbook to read the following:

- Read Chapter 11, "Behavior Analysts' Ethical Responsibility to the Profession of Behavior Analysis (6.0)," pages 155–164.
- Read Chapter 12, "Behavior Analysts' Ethical Responsibility to Colleagues (Code 7.0)," pages 165–176.

Use your *Practical Ethics for Effective Treatment of Autism Spectrum Disorder* textbook to read the following:

- Chapter 3, "Creating Behavioral Systems to Support Ethical Behavior in Autism Treatment."

Use the Internet to complete the following:

- Review Compliance Code Elements 6 and 7 of the [BACB Professional and Ethical Compliance Code for Behavior Analysts \[PDF\]](#).

u06s1 - Learning Components

- Describe ethical code elements related to an analyst's responsibility to colleagues.
- Describe ethical code elements related to an analyst's responsibility to the profession.

u06v1 - Elements 6 and 7

Click the linked **Elements 6 and 7** title above to launch the media. In this activity, you explore a series of scenarios in which you answer questions related to common ethical issues.

These scenarios concern the following elements of the BACB Professional and Ethical Compliance Code for Behavior Analysts:

- Element 6: Behavior Analysts' Ethical Responsibility to the Profession of Behavior Analysis.
- Element 7: Behavior Analysts' Ethical Responsibility to Colleagues.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

Elements 6 and 7

u06v1 - Learning Components

- Apply ethical code elements related to an analyst's responsibility to colleagues.
- Apply ethical code elements related to an analyst's responsibility to the profession.

u06v2 - ABA Terminology Flashcards - Unit 6

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards - Unit 6** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

[ABA Terminology Flashcards - Unit 6](#)

u06v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u06a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in 7 out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending instructor contact session by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASRs through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Disability Services](#)

[Using Adobe Connect](#)

u06d1 - Making Appropriate Referrals

As behavior analysts, we are ethically bound to work only within our area of competence. In keeping with this ethical culture, a behavior analyst may encounter some situations where he or she may not have all of the tools to appropriately address the behavior. Given your current background and experience in ABA, self-assess the types of behaviors or conditions under which you may need to direct a case to another professional or find someone to help consult. Also, describe other symptoms that you may observe of your clients that may require you to provide a referral to another professional, such as a speech therapist or a medical doctor. If you do not yet have experience in ABA, propose hypothetical behaviors or conditions and respond to the questions provided.

Response Guidelines

Review the posts of other learners and respond to at least one. Provide feedback regarding their positions and whether they appear to be supported by the literature cited. Whether you agree or disagree with their positions, please be sure that your feedback is respectful and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u06d1 - Learning Components

- Practice within one's limits of professional competence in applied behavior analysis.
- Provide behavior-analytic services in collaboration with others who support and provide services to one's clients.

u06q1 - Quiz 6

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze ethical responsibilities to colleagues and to the profession.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.

- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 7 >> Public Statements and Research

Introduction

Element 8.0 of the BACB Professional and Ethical Compliance Code for Behavior Analysts is titled, "Public Statements." This element references ethical violations when making statements in public. "Behavior Analysts and Research," Element 9.0, outlines ethical behavior when conducting research in behavior analysis.

As you complete the readings this week, think about how these elements will relate to your work as a behavior analyst.

Instructional Activities

In this unit, you complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. You will cover Elements 8 and 9 of the BACB Ethical and Professional Compliance Code for Behavior Analysts during the instructional activities in this unit. Additionally, the BCBA/BCaBA Task List (4th ed.) elements covered during these activities include:

- E-08: Public statements.
- E-09: Behavior analysts and research.

Reference

Behavior Analyst Certification Board. (2019). BACB professional and ethical compliance code for behavior analysts [PDF]. Retrieved from <https://www.bacb.com/wp-content/uploads/Professional-Ethical-Compliance-Code.pdf>

Learning Activities

u07s1 - Studies

Readings

Use your *Ethics for Behavior Analysts* textbook to read the following:

- Read Chapter 13, "Public Statements (Code 8.0)," pages 177–191.
- Read Chapter 14, "Behavior Analysts and Research (9.0)," pages 193–208.

Use your *Practical Ethics for Effective Treatment of Autism Spectrum Disorder* textbook to complete the following:

- Chapter 4, "Identifying Your Scope of Competence in Autism Treatment."

Use the Internet to complete the following:

- Review Compliance Code Elements 8 and 9 of the [BACB Professional and Ethical Compliance Code for Behavior Analysts \[PDF\]](#).

Use the Capella Library to read the following:

- Read Jacobs, H. E. (1991). [Ya shoulda, oughta, wanna, or, laws of behavior and behavioral community research](#). *Journal of Applied Behavior Analysis*, 24(4), 641–644.

u07s1 - Learning Components

- Describe ethical code elements related to an analyst's responsibility regarding public statements.
- Describe ethical code elements related to an analyst's responsibility regarding research.

u07v1 - Elements 8 and 9

Click the linked **Elements 8 and 9** title above to launch the media. In this activity, you explore a series of scenarios in which you answer questions related to common ethical issues.

These scenarios concern the following elements of the BACB Professional and Ethical Compliance Code for Behavior Analysts:

- Element 8: Public Statements.
- Element 9: Behavior Analysts and Research.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

Elements 8 and 9

u07v1 - Learning Components

- Apply ethical code elements related to an analyst's responsibility regarding public statements.
- Apply ethical code elements related to an analyst's responsibility regarding research.

u07v2 - ABA Terminology Flashcards - Unit 7

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards - Unit 7** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

[ABA Terminology Flashcards - Unit 7](#)

u07v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u07a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in 7 out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending instructor contact session by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASRs through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u07d1 - Darci Tries the Internet

Think about the ethical codes and issues related to the following scenario, and then post a substantive response to the following questions.

Darci, an independent contractor and BCBA, was working with a family that lived more than two hours away from her office in a major Midwestern city. Although they lived in a remote, rural area, the family had a high-speed Internet connection and router that they used for their in-home business. It occurred to Darci that she could save driving time by setting up a Web cam in the living room where she normally conducted language sessions with the three-year-old child with autism. Darci planned to continue to make the drive once a month, but she felt it would be a better use of time to simply have the family connect with her on the Internet on the other weeks. The child's mom had observed Darci's therapy session with her child and was interested in trying the new system, especially once she heard what the hourly fee would be.

What questions should the family ask of Darci? What ethical considerations should Darci think about before starting this new time-saving venture?

Response Guidelines

Review the posts of other learners and respond to at least one. Provide feedback regarding their positions and whether they appear to be supported by the literature cited. Whether you agree or disagree with their positions, please be sure that your feedback is respectful and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u07d1 - Learning Components

- Apply ethical code elements related to an analyst's responsibility to a client and the client's support system members.
- Apply ethical code elements related to an analyst's responsibility to colleagues and to the profession.

u07q1 - Quiz 7

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze ethical responsibilities to colleagues and to the profession.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.

- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 8 >> The Role of Researcher

Introduction

Element 10.0 of the BACB Professional and Ethical Compliance Code for Behavior Analysts is titled "Behavior Analysts Ethical Responsibility to the BACB." This element references ethical truthful and accurate information to the BACB (10.01), being familiar with this code (10.06), and discouraging misrepresentation by noncertified individuals. For example, you must update the certification board with any changes in your home address, legal name, et cetera. These are the types of things covered under this element of the code.

As you complete the readings this week, think about how the guidelines will relate to your work as a behavior analyst.

Instructional Activities

In this unit, you complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. You will cover Element 10 of the BACB Ethical and Professional Compliance Code for Behavior Analysts during the instructional activities in this unit. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- E-10: Behavior analysts' ethical responsibility to the BACB.

Reference

Behavior Analyst Certification Board. (2019). BACB professional and ethical compliance code for behavior analysts [PDF]. Retrieved from <https://www.bacb.com/wp-content/uploads/Professional-Ethical-Compliance-Code.pdf>

Learning Activities

u08s1 - Studies

Readings

Use your *Ethics for Behavior Analysts* textbook and the Internet to complete the following:

- Read Chapter 15, "Behavior Analysts' Ethical Responsibility to the BACB (10.0)," pages 209–218.
- Read Chapter 18, "Using a Declaration of Professional Services," pages 253–262.
- Review Element 10 of the [BACB Professional and Ethical Compliance Code for Behavior Analysts \[PDF\]](#).
- Review the BACB's Web page, [Notice of Alleged Violation](#), regarding how to file a notice of an alleged violation.

u08s1 - Learning Components

- Describe ethical code elements related to an analyst's responsibility to the BACB.
- Explain how the declaration of professional practice relates to one's ethical responsibilities.

u08v1 - Element 10

Click the linked **Element 10** title above to launch the media. In this activity, you explore a series of scenarios in which you answer questions related to common ethical issues.

These scenarios concern the following elements of the BACB Professional and Ethical Compliance Code for Behavior Analysts:

- Element 10: Behavior Analysts' Ethical Responsibility to the BACB.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

Element 10

u08v1 - Learning Components

- Apply ethical code elements related to an analyst's responsibility to the BACB.

u08v2 - ABA Terminology Flashcards - Unit 8

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards - Unit 8** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

[ABA Terminology Flashcards - Unit 8](#)

u08v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u08a1 - Declaration of Professional Practices and Procedures

Fill in the provided Declaration of Professional Practices and Procedures template with your information. You may make edits to the document to make it relevant to your experiences and practice. Keep in mind, this is a hypothetical example of what you should be using as a BCaBA or BCBA.

Upon completing and reviewing your declaration of professional practices and procedures, answer the following questions in a separate document.

- Why is a declaration of professional practices and procedures important?
- When should you be presenting this document, and with whom should you be sharing it?
- How does the declaration of professional practices and procedures relate to your ethical responsibilities to colleagues and to the profession of applied behavior analysis?
- How does the declaration of professional practices and procedures relate to your ethical responsibilities to your client and the family or those in the client's support system?

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** At least 1–2 recent, scholarly resources.

- **Length:** 2–3 double-spaced pages, in addition to the Declaration of Professional Practice document, a title page, and a references page.
- **Font and font size:** Times New Roman, 12-point.
- **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign **as a draft**, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Refer to the **Declaration of Professional Practices and Procedures Scoring Guide** to ensure you understand the grading criteria for this assignment. Be sure to attach your both your updated Declaration of Professional Practices and Procedures document and your explanatory paper in the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[Declaration of Professional Practices and Procedures \[DOC\]](#)

[Applied Behavior Analysis \(ABA\) Research Guide](#)

[APA Style and Format](#)

[ePortfolio](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u08a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in 7 out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending instructor contact session by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASRs through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Disability Services](#)

[Using Adobe Connect](#)

u08d1 - Misrepresentation by Noncertified Individuals

This discussion explores your responsibility to the BACB. Consider the following scenario:

You just started working at a facility that advertises it provides behavior analytic services to children diagnosed with autism spectrum disorder. You are earning great pay, and your supervisor seems very nice. However, you noticed on your supervisor's business card that she lists that she is a "Board Certified Behavior Analyst." However, she does not hold a certification in behavior analysis. You know this is a tough topic, as she has admitted to you she failed the exam twice.

Discuss the concerns and challenges you face in this situation. What does the compliance code suggest you do in this scenario?

Response Guidelines

Review the posts of other learners and respond to at least one. Provide feedback regarding their positions and whether they appear to be supported by the literature cited. Whether you agree or disagree with their positions, please be sure that your feedback is respectful and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

[BACB Professional and Ethical Compliance Code for Behavior Analysts \[PDF\]](#)

u08d1 - Learning Components

- Apply ethical code elements related to an analyst's responsibility to colleagues and to the profession.

u08q1 - Quiz 8

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze ethical responsibilities to colleagues and to the profession.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 9 >> Risk-Benefit Analysis, the Ethics Message, and the Slippery Slope

Introduction

Behavior analysts must conduct a careful and thorough risk-benefit analysis before any treatment is implemented. A risk-benefit analysis procedure is the focus of this week's unit activities.

Bailey and Burch (2011) offer a four-part procedure for consideration:

- Assess the risk factors for each behavioral procedure.
- Assess the general risk factors for behavioral treatment.
- Assess the benefits of behavioral treatment.
- Reconcile the risks and benefits with the key parties involved.

Bailey and Burch (2011) also discuss how behavior analysts may deliver the ethics message effectively. This underscores the importance of communication skills and the ability to think on one's feet in situations that require the need to address an ethics question immediately. Giving up your own personal ethics and adopting the professional ethics of behavior analysis can be challenging, but it is a necessary responsibility.

Instructional Activities

In this unit, you complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. You will discuss all elements of the BACB Professional and Ethical Compliance Code for Behavior Analysts. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- E-03: Assessing behavior.
- E-04: Behavior analysts and the behavior-change program.

Reference

Bailey, J. S., & Burch, M. R. (2016). *Ethics for behavior analysts* (3rd ed.). New York, NY: Routledge.

Learning Activities

u09s1 - Studies

Readings

Use your *Ethics for Behavior Analysts* textbook and the Capella Library to read the following:

- Chapter 16, "Conducting a Risk–Benefit Analysis," pages 221–236.
- Chapter 17, "Delivering the Ethics Message Effectively," pages 237–252.
- Linscheid, T. R., Iwata, B. A., Ricketts, R. W., Williams, D. E., & Griffin, J. C. (1990). Clinical evaluation of the self-injurious behavior inhibiting system (SIBIS). *Journal of Applied Behavior Analysis*, 23(1), 53–78.

Optional Readings

The following optional readings support your understanding of the unit topics. Use [Journal and Book Locator](#) to see if the library has access to the full text of an article.

- Shermer, M. (2002). Smart people believe weird things. *Scientific American*, 287(3), 35.
- Spreat, S. (1982). Weighing treatment alternatives: Which is less restrictive? *Woodhaven Center E & R Technical Report*, 82-11(1).

u09s1 - Learning Components

- Explain how the use of a risk-benefit analysis is an important component of the ethical responsibility of an analyst.

u09v1 - Risks and Benefits of Interventions

Click the linked **Risks and Benefits of Interventions** title above to launch the media. In this activity, you explore a series of scenarios in which you answer questions related to ethical issues involved in designing interventions and communicating the risks and benefits to the client and their support network.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

Risks and Benefits of Interventions

u09v1 - Learning Components

- Apply ethical code elements related to designing interventions and communicating the risks and benefits to the client and their support network.

u09v2 - ABA Terminology Flashcards - Unit 9

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards - Unit 9** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

[ABA Terminology Flashcards - Unit 9](#)

u09v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u09a1 - Risk-Benefit Analysis of a Controversial Intervention

Consider this scenario: The principal of a local school learned about a facility in Massachusetts that uses an electric shock device as a behavior control procedure. For more information on this device, review the Linscheid, et al. article. The principal has requested that parents of one of her school's students allow this procedure as an intervention to stop the student's elopement and the aggressive behaviors that have caused injuries, including lacerations and a broken finger, to two teachers. The parents contacted you to seek advice on this matter. You conduct a review of the file and discover a functional behavior assessment has been conducted by a BCaBA on these behaviors, but it appears the BCaBA conducted this assessment without the oversight of a BCBA. Also, records indicate some of the previous treatments used to address these problem behaviors included sensory integration therapy and facilitated communication.

For this assignment, complete the following:

- Consider Bailey and Burch's risk-benefit analysis model. Recreate and use this worksheet to outline the risks and benefits of this procedure.
- Analyze at least five BACB ethical code elements that are relevant to this procedure.
- Prepare a formal letter to the parents with your recommendations. Include a copy of the worksheet you used with your notes to conduct the risk-benefit analysis.

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** At least 2–4 recent, scholarly or professional resources.
- **Length:** 4–5 double-spaced pages, in addition to a title page and a references page.
- **Font and font size:** Times New Roman, 12-point.
- **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign **as a draft**, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Refer to the **Risk-Benefit Analysis of a Controversial Intervention Scoring Guide** to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[Clinical Evaluation of the Self-injurious Behavior Inhibiting System \(SIBIS\)](#)

[Applied Behavior Analysis \(ABA\) Research Guide](#)

[APA Style and Format](#)

[ePortfolio](#)

[Ethics for Behavior Analysts](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u09a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in 7 out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending instructor contact session by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASRs through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Disability Services](#)

[Using Adobe Connect](#)

u09d1 - Bailey and Burch's Approach

Choose one of the following behavioral procedures and target behavior scenarios and conduct a risk–benefit analysis, following the worksheet example in your textbook.

- Delivering aromatic-ammonia contingent on pica attempts of an adult in a group home setting.
- A differential reinforcement of incompatible behavior (DRI) to address a repetitive behavior (vocal stereotypy) of a teenager in a school setting.
- A differential reinforcement of other behavior (DRO) to address SIB exhibited by a toddler in a home setting.

Response Guidelines

Review the posts of other learners and respond to at least one. Provide feedback regarding their positions and whether they appear to be supported by the literature cited. Whether you agree or disagree with their positions, please be sure that your feedback is respectful and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u09d1 - Learning Components

- Conduct a risk-benefit analysis for a particular scenario.

u09q1 - Quiz 9

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Evaluate assessment and intervention methods using the BACB ethical code.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 10 >> Ethics and Your First Job as a Behavior Analyst

Introduction

The final chapter in your textbook outlines a dozen practical tips for ethical conduct on your first job. As you read them, think about your career and what you would like to accomplish. Keeping a larger goal in mind allows you to consider each of the elements and which ones may impact you the most at different times. Ethical behavior is required at all times, and knowledge of the BACB Professional and Ethical Compliance Code for Behavior Analysts can help you avoid unethical behavior and maintain your reputation as a behavior analyst. Finally, consider outlining a study plan for your plans to pursue state and national credentials. You should have a firm study plan in mind to ensure that you give yourself adequate time for preparation.

When you have a break in your studies, you also may find it beneficial to read *25 Essential Skills and Strategies for Professional Behavior Analysts: Expert Tips for Maximizing Consulting Effectiveness* by Jon Bailey and Mary Burch (2010). This book will be a required reading in PSY7714.

Instructional Activities

In this unit, you complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. You will discuss all elements of the BACB Professional and Ethical Compliance Code for Behavior Analysts. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- E-01: Responsible conduct of behavior analysts.
- E-06: Behavior analysts' ethical responsibility to the profession of behavior analysis.

Learning Activities

u10s1 - Studies

Readings

Use your *Ethics for Behavior Analysts* textbook and the Internet to complete the following:

- Read Chapter 19, "A Dozen Practical Tips for Ethical Conduct on Your First Job," pages 263–282.
- Read Chapter 20, "A Code of Ethics for Behavioral Organizations," pages 283–295.
- Read Appendix A, "Professional and Ethical Compliance Code for Behavior Analysts," pages 299–330.
- Review the BACB [Disciplinary Review & Appeal Process](#).

Optional Reading

Use the Internet to read the following optional material:

- American Psychological Association. (2018). [Ethical principles of psychologists and code of conduct](http://www.apa.org/ethics/code/index.aspx). Retrieved from <http://www.apa.org/ethics/code/index.aspx>

u10s1 - Learning Components

- Explain strategies for integrating ethical behavior into one's own behavior and into that of the behavioral organization.

u10v1 - Ethical Considerations

Click the linked **Ethical Considerations** title above to launch the media. In this activity, you explore a series of scenarios in which you answer questions related to common ethical issues.

These scenarios concern most of the 10 elements of the BACB Professional and Ethical Compliance Code for Behavior Analysts.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices

Ethical Considerations

u10v1 - Learning Components

- Apply ethical code elements to common ethical scenarios.

u10v2 - ABA Terminology Flashcards - Unit 10

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards - Unit 10** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Terminology Flashcards - Unit 10

u10v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u10a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in 7 out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending instructor contact session by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASRs through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Using Adobe Connect

Disability Services

u10d1 - Preparing for Certification Exams

Review the BACB Professional and Ethical Compliance Code for Behavior Analysts, and describe why it is important to have a set of ethical compliance codes for one's practice as a behavior analyst. What are your plans for studying this code?

Design and post a detailed study plan.

Response Guidelines

Review the work of at least one other learner and ask constructive, critical questions about their study plan. Be sure that your interaction leads to an improvement of their ideas.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

BACB Professional and Ethical Compliance Code for Behavior Analysts [PDF]

u10d1 - Learning Components

- Describe why it is important to have a set of ethical compliance codes to govern one's practice as a behavior analyst.