

Syllabus

Course Overview

In this course you build foundational knowledge of ethical practices that guide professional behavior in the applied behavior analysis (ABA) field, as well as review basic supervision practices. You develop a working knowledge of ethical principles and standards in the field by analyzing cases from an ethical perspective and applying ethical principles and standards to each case example. You will also demonstrate your understanding of ethics as you develop multicultural competence in ABA practice.

Instructional Activities

Throughout all of your ABA courses, you will engage in activities that provide instruction through various modalities. In this course, you will cover the following content areas from the BCBA/BCaBA Task List (5th ed.): 30 hours of ethics, which covers the Professional and Ethical Compliance Code for Behavior Analysts and 15 hours of personnel supervision and management.

To see the task list items addressed in each of the ABA courses, view the Behavior Analyst Task List, 5th Edition.

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

Instructor Contact Sessions

In each unit, 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 in order to pass the course. If you are going to miss a session you must notify your instructor in advance. 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 presentations 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 two**. 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 or deliver asynchronous presentations using Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Course Competencies

(Read Only)

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

- 1 Describe professional competence in the practice of applied behavior analysis.
- 2 Analyze ethical issues in the practice of applied behavior analysis.
- 3 Apply ethical principles and standards to the practice of applied behavior analysis.
- 4 Apply multicultural competence to professional relationships and the practice of applied behavior analysis.
- 5 Describe the application of the principles of behavior in supervisory practices.
- 6 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

Prerequisite(s): PSYC4003.

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.

Book

Bailey, J., & Burch, M. (2010). *25 essential skills and strategies for professional behavior analysts: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge. ISBN: 9780415800686.

Bailey, J., & Burch, M. (2016). *Ethics for behavior analysts* (3rd ed.). New York, NY: Routledge. ISBN: 9781138949201.

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.

Hardware for Adobe Connect Activities

- External or built-in microphone
- Headset with 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.

- Fong, E. H., Catagnus, R. M., Brodhead, M. T., Quigley, S., & Field, S. (2016). [Developing the cultural awareness skills of behavior analysts](#). *Behavior Analysis in Practice*, 9(1), 84–94.
- Himle, M. B., & Wright, K. A. (2014). [Behavioral skills training to improve installation and use of child passenger safety restraints](#). *Journal of Applied Behavior Analysis*, 47(3), 549–559.
- Israel, M. L., Blenkush, N. A., von Heyn, R. E., & Rivera, P. M. (2008). [Treatment of aggression with behavioral programming that includes supplementary contingent skin-shock](#). *The Journal of Behavior Analysis of Offender and Victim Treatment and Prevention*, 1(4), 119–166.
- Moon, K., Lee, K., Lee, K., & Oah, S. (2017). [The effects of social comparison and objective feedback on work performance across different performance levels](#). *Journal of Organizational Behavior Management*, 37(1), 63–74.
- O'Leary, P. N., Miller, M. M., Olive, M. L., & Kelly, A. N. (2017). [Blurred lines: Ethical implications of social media for behavior analysts](#). *Behavior Analysis in Practice*, 10(1), 45–51.
- Pampino R. N., Jr., Heering P. W., Wilder D. A., Barton C. G., & Burson, L. M. (2004). [The use of the performance diagnostic checklist to guide intervention selection in an independently owned coffee shop](#). *Journal of Organizational Behavior Management*, 23(2/3), 5–18.
- Sellers, T. P., LeBlanc, L. A., & Valentino, A. L. (2016). [Recommendations for detecting and addressing barriers to successful supervision](#). *Behavior Analysis in Practice*, 9(4), 309–319.
- Sellers, T. P., Valentino, A. L., & LeBlanc, L. A. (2016). [Recommended practices for individual supervision of aspiring behavior analysts](#). *Behavior Analysis in Practice*, 9(4), 274–286.
- Therrien, K., Wilder, D. A., Rodriguez, M., & Wine, B. (2005). [Preintervention analysis and improvement of customer greeting in a restaurant](#). *Journal of Applied Behavior Analysis*, 38(3), 411–415.

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.

- Behavior Analyst Certification Board. (2014). [Applied behavior analysis treatment of autism spectrum disorder: Practice guidelines for healthcare funders and managers \[PDF\]](#). Available from <https://www.bacb.com>
- Behavior Analyst Certification Board. (2019). [Professional and ethical compliance code for behavior analysts \[PDF\]](#). <https://www.bacb.com>

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.

Unit 1 >> The Importance of Ethics

Introduction

As you are now aware, behavior analysts often work with vulnerable populations. As a result, having a strong code of ethics, to which behavior analysis must adhere, is quite important.

When behavior analysts first started applying the science of behavior to human behavior problems, they tended to focus on punishment-based consequences to decrease problematic behaviors. In an attempt to prevent the overuse of punishment and to move toward a more humane, reinforcement-based approach, a code of ethics was created. In addition, behavior analysts were expected to be certified, signifying that those who claimed to be practicing behavior analysis had a basic level of understanding of the field and an ethical code they must follow.

In this unit, you discuss in more detail the events that led to the development of this certification and code of ethics. You will cover the nine ethical principles that were used to guide the development of the BACB's Professional and Ethical Compliance Code for Behavior Analysts. These nine core ethical principles include: 1) doing no harm, 2) respecting autonomy, 3) benefiting others, 4) being just, 5) being faithful, 6) according dignity, 7) treating others with caring and compassion, 8) the pursuit of excellence, and 9) accepting responsibilities (Bailey & Burch, 2016). You will also learn how to decipher the level of difficulty that different ethical dilemmas may present and what type of assistance may be needed to address those dilemmas.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and a formative multimedia activity. The [BCBA/BCaBA Task List \(5th ed.\)](#) elements covered during these activities include:

- E-1: Responsible conduct of behavior analysts.

Reference

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

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Learning Activities

u01s1 - Studies

Readings

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

- Chapter 1, "How We Got Here," pages 3–14.
- Chapter 2, "Core Ethical Principles," pages 15–26.
- Chapter 3, "Ethics and Whitewater Rafting," pages 27–34.
- Chapter 4, "Analyzing Complex Ethical Cases Using a Seven-Step Model," pages 35–46.
- Chapter 5, "Everyday Ethical Challenges for Average Citizens and Behavior Analysts," pages 47–54.

Review the following:

- Behavior Analyst Certification Board. (2019). [Professional and ethical compliance code for behavior analysts \[PDF\]](https://www.bacb.com). Available from <https://www.bacb.com>
- In this unit, you only need to become familiar with the different areas of the code. You will read each code in depth in future units.

u01v1 - 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 will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click **ABA Terminology Flashcards – Unit 1** 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

u01a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. 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 seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during ICS.
- Respond to a majority of the ASR questions 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](#)

DisabilityServices@Capella.edu

u01d1 - The Need for an Ethical Code

In this unit, you are exploring the importance of ethics in our field as well as the nine core ethical principles. As you also learned from your readings, the Sunland Training Center in Miami scandal was a catalyst for the development of an ethical code and the need to certify those who practice behavior analysis.

For this discussion:

- Explain how the code may help prevent situations such as those that occurred at the Sunland Training Center in Miami.
- Describe the safeguards that were put in place to prevent abuses in state-funded facilities.
- Do you think enough was done to prevent abuse in the name of behavior analysis from occurring again? Defend your answer by explaining why or why not.

Response Guidelines

Respond to the post of at least one other learner. Describe how that learner's post has deepened or clarified your understanding of the need for an ethical code. Responses should be thoughtful, respectful, and move the discussion forward by asking relevant questions or offering different perspectives. Incorporate course resources into your discussion as appropriate.

u01q1 - The Importance of Ethics Quiz

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 competency:

- Competency 1: Describe professional competence in the practice of applied behavior analysis.

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 >> The Code: Elements 1 and 2

Introduction

The Behavior Analyst Certification Board's (BACB's) Professional and Ethical Compliance Code for Behavior Analysts is a set of codes outlining how one should act as a behavior analyst. In this unit, we discuss in detail elements 1 and 2 of the code, as well as work through different ethical situations and the best way to respond by using these codes to guide decisions.

As you address element 1, "Responsible Conduct of Behavior Analysts," you will discuss what it means to behave as a responsible behavior analyst. This includes things like relying upon scientific knowledge, avoiding conflicts of interest or multiple relationships, and being truthful.

Element 2, "Behavior Analysts' Responsibility to Clients," focuses on your responsibility to your clients, including how to accept or deny clients, keeping things confidential, your clients' rights and prerogatives, and how to handle interrupting or discontinuing services.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and a formative multimedia activity. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- E-1: Responsible conduct of behavior analysts.
- E-2: Behavior analysts' responsibility to clients.

Learning Activities

u02s1 - Studies

Readings

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

- Chapter 6, "Responsible Conduct of Behavior Analysts (Code 1.0)," pages 57–80.
- Chapter 7, "Behavior Analysts' Responsibilities to Clients (Code 2.0)," pages 81–108.

Use your *25 Essential Skills and Strategies for Professional Behavior Analysts* text to read the following:

- Chapter 7, "Ethics in Daily Life," pages 66–76.

Read the following:

- Compliance Codes 1.0 and 2.0 in the [BACB Professional and Ethical Compliance Code for Behavior Analysts \[PDF\]](#).

Academic Research

Use the [Capella Library](#) to search for an article concerning the use of facilitated research. This article will form the basis of your first unit discussion.

u02v1 - 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 will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click **ABA Terminology Flashcards – Unit 2** 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

u02a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. 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 seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.

- Actively provide spoken or written input during ICS.
- Respond to a majority of the ASR questions 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](#)

DisabilityServices@Capella.edu

u02d1 - Facilitated Communication

In this unit, you are learning more about the ethical code elements 1 and 2. Element 1.01, reliance on scientific knowledge, outlines how everything that you implement as a behavior analyst must be empirically-based. Facilitated communication is a process sometimes used by caregivers to assist those with communication disabilities.

For this discussion, search the Internet for information from news articles on the use of facilitated communication and gather information discussed during your ICS. Provide a link or reference so that others may access the article.

- Describe the information you learned from at least one article about the use of facilitated communication.
- Explain what it means for an intervention to be empirically-based.
- Next, explain the use of facilitated communication for children diagnosed with communication disabilities and how it would or would not meet ethical code element 1.01.

Response Guidelines

Respond to the post of at least one other learner, after reading his or her article. Compare and contrast your peer's article with your own, discussing the use of facilitated communication in the articles. Responses should be thoughtful, respectful, and move the discussion forward by asking relevant questions or offering different perspectives. Incorporate course resources into your discussion as appropriate.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

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

u02q1 - The Code: Elements 1 and 2 Quiz

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:

- Competency 2: Analyze ethical issues in the practice of applied behavior analysis.
- Competency 3: Apply ethical principles and standards to the practice of applied behavior analysis.

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.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Unit 3 >> The Code: Elements 3 and 4

Introduction

In this unit, you continue your journey through the BACB Professional and Ethical Compliance Code for Behavior Analysts by studying elements 3 and 4.

Element 3, "Assessing Behavior," entails how to conduct a behavior-analytic assessment in the most ethical manner. Element 4, "Behavior Analysts and the Behavior-Change Program," covers ethical considerations one must make when developing a treatment plan. These include things like using the least restrictive intervention, considerations to make when using punishment-based procedures, avoiding harmful reinforcers, and involving the clients in the development of the treatment plan.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The [BCBA/BCaBA Task List \(5th ed.\)](#) elements covered during these activities include:

- E-3: Assessing behavior.
- E-4: Behavior analysts and the behavior-change program.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Learning Activities

u03s1 - Studies

Readings

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

- Chapter 8, "Assessing Behavior (Code 3.0)," pages 109–122.
- Chapter 9, "Behavior Analysts and the Behavior-Change Program (Code 4.0)," pages 123–140.

Read the following:

- Compliance Codes 3.0 and 4.0 in the [BACB Professional and Ethical Compliance Code for Behavior Analysts \[PDF\]](#).

u03v1 - Ethical Scenario: Joe's Story

Click **Ethical Scenario: Joe's Story** and complete the interactive activity by answering the questions provided.

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

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 will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click **ABA Terminology Flashcards – Unit 3** 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

u03a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. 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 seven out of 10 of these sessions in order to pass the course.

Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during ICS.
- Respond to a majority of the ASR questions 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](#)

DisabilityServices@Capella.edu

u03d1 - Punishment Procedures

For this discussion, we continue exploring the ethical code elements 3 and 4. Element 4.08 considers concerns regarding punishment procedures. In your ICS this week, you discuss recent issues related to the use of punishment procedures in ABA.

Please address the following:

- Explain how you feel about the use of some strong aversives (such as skin shock or lemon juice) still being used to manage serious challenging behaviors.
- Are there some types of cases when aversive punishment is appropriate?
- For those who still use contingent shock or lemon juice as a procedure for controlling behavior, describe the types of considerations they need to make in order to be in compliance with our ethical code.

Response Guidelines

Respond to the post of at least one other learner who provided opinions different from your own. Do you feel that their explanation is convincing? Why or why not? Did their response change your mind regarding the use of aversives? Why or why not? Your responses to other learners are expected to be substantive in nature and to reference the assigned readings and other theoretical, empirical, or professional literature to support your views.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

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

u03q1 - The Code: Elements 3 and 4 Quiz

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:

- Competency 2: Analyze ethical issues in the practice of applied behavior analysis.
- Competency 3: Apply ethical principles and standards to the practice of applied behavior analysis.

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.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Introduction

In this unit, you discuss in more detail how to conduct what is called a risk-benefit analysis. This analysis is a recommended technique to be used anytime one is considering starting behavioral treatment or a specific behavioral procedure.

Conducting this analysis essentially consists of weighing all the potential benefits that might result from the use of a procedure and all of the possible negative effects. You then compare the risks and benefits to determine if the procedure is worth it.

In your ICS this week, you will practice using a risk-benefit analysis with your peers and instructors.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and a formative multimedia activity. The [BCBA/BCaBA Task List \(5th ed.\)](#) elements covered during these activities include:

- E-4: Behavior analysts and the behavior-change program.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Learning Activities

u04s1 - Studies

Readings

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

- Chapter 16, "Conducting a Risk-Benefit Analysis," pages 221–237.

Use the Capella Library to read the following:

- Israel, M. L., Blenkush, N. A., von Heyn, R. E., & Rivera, P. M. (2008). [Treatment of aggression with behavioral programming that includes supplementary contingent skin-shock](#). *The Journal of Behavior Analysis of Offender and Victim Treatment and Prevention*, 1(4), 119–166.

u04v1 - 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 will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click **ABA Terminology Flashcards – Unit 4** 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

u04a1 - Risk-Benefit Analysis

In this unit, you have been learning about how to conduct risk-benefit analyses. Read over the article, *Treatment of Aggression With Behavioral Programming That Includes Supplementary Contingent Skin-Shock*, in your required readings for this week. Once you have finished your reading, complete the following:

- Conduct a risk-benefit analysis on the procedure used in this article. Feel free to use and recreate the worksheet example as provided on page 233 in your *Ethics for Behavior Analysts* text.
- Describe all the risk factors you identified.
- Describe all of the benefits you identified.
- Provide an overall conclusion of the risk-benefit analysis.
- Apply the ethical code, including specific elements, to this procedure. Explain how the specific elements you chose are relevant.

Additional Requirements

- **Written communication:** Employ academic communication skills that are scholarly, professional, and respectful of the diversity, dignity, and integrity of others, in a manner consistent with members of the counseling profession. Use APA guidelines for grammar, punctuation, and mechanics.
- **Length:** 2–3 pages, excluding the cover page and references list. Include page numbers, headings, and running heads. No abstract is required.
- **References:** Use scholarly research articles that are no more than five years old to support your work.
- **Format:** Use current APA style and formatting, paying particular attention to citations and references.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

[APA Style and Format](#)

Ethics for Behavior Analysts

[Treatment of Aggression With Behavioral Programming That Includes Supplementary Contingent Skin-Shock](#)

u04a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. 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 seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during ICS.
- Respond to a majority of the ASR questions 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](#)

DisabilityServices@Capella.edu

u04d1 - Risk Factors

In this unit, you learn more about conducting a risk-benefit analysis. Your *Ethics for Behavior Analysts* text describes the general risk factors that should be considered when conducting a risk-benefit analysis, as well as the benefits of behavioral treatment. Provide an example of each of these risks and benefits as described in your text, as well as a rationale as to why it is critical that each factor be addressed.

Response Guidelines

Respond to the post of at least one other learner whose examples differ from those you offered. How have the examples they provided deepened your understanding of the process of conducting a risk-benefit analysis? Your responses to other learners are expected to be substantive in nature and to reference the assigned readings and other theoretical, empirical, or professional literature to support your views.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Ethics for Behavior Analysts

u04q1 - Risk-Benefit Analysis Quiz

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:

- Competency 2: Analyze ethical issues in the practice of applied behavior analysis.
- Competency 3: Apply ethical principles and standards to the practice of applied behavior analysis.

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.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Unit 5 >> The Code: Elements 6 and 7

Introduction

In this unit, we discuss in detail Elements 6 and 7, as well as work through different ethical situations and the best way to respond by using these codes to guide your decisions as an ABA professional.

Element 6, "Behavior Analysts' Ethical Responsibility to the Profession of Behavior Analysis," focuses on the responsibility of all behavior analysts to promote the profession through modeling the highest standards of professional conduct.

Element 7, "Behavior Analysts' Ethical Responsibility to Colleagues," focuses on the importance of ensuring that not only you, but also your colleagues, model ethical behavior through adherence to the code of conduct.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and a formative multimedia activity. The [BCBA/BCaBA Task List \(5th ed.\)](#) elements covered during these activities include:

- E-6: Behavior analysts' ethical responsibility to the profession of behavior analysis.
- E-7: Behavior analysts' ethical responsibility to colleagues.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Learning Activities

u05s1 - Studies

Readings

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

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

Read the following:

- Compliance Codes 6.0 and 7.0 in the [BACB Professional and Ethical Compliance Code for Behavior Analysts \[PDF\]](#).

u05v1 - 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 will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click **ABA Terminology Flashcards – Unit 5** 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

u05a1 - BCBA or BCaBA Interview

In this course, you covered several of the ethical codes in the BACB Professional and Ethical Compliance Code for Behavior Analysts. You discussed many different ethical dilemmas that you may find yourself in as an assistant behavior analyst. In this assignment, you become even more familiar with the types of dilemmas you may face by interviewing an ABA professional.

Identify an individual with a BCBA or BCaBA certification who is willing to speak with you regarding some ethical dilemmas he or she has encountered. You may identify this person through your place of work, by using the BCBA registry, or by searching for BCBAs or BCaBAs in your area.

Interview the behavior analyst and ask about ethical dilemmas that she or he has encountered as a professional. How did the behavior analyst handle the situations she or he faced? What recommendations does the professional have for managing similar ethical challenges?

As part of the interview, ask the professional about cross-cultural challenges she or he has faced. Keep in mind that culture can include differences in language, ethnicity, gender, sexual orientation, age, ability, geographic locations, et cetera. What recommendations does the professional have for becoming culturally competent? In addition to the professional's recommendations, you can include information from other professional and scholarly sources to support your thinking on cultural competence.

Write a paper that addresses the following:

- Summarize your interview with the behavior analyst. In your summary, describe multiple ethical dilemmas encountered by the professional.
- Describe cross-cultural challenges faced in practice by the professional.
- Describe recommendations for managing ethical challenges.
- Recommend methods for building cultural competency.
- Apply ethical codes to the situations the behavior analyst described. In your work, name specific codes and describe how the codes apply to each situation presented in your paper.

Additional Requirements

- **Written communication:** Employ academic communication skills that are scholarly, professional, and respectful of the diversity, dignity, and integrity of others, in a manner consistent with members of the counseling profession. Use APA guidelines for grammar, punctuation, and mechanics.
- **Length:** 4–6 pages, excluding the cover page and references list. Include page numbers, headings, and running heads. No abstract is required.
- **References:** Use scholarly research articles that are no more than five years old to support your work.
- **Format:** Use current APA style and formatting, paying particular attention to citations and references.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

APA Style and Format

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

u05a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. 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 seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during ICS.
- Respond to a majority of the ASR questions 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.

[Using Adobe Connect](#)

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u05d1 - Disseminating the Science of Behavior Analysis

In this unit, we are exploring ethical code elements 6 and 7. As outlined in element 6.02, disseminating our science is an obligation of behavior analysts.

For this discussion, describe your understanding of what it means to "disseminate our science." Consider ways that the science of behavior analysis applies to other populations outside of children or adults diagnosed with autism spectrum disorder or intellectual disabilities. (Hint: Search the Capella Library for applications of ABA. Be sure to cite and reference the sources you consult.)

What is a creative way you could spread the word about the field of ABA?

Response Guidelines

Respond to the post of at least one other learner whose example you felt was very creative and very different from yours. Describe how you might be able to implement that idea within your professional community.

[Psychology Undergraduate Discussion Scoring Guide](#)

[Capella Library](#)

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

u05q1 - The Code: Elements 6 and 7 Quiz

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:

- Competency 2: Analyze ethical issues in the practice of applied behavior analysis.
- Competency 3: Apply ethical principles and standards to the practice of applied behavior analysis.

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.

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Unit 6 >> The Code Elements 8, 9, and 10

Introduction

You are now familiar with most of the BACB Professional and Ethical Compliance Code for Behavior Analysts. In this unit, we explore three of the final code elements: 8, 9, and 10.

Element 8, "Public Statements," addresses the proper procedures to follow when making public statements. This includes things such as avoiding false or deceptive statements, how to handle delivering services or receiving supervision in our technological world, and providing testimonials.

Element 9, "Behavior Analysts and Research," covers how to ethically conduct research in behavior analysis.

Element 10, "Behavior Analysts' Ethical Responsibility to the BACB," focuses on your responsibility to the Behavior Analyst Certification Board, which includes things such as being honest when submitting information to the board as well as keeping your contact information up to date with the BACB.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The [BCBA/BCaBA Task List \(5th ed.\)](#) elements covered during these activities include:

- E-8: Public statements.
- E-9: Behavior analysts and research.
- E-10: Behavior analysts' ethical responsibility to the BACB.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Learning Activities

u06s1 - Studies

Readings

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

- Chapter 13, "Public Statements (Code 8.0)," pages 177–192.
- Chapter 14, "Behavior Analysts and Research (Code 9.0)," pages 193–208.
- Chapter 15, "Behavior Analysts' Ethical Responsibility to the BACB (Code 10.0)," pages 209–220.

Use the Capella Library to read the following:

- O'Leary, P. N., Miller, M. M., Olive, M. L., & Kelly, A. N. (2017). [Blurred lines: Ethical implications of social media for behavior analysts](#). *Behavior Analysis in Practice*, 10(1), 45–51.

Read the following:

- Compliance Codes 8.0, 9.0, and 10.0 in the [BACB Professional and Ethical Compliance Code for Behavior Analysts \[PDF\]](#).

u06v1 - Ethical Scenario: Ke'shawn's Story

Click **Ethical Scenario: Ke'shawn's Story** and complete the interactive activity by answering the questions provided.

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

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 will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click **ABA Terminology Flashcards – Unit 6** 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

u06a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. 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 seven out of 10 of these sessions in order to pass the course.

Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during ICS.
- Respond to a majority of the ASR questions 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](#)

DisabilityServices@Capella.edu

u06d1 - Ethical Dilemma

Prior to beginning this discussion, complete this unit's multimedia activity, Ethical Scenario: Ke'shawn's Story. For this discussion, read through the case another time or two, and consider other possible responses. Once you have thought through several potential responses, complete the following:

- In your post, explain your initial response to the scenario questions, as well as other responses you considered.
- Next, apply the ethical elements you have learned so far in the course that are relevant to the case.
- Finally, describe how the ethical code helped, or did not help, you respond in this situation.

Response Guidelines

Respond to the posts of at least two other learners by reflecting on how the experiences discussed in each post align or contrast with your own experiences. Suggest possible ways your colleagues could have addressed the challenges that they have encountered.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u06q1 - Mid-Term Comprehensive Quiz

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:

- Competency 2: Analyze ethical issues in the practice of applied behavior analysis.
- Apply ethical principles and standards to the practice of applied behavior analysis.

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.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Unit 7 >> Organizational Behavior Management

Introduction

Organizational behavior management (OBM) is the practice of ABA in business settings to address performance related issues. In this unit, you learn how to conduct an assessment of a workplace issue by using the performance diagnostic checklist (Pampino, Heering, Wilder, Barton, & Burson, 2004). You also learn about some OBM-based techniques for managing behavior in the workplace, such as performance feedback (Moon, Lee, Lee, & Oah, 2017). Additionally you learn about the best-practice techniques for training staff, called *behavioral skills training* (Himle & Wright, 2014).

In this unit's ICS you discuss the field of OBM, as well as practice how to speak to others about ethical dilemmas.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and a formative multimedia activity. The [BCBA/BCaBA Task List \(5th ed.\)](#) elements covered during these activities include:

- I-4: Train personnel to competently perform assessment and intervention procedures.
- I-5: Use performance monitoring, feedback, and reinforcement systems.
- I-6: Use a functional assessment approach (such as performance diagnostics) to identify variables affecting personnel performance.
- I-7: Use function-based strategies to improve personnel performance.

References

Himle, M. B., & Wright, K. A. (2014). Behavioral skills training to improve installation and use of child passenger safety restraints. *Journal of Applied Behavior Analysis*, 47(3), 549–559.

Moon, K., Lee, K., Lee, K., & Oah, S. (2017). The effects of social comparison and objective feedback on work performance across different performance levels. *Journal of Organizational Behavior Management*, 37(1), 63–74.

Pampino R. N., Jr., Heering P. W., Wilder D. A., Barton C. G., & Burson, L. M. (2004). The use of the performance diagnostic checklist to guide intervention selection in an independently owned coffee shop. *Journal of Organizational Behavior Management*, 23(2/3), 5–18.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Learning Activities

u07s1 - Studies

Readings

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

- Chapter 17, "Delivering the Ethics Message Effectively," pages 237–252.

Use your *25 Essential Skills and Strategies for Professional Behavior Analysts* text to read the following:

- Chapter 1, "Business Etiquette," pages 1–12.
- Chapter 2, "Assertiveness," pages 14–24.
- Chapter 16, "Performance Management," pages 182–198.

Use the Capella Library to read the following articles:

- Pampino R. N., Jr., Heering P. W., Wilder D. A., Barton C. G., & Burson, L. M. (2004). [The use of the performance diagnostic checklist to guide intervention selection in an independently owned coffee shop](#). *Journal of Organizational Behavior Management*, 23(2/3), 5–18.
- Himle, M. B., & Wright, K. A. (2014). [Behavioral skills training to improve installation and use of child passenger safety restraints](#). *Journal of Applied Behavior Analysis*, 47(3), 549–559.
- Moon, K., Lee, K., Lee, K., & Oah, S. (2017). [The effects of social comparison and objective feedback on work performance across different performance levels](#). *Journal of Organizational Behavior Management*, 37(1), 63–74.
- Therrien, K., Wilder, D. A., Rodriguez, M., & Wine, B. (2005). [Preintervention analysis and improvement of customer greeting in a restaurant](#). *Journal of Applied Behavior Analysis*, 38(3), 411–415.

u07v1 - 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 will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click **ABA Terminology Flashcards – Unit 7** 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

u07a1 - Performance Diagnostic Checklist

In this unit, you have been learning about the performance diagnostic checklist (PDC) as described in the article, The Use of the Performance Diagnostic Checklist to Guide Intervention Selection in an Independently Owned Coffee Shop. This is an assessment tool used in OBM to assess the factors related to a workplace issue.

Using an issue from your current or previous place of work as an example, complete the performance diagnostic checklist and then provide the following:

- Describe a workplace performance related issue that would benefit from the application of a performance diagnostic checklist.
- Identify factors that contributed to the workplace issue through use of a performance diagnostic checklist.
- Propose a solution to the issue that is related to the factors you assessed during the completion of the performance diagnostic checklist.

Additional Requirements

- **Written communication:** Employ academic communication skills that are scholarly, professional, and respectful of the diversity, dignity, and integrity of others, in a manner consistent with members of the counseling profession. Use APA guidelines for grammar, punctuation, and mechanics.
- **Length:** 3–5 pages, excluding the cover page and references list. Include page numbers, headings, and running heads. No abstract is required.
- **References:** Use scholarly research articles that are no more than five years old to support your work.
- **Format:** Use current APA style and formatting, paying particular attention to citations and references.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

[APA Style and Format](#)

[The Use of the Performance Diagnostic Checklist to Guide Intervention Selection in an Independently Owned Coffee Shop](#)

u07a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. 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 seven out of 10 of these sessions in order to pass the course.

Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during ICS.
- Respond to a majority of the ASR questions 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](#)

DisabilityServices@Capella.edu

u07d1 - Behavior Skills Training

Behavior skills training (BST) is the best practice approach for teaching others a variety of skills. BST is particularly helpful when teaching others how to implement the elements in a treatment plan. BST uses instruction, modeling, rehearsal, praise, and corrective feedback to teach an individual to perform a specific target behavior in a particular context (Miltenberger, 2008).

Suppose you are supervising a new BCaBA who has a four-year-old client named Anastasia. Anastasia's parents are very concerned because she is refusing to use any kind of utensil when she eats. She either uses her fingers, picks up a bowl and slurps, or refuses to eat something that cannot be managed easily without the use of utensils.

Your BCaBA has asked you for help in implementing a treatment plan for Anastasia. How would you utilize each of the following steps associated with BST to help your supervisee?

- Instruction.
- Modeling.
- Rehearsal.
- Praise.
- Corrective feedback.

Response Guidelines

Respond to the post of at least one other learner whose response differs from your own. How has their post deepened your understanding of the use of BST? Responses should be thoughtful, respectful, and move the discussion forward by asking relevant questions or offering different perspectives. Incorporate course resources into your discussion as appropriate.

Reference

Miltenberger, R. G. (2008). *Behavior modification: Principles and procedures* (4th ed.). Pacific Grove, CA: Thomson/ Wadsworth.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u07d2 - Organizational Behavior Management

In this unit, you learn about the opportunities available to applied behavior analysts in the field of organizational behavior management (OBM). You also explore the ethical obligations involved in this type of practice.

For this discussion, address the following:

- Provide two examples of the types of organizational behaviors that might be addressed through OBM.
- If you were the analyst engaged to address these target behaviors, what are some techniques you might recommend?
- Finally, explain how you might be able to leverage OBM techniques should you secure a position as a supervisor in a clinical ABA setting.

Response Guidelines

Respond to the post of at least one other learner who provided examples different from your own. How has studying their examples helped to deepen your understanding of OBM?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u07q1 - Performance Diagnostic Checklist Quiz

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:

- Competency 2: Analyze ethical issues in the practice of applied behavior analysis.
- Competency 5: Describe the application of the principles of behavior in supervisory practices.

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.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Unit 8 >> The Ethics of Supervision

Introduction

In this unit we explore the final element of the BACB Professional and Ethical Compliance Code for Behavior Analysts. Element 5, "Behavior Analysts as Supervisors," addresses the ethical expectations for behavior analysts in the role of supervisors. It addresses how supervisors must take full responsibility for all facets of supervision, including being held responsible for the actions of their supervisees.

This week we discuss areas such as competence in supervision, appropriate supervisory volume, and designing effective supervision systems, among other important ethical considerations of the supervisory role.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and a formative multimedia activity. The [BCBA/BCaBA Task List \(5th ed.\)](#) elements covered during these activities include:

- E-5: Behavior analysts as supervisors.

Course Resources

Learning Activities

u08s1 - Studies

Readings

Use your *25 Essential Skills and Strategies for Professional Behavior Analysts* text to read the following:

- Chapter 3, "Leadership," pages 26–35.
- Chapter 8, "Interpersonal Communications," pages 79–93.
- Chapter 12, "Handling Difficult People," pages 137–150.

Use the Capella Library to read the following:

- Sellers, T. P., Valentino, A. L., & LeBlanc, L. A. (2016). Recommended practices for individual supervision of aspiring behavior analysts. *Behavior Analysis in Practice*, 9(4), 274–286.

u08v1 - 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 will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click **ABA Terminology Flashcards – Unit 8** 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

u08a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. 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 seven out of 10 of these sessions in order to pass the course.

Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during ICS.
- Respond to a majority of the ASR questions 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.

[Using Adobe Connect](#)

DisabilityServices@Capella.edu

u08d1 - Questionable Supervision Practices

For this discussion, imagine that you recently started being supervised by a BCBA who is new to the ABA company where you work. As your supervision progresses for a few weeks, you realize that your supervisor uses the same plan for two different students, with no changes made to individualize the plan to each student's unique needs.

- How would you handle the situation?
- What ethical codes are being violated?

Response Guidelines

Respond to at least one other learner whose post differs from your own in terms of how they would handle the situation. Explain why you agree or disagree with their assessment of the situation. What did you learn from reading their post that has deepened your understanding of addressing ethical concerns you might have with a supervisor?

[Psychology Undergraduate Discussion Scoring Guide](#)

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

u08q1 - The Ethics of Supervision Quiz

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 competency:

- Competency 5: Describe the application of the principles of behavior in supervisory practices.

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.

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Unit 9 >> The Purpose of Supervision

Introduction

The role of a supervisor is a critical part of developing new behavior analysts and must be taken seriously. There are many important purposes for supervision, such as improving the behavior-analytic, professional, and ethical repertoires of supervisees.

In this unit, you learn the reasons for using behavior-analytic supervision, as well as the potential risks of ineffective supervision. We will also discuss the importance of establishing clear performance expectations for both the supervisor and supervisee roles. Supervision involves creating a relationship between the supervisor and supervisee, and clear expectations are one way to strengthen that relationship and create an effective supervision system.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The [BCBA/BCaBA Task List \(5th ed.\)](#) elements covered during these activities include:

- I-1: State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (such as poor client outcomes, poor supervisee performance).
- I-2: Establish clear performance expectations for the supervisor and supervisee.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Learning Activities

u09s1 - Studies

Readings

Use your *25 Essential Skills and Strategies for Professional Behavior Analysts* text to read the following:

- Chapter 20, "Knowing When to Seek Help (and How to Receive Feedback)," pages 234–242.

Use the Capella Library to read the following:

- Fong, E. H., Catagnus, R. M., Brodhead, M. T., Quigley, S., & Field, S. (2016). [Developing the cultural awareness skills of behavior analysts](#). *Behavior Analysis in Practice*, 9(1), 84–94.

Read the following:

- Behavior Analyst Certification Board. (2014). [Applied behavior analysis treatment of autism spectrum disorder: Practice guidelines for healthcare funders and managers \[PDF\]](#). Available from <https://www.bacb.com>
 - Sections 5 and 6, pages 26–35.

u09v1 - Supervision Contract Review

Click **Supervision Contract Review** and complete the interactive activity by answering the questions provided.

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.

ABA Media Best Practices

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 will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click **ABA Terminology Flashcards – Unit 9** 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.

ABA Media Best Practices

u09a1 - Supervision Case Study

For this assignment, consider the following scenario:

Susan lives in Ohio and received her BCBA certificate two months ago. She is contacted by Juan, a BCBA candidate, who lives in the Dominican Republic. Due to the shortage of BCBA's in the Dominican Republic, Juan has been unable to find a supervisor to complete the supervision requirements before he can sit for his BCBA exam. Juan speaks English and Spanish; many of his clients only speak Spanish. Susan, however, only speaks English.

Respond to the following questions. Be sure to support your responses using the BCBA/BCaBA Task List (5th ed.), the BACB Professional and Ethical Compliance Code for Behavior Analysts, and any other appropriate academic references.

- What risks of ineffective supervision are present in this situation?
- What additional challenges are present when working with a supervisee who comes from a different country or culture?
- What complications are present with the use of online-only supervision instead of in-person supervision?
- What points should Susan consider to determine whether she can effectively provide supervision for Juan?
- Suppose Susan decides to take on Juan as a supervisee. What steps would Susan need to take in order to be an effective supervisor?
- Recommend ways, supported by professional literature, for psychology professionals to enhance their cultural competence.

Additional Requirements

- **Written communication:** Employ academic communication skills that are scholarly, professional, and respectful of the diversity, dignity, and integrity of others, in a manner consistent with members of the counseling profession. Use APA guidelines for grammar, punctuation, and mechanics.
- **Length:** 4–6 double-spaced pages, excluding the cover page and references list. Include page numbers, headings, and running heads. No abstract is required.
- **References:** Use scholarly research articles that are no more than five years old to support your work.
- **Format:** Use current APA style and formatting, paying particular attention to citations and references.
- **Font and font size:** Times New Roman, 12-point.

APA Style and Format

u09a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. 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 seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during ICS.
- Respond to a majority of the ASR questions 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](#)

DisabilityServices@Capella.edu

u09d1 - Inadequate Supervision

Jacob is a BCBA candidate in his second year of supervision. He recently moved to a new state and had to find a new supervisor to finish his supervision hours. After finding a local supervisor and agreeing to a supervision fee, he begins receiving supervision. After a few months, he has noticed a pattern that his supervisor will often cut supervision and observations short, saying that they will make up the time later. These sessions are never rescheduled, and when Jacob asks his supervisor about the time, she says she will just sign his papers for the full amount of time and "make up the hours in the future."

- What steps should Jacob take to rectify this situation?
- What ethical codes are being violated?

Response Guidelines

Respond to at least one other learner whose post differs from your in terms of how they would handle the situation. Explain why you agree or disagree with their assessment of the situation. What did you learn from reading their post that has deepened your understanding of addressing ethical concerns you might have regarding adequate supervision time?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

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

u09q1 - The Purpose of Supervision Quiz

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 competency:

- Competency 5: Describe the application of the principles of behavior in supervisory practices.

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.

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Unit 10 >> Assessment and Effects of Supervision

Introduction

In the final unit of the course, you learn how to use supervisee skill assessment to select supervision goals. Dr. John Bailey, co-author of *Ethics for Behavior Analysts*, has created a flowchart to guide supervisors in developing a system for effective supervision. In this unit, we review the system and explain the important features of effective supervision.

You also learn how to evaluate the effects of supervision using multiple approaches, and determine the importance of evaluating supervision. Additionally, common supervision issues are discussed with suggestions for ways to improve those issues.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The [BCBA/BCaBA Task List \(5th ed.\)](#) elements covered during these activities include:

- I-3: Select supervision goals based on an assessment of the supervisee's skills.
- I-8: Evaluate the effects of supervision (such as on client outcomes, on supervisee repertoires).

Course Resources

[Behavior Analyst Task List, 5th Edition](#) | Transcript

Learning Activities

u10s1 - Studies

Readings

Use your *25 Essential Skills and Strategies for Professional Behavior Analysts* text to read the following:

- Chapter 15, "Can You Show Me That?," pages 171–180.
- Chapter 24, "Training, Coaching, and Mentoring," pages 274–282.

Use the Capella Library to read the following:

- Sellers, T. P., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for detecting and addressing barriers to successful supervision. *Behavior Analysis in Practice*, 9(4), 309–319.

u10v1 - Supervision Flowchart

Click **Supervision Flowchart** and complete the interactive activity by answering the questions provided.

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

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 will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click **ABA Terminology Flashcards – Unit 10** 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

u10a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. 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 seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during ICS.
- Respond to a majority of the ASR questions 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](#)

DisabilityServices@Capella.edu

u10d1 - Supervisor Overload

Kathleen is a BCBA. She works for a company where one of her job performance expectations is to provide supervision to BCBA/BCaBA candidates. Kathleen's boss met with her and informed her that they are increasing the number of candidates on her case from four to eight, while she also maintains a caseload of clients. Kathleen feels that this number of candidates is too high for her to provide adequate supervision.

- What steps should Kathleen take to rectify this situation?
- What ethical codes are concerning for this situation?

Response Guidelines

Respond to at least one other learner whose post differs from your in terms of how they would handle the situation. Explain why you agree or disagree with their assessment of the situation. What did you learn from reading their post that has deepened your understanding of addressing potential ethical concerns you might have regarding excessive supervision duties?

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

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

u10q1 - Final Comprehensive Quiz

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:

- Competency 2: Analyze ethical issues in the practice of applied behavior analysis.
- Competency 3: Apply ethical principles and standards to the practice of applied behavior analysis.
- Competency 5: Describe the application of the principles of behavior in supervisory practices.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by **Friday** 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.