

BEHV 5613

Culturally Responsive Ethics in Behavioral Practice

Fall 2023 Course Syllabus

Instructor and Teaching Assistant Contact Information

Instructor: Kenda Morrison, Ph.D., BCBA-D (she/her/hers)

Teaching Assistant: Julianne Olivieri, B. A.

Email: behv5613@unt.edu

Office Hours: Office hours are available for tutoring and will be held on Zoom on a day and time listed on Canvas. You can access the Zoom office hours meeting by clicking on Office Hours in the Prerequisite Module. All Zoom calls (video and/or voice) will be recorded.

Course Assistance: If you have a question that is not answered in the syllabus or activity instructions, please email us anytime. We love hearing from students, and we are here to help! To contact your Instructor or Teaching Assistant, please email us at behv5613@unt.edu.

If you would like to know the answers to specific questions, please let us know the activity title, the item number, and provide some information about why you think certain answers are correct or incorrect. While we cannot provide specific correct answers, your information will help us to provide tutoring over the course content, which will then help you determine the correct answer. Students can expect a response before or during the next business day.

Other Assistance: If you experience problems with Canvas, please select “help” in the Global menu or visit the [UNT help desk](#) or [Canvas Technical Support](#). If you believe Canvas is experiencing an outage, please go to the [Canvas Status page](#) to check.

If you require help registering for this or another course in the sequence, or if you need help with other administrative matters, please contact Micah Hope at behvDLinfo@unt.edu. We will either help you or forward your request for help to the appropriate personnel at UNT.

Please ensure that you are receiving emails from all “@unt.edu” addresses. Check your spam filters and your junk email folders. Change your email settings to allow emails from us to your inbox. We are not responsible for emails we send that you do not receive due to your email account settings. No extensions or exceptions will be granted based on this issue.

Course Description

The purpose of this course is to provide students with an understanding of the benefits, complexities, and characteristics of ethical conduct within the science and practice of Applied Behavior Analysis. An emphasis is placed on culturally responsive decision making in the context of a rapidly diversifying practice context. Lectures and readings will address ethical behavior across multiple areas of behavioral practice. Students will practice applying this information to examples that might be encountered in service settings. The themes of this course are to promote the value of ethical behavior, to provide guidelines for ethical decision making, to promote well-being across care recipients of diverse skills and life experiences, and to prepare students to adhere to the ethical code of a Board Certified Behavior Analyst.

The course addresses the following topics: Foundations in Ethics, Ethics and Behavior Analysis, Ethical Codes, Ethics Related to Complex Issues and Diverse Populations, Diversity and Social Justice, and Research. Within many modules, we have invited guest lecturers to speak on some aspect of the topic. A variety of readings will complement, contrast, extend or emphasize the speaker's presentation, and other content presented in the module. Student activities include viewing lectures, reading articles and chapters, and answering both study, application, and essay questions. Students will integrate and apply information learned into two papers. This course includes cumulative mid-term and final examinations.

Course Structure

This course is fully online; all activities and assessments will be completed in Canvas.

This course has weekly deadlines. To help students do well on the written assignment and in the course, students are required to complete activities by weekly deadlines. We understand that circumstances may sometimes prevent you from meeting a deadline. Therefore, we have a one-week grace period after each deadline. This means that each activity, with the exception of activities due during the last week of class and the final exam, will be available for **one week after the deadline specified on the module header**. After the one-week grace period ends, the activity will be deactivated, and students will no longer be able to earn any points on these activities. There will be no exceptions. Therefore, to do well, it is crucial to not only keep up with the course calendar, but to work ahead as much as possible in case of emergencies or other events. Working ahead also allows time for you to attend office hours or receive an email reply if you need to ask any questions about an assignment before it is due.

Course Prerequisites or Other Restrictions

BEHV 5610 ABA Foundations, Concepts, and Principles 1 (may be taken concurrently)

BEHV 5612 Meaningful Assessment in ABA (may be taken concurrently)

BACB Course Hours

Content is based on the 5th edition BACB Task list. This course specifically covers the following academic requirements for the BCBA certification exam: 45 hours of Ethics (Ethics Code for Behavior Analysts) For more information on the Verified Course Sequence distribution, see the [VCS Grid](#).

Course Objectives

By the end of this course, students will be able to:

- Identify and select the best answer when completing study guides over readings and lectures relating to ethics within behavioral practice.
- Apply standards regarding the ethical practice of applied behavior analysis by reading a scenario and discriminating the most appropriate course of action.
- Evaluate the ethical behavior of behavior analysts as portrayed in video simulations, then explain what the behavior analysts should have done instead; support answers with the applicable Behavior Analysis Certification Board codes.
- Demonstrate and apply knowledge of the ethical behavior of behavior analysts by choosing the most appropriate answers on a mid-term and final examination.
- Describe, apply, and reflect upon how course materials relate to the student's core values, cultural biases, and application of the ethics code to a hypothetical ethical challenge in a series of written assignments.

Materials

Bailey, J. S. & Burch M. R. (2022). *Ethics for behavior analysts* (4th ed.). Routledge.

Connors, B. M., & Capell, S. T. (2020). *Multiculturalism and diversity in applied behavior analysis*. Routledge.

Kidder, R. M. (2009). *How good people make tough choices: Resolving the dilemmas of ethical living*. Harper.

Instructional Allocations

This course is a 3 semester credit hours (sch) graduate course. A typical college graduate course requires allocations of 3 hours of contact time (e.g., course lectures and/or engagement activities) per week and about 6 hours of additional effort (e.g., reading, writing, researching, studying) during a regular 15-week semester; more during the summer. In this course, contact time includes watching videos and answering questions. Additional effort includes reading and written projects.

Success in an Online Course

Completing courses is part of your graduate education. *How* you engage in those courses is also part of your graduate education – because of that we emphasize professional etiquette as part of your preparation as a behavior analyst.

- Be kind, polite and respectful. Sometimes the impersonality of the computer makes it hard to remember that we are all humans trying to teach, learn, and make the world a better place. That is why we went into behavior analysis. Be patient with yourself, the process and us!
- Be a problem solver and contributor to improvement of situations. Communicating online is not always as easy because of time differences, technology challenges, and lack of context. Try to approach problems from a behavior analytic perspective and then work on solutions by changing the environment.
- Seek help when you are not able to resolve something on your own. Collaboration is an important skill in behavior analysis. Learn to know what you don't know and when you need

to ask for help. Respond to feedback and suggestions in a professional manner. Our courses are designed to help you succeed. That is why we exist.

- Remember the big picture and let that help you behave civilly when you feel discouraged. You are doing this because you will learn skills to help people. That is a goal worth all the hard effort you are putting into it.

Collaboration and civility are core values in the practice of behavior analysis.

Resources

At the beginning of the course on Canvas, there is a Resources module. This module contains valuable information for students including the following topics:

- BAO Registration Information
- Drop/Withdrawal Process
- Getting Help
- Requesting a Transcript
- Technology Information and Requirements

Please check this module to see if your question is answered there before contacting the instructor or TA.

Weekly Objectives and Activities

Module	Topic	BACB Task List Items	Objectives	Component Assessment	Integration & Application Assessments
1	Establishing Your Underlying Principles and Values	Core values underlie ethics on all task items.	Describe core values and principles that underlie ethical decision making regarding human affairs	Study Guides	Application Scenarios Weekly Quiz
2	Resolving Ethical Dilemmas in Daily Living		Describe how to apply ethical principles and make values-based decisions when facing ethical dilemmas in human affairs	Study Guides	Application Scenarios Weekly Quiz Core Values Reflection
3	Core Principles in Behavioral Practice	E-1	Describe how ethical principles relate to applied behavior analysis and the Ethics Code for Behavior Analysts	Study Guides	Application Scenarios Weekly Quiz
4	Ethical Decision Making	E-1	Describe perspectives that guide behavior analysts when making ethical decisions in practice.	Study Guides	Application Scenarios Weekly Quiz
5	Professional Responsibility	E-2	Define and provide examples of BACB ethics codes related to professional responsibility	Study Guides	Application Scenarios Practice Application Essay Weekly Quiz
6	Responsibility in Practice	E-3	Define and provide examples of BACB ethics codes related to responsibility in clinical practice	Study Guides	Application Scenarios Practice Application Essay Weekly Quiz
7	Responsibility to Clients and Stakeholders	E-4	Define and provide examples of BACB ethics codes related to clients and stakeholders	Study Guides	Application Scenarios Practice Application Essay Weekly Quiz
Mid-Term Examination					
8	Ethical Behavior in the Workplace	E-5	Define and provide examples of BACB ethics codes related to the workplace	Study Guides	Application Scenarios Practice Application Essay Weekly Quiz
9	Communication and Public Statements	E-6	Define and provide examples of BACB ethics codes related to communication and public statements	Study Guides	Application Scenarios Practice Application Essay Weekly Quiz
10	Ethical Behavior in Various Service Settings with Adults	E 1-6	Describe common ethical issues encountered in service settings with adults.	Study Guides	Application Scenarios Weekly Quiz
11	Ethical Behavior in Various Service Settings with Children	E 1-6	Describe common ethical issues encountered in service settings with children	Study Guides	Application Scenarios Weekly Quiz Integration/Reflection
12	Multicultural Diversity and Social Justice	E-1, E-2, E-5	Describe guidelines for being responsive to multicultural diversity and social justice	Study Guides	Application Scenarios Weekly Quiz
13	Awareness and Support within Specific Cultures	E-1, E-2, E-5	Compare and contrast how to best partner with those from various cultures.	Study Guides	Application Scenarios Weekly Quiz
14	Developing Inclusive Service Delivery Systems and Training	E-1, E-2, E-5	Describe strategies to develop service delivery systems, caregiver training, and staff supervision that supports inclusiveness and responsivity to all	Study Guides	Application Scenarios Weekly Quiz DEI Reflection
15	Conducting Research Ethically	E-7	Define and provide examples of BACB ethics codes related to research	Study Guides	Application Scenarios Weekly Quiz
Cumulative Final Examination					

A Note Regarding the Course Content and Format

We have chosen the content and the arrangement of materials and activities for specific reasons related to the current state of the science and practice of behavior analysis, the varying experience of our students, and the wealth of expertise that we have access to through our distinguished lecture series.

First and foremost, many ethical dilemmas are complex. Competent interventionists should be aware that even among advanced and knowledgeable professionals, there are differing vantage points and perspectives. Our desire was to create a course that would survey the landscape of information and perspectives.

Second, students taking this on-line class will enter with a wide range of skills and experience and work in diverse settings. We hope to have chosen lectures and readings that have generality across those skills and settings. We also hope that the flexible response format will allow students to respond at their level of functioning and interest.

Finally, we have chosen this format with the understanding that any information covered in this class will be integrated and considered in the context of treatment settings where there is BCBA supervision. We have deliberately chosen not to include discussion threads or interactive exercises for two reasons. First, many ethical dilemmas are complex and to decide on the best course of action, one must have a great deal of information regarding the specific situation, societal and professional guidelines, moral and legal precedents, as well as the ability and skills to engage in the appropriate responses in various ethical situations. This course cannot teach you all those skills. A mentor in your supervised training may be able to teach you many of them. Second, while discussions help students explore concepts and increase understanding, they also allow opportunities for students to learn misinformation. Without constant monitoring and comprehensive feedback, some discussions may actually lead to unethical responding. This can be especially dangerous for the vulnerable populations typically served by behavior analysts. In applying what you learn in this course to individual cases, supervision or mentoring by a qualified behavior analyst is an ethical requirement.

All feedback provided within this course assumes that scenarios in the course and provided by the student are hypothetical. No feedback should be taken as clinical advice or consultation.

Course Activities

Module View

To be successful in course activities, please be sure to use the Module view and complete activities in order.

Study Guides

Each module contains videos, journal articles, and/or book chapters selected by the course designer. These readings and/or videos have a corresponding Study Guide which consists of different types of questions (e.g., multiple choice, multiple answer, fill in the blank). These activities are designed to be a roadmap, directing the students' attention to key important information in the material. Students may refer to the assigned material when answering Study Guide questions.

Application Assessments

Most modules have Application Scenario activities at the end. The questions in these activities are intended to integrate the information presented in that and previous modules. Each question presents a scenario and students are asked to read the scenario carefully and then identify the ethical dilemmas

and possible solutions presented by the scenario. Students may refer to the assigned materials when answering Application Scenario questions.

For the Practice Application Essays, students will watch a videotaped role play scenario and then use what they have learned in the course to write a short essay based on the video. Students may refer to the assigned materials when writing these essays.

Written Assignments

Students will complete three longer integration and reflection assignments. Specific instructions for each written assignment will be under the specific activity in the Canvas Module. Be sure to review the assignment materials before beginning the assigned readings and lectures as this will orient you to expectations and help you attend to relevant information in the course activities. Students may refer to the assigned materials when completing these papers.

Weekly Quizzes

At the conclusion of each module, students will complete a quiz over the content covered that week. Quizzes may include multiple choice, matching, true/false, and/or fill-in-the-blank items. **Students may not look at any course or other materials during quizzes. During the summer semester, some weeks will have two quizzes.**

Examinations

This course includes two examinations, each of which will ask questions over all content previously covered in the course. **Students may not look at any course or other materials during examinations.**

Evaluation

Grading

A grade of 'B' or better is required for this class.

The primary purpose of study guide and practice activities is to help you learn the content. You will receive immediate feedback on these. To identify areas where you need to study more, you will briefly be able to see the answers you got wrong immediately after taking weekly quizzes. Exams are purely for assessment purposes. To protect academic integrity, you will not receive any feedback on exams.

Grading for written assignments will begin on the due date. Students will receive feedback within two weeks of the regular or grace period deadline, whichever they used.

Each activity on Canvas indicates the number of points that can be earned within the activity. The Grades link in your Course Menu will provide you with information about your score for each activity and your grade in the class. Please note that assignments that are not completed by the due date will automatically be counted as missing and assigned a grade of 0. If the assignment is then completed during the grace period, the grade will be updated to reflect the highest score earned on the activity.

For more information on how to navigate the Grades page on Canvas, please see the [Canvas Student Guide](#).

Grades are based on the percentage of possible points that a student earns:

- A = 90-100%
- B = 80-89.9%
- C = 70-79.9%

- F = below 70%

Coursework will be weighted as follows:

- 20% Study Guides
- 20% Weekly Quizzes
- 5% Practice Application Video Essays
- 5% Application Scenarios
- 20% Written Integration and Reflection Assignments
- 15% Cumulative Mid-Term Examination
- 15% Cumulative Final Examination

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT evaluations will be available near the end of the semester.

Course Policies

Assignment Policy

Please complete the first module of the course, Preparatory Activities, the first week of the semester. You must complete this module in order to unlock the rest of the modules in the course.

Please notate the due dates of the following assignments. These assignments offer a grace period, but utilizing this will delay the feedback provided.

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|---|--------------------|--|
| • | September 5 | Core Values Reflection Assignment due |
| • | November 6 | Integration and Reflection Assignment due |
| • | December 4 | Diversity, Equity, Inclusion Reflection |

Activities in the last week of the course will be due by **December 7th at 11:59pm CT. There are no grace periods for these activities.**

The final exam is due December 13th at 11:59pm CT. There is no grace period for the final exam.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Quiz and Examination Policy

Weekly quizzes and Examinations must be completed on a laptop or desktop computer using a webcam as these require the use of Respondus Lockdown Browser and Respondus Monitor. **Students may not look at any course or other materials during quizzes or exams.**

Late Work Policy

No credit is given for late assignments.

Attendance Policy

This course is fully online; all activities and assessments will be completed in Canvas. No attendance at any specific day or time is required.

Syllabus Change Policy

The instructor reserves the right to make changes and updates to the syllabus as needed. Any updates to the syllabus will be posted on Canvas and an announcement will be made regarding relevant changes.

BAO Academic Integrity Policy

Honesty is a core value in the practice of behavior analysis. Progress depends on honesty in data collection, reporting, and documenting. For that reason, plagiarism is especially troublesome for behavior analysts in training.

Please note that all work in this course must be completed independently and must be your own work in your own words. Plagiarism, including submitting content identical or highly similar to other student's papers and copying content from journal articles, websites or other sources, is strictly prohibited. Using your own previous work without citation is also considered plagiarism.

The Integration assignments will be submitted through Turnitin on Canvas. Turnitin is a program that will systematically detect any plagiarism. If plagiarism is detected, you will not receive points for the activity. If more than one assignment is plagiarized, you will receive an "F" in the course. If you plagiarize in more than one course, you will be dropped from the program.

Artificial Intelligence (AI) Policy

Artificial Intelligence is defined as any text-generating software (e.g., ChatGPT, iA Writer, Marmot or Botowski). We recognize the significant value of such technology and that our students will likely use it during their careers. At the same time, for those you serve, there is value in being able to produce independent work demonstrating skills such as integration, reflection, analysis, and application of the content being taught.

Acceptable use. It is acceptable to use AI as an additional support when studying course content (e.g., seeking clarification about a concept). However, please keep in mind that AI has limitations of which to be aware:

- AI may generate content that is inaccurate or incomplete.
- AI models have built-in biases since they may be based upon limited, unreliable, or problematic sources.
- AI may have limitations such as evaluating information and thinking critically.

Unacceptable use. It is never acceptable to submit projects or any written work that is partially or fully generated by text-generating software. Turnitin scans for content generated by AI; such content will be considered plagiarism and subject to the consequences specified in the Academic Integrity Policy. An additional risk is submitting content that is irrelevant to the assigned topics or lacks citations. This also can lead to a substantial deduction of points.

You are responsible for reading and understanding [Academic Integrity Policy](#) and the [UNT Student Academic Integrity Policy](#).

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://studentaffairs.unt.edu/office-disability-access) (<https://studentaffairs.unt.edu/office-disability-access>).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Sources

Course Designer

Kenda Morrison, Ph.D., BCBA-D designed this course. Nicole Bank, Setareh Dehghani-Moslemi, Isabel Cunningham, Sophia Kirkland, and April Linden assisted with writing study and application questions. Our outstanding staff conducts testing and reliability on course activities.

Copyright Information

All activities, lectures, and PowerPoints in the course are copyrighted by UNT and may not be reproduced or utilized by any means, electronic or mechanical, without permission of the copyright owners. Students are expressly prohibited from copying course questions and/or uploading them to websites. This is both a violation of copyright and a violation of the Academic Integrity Policy.

References

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