

## Instructor/TA Info

### Instructor Information

**Name:** Christian Sabey

**Office Location:** 340-Q MCKB

**Office Phone:** 8014228361

**Email:** christian\_sabey@byu.edu


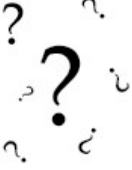
**Cell :** 8015807399

## Course Information

### Description

In this class we will work on developing our ethical muscles so we can become more effective and efficient in ethical decision making in Special Education and Applied Behavior Analysis.

### Materials

| Item   | Price (new) | Price (used) |
|--|-------------|--------------|
|  <u>How Good People Make Tough Choices - Required</u><br>by Kidder, R                    | 15.99       | 12.00        |
|  <u>Understanding Ethics in Applied Behavior Analysis 2e - Required</u><br>by Beirne, A | 59.95       | 45.00        |

### Grading Scale

| Grades | Percent |
|--------|---------|
| A      | 93%     |
| A-     | 90%     |
| B+     | 87%     |
| B      | 83%     |
| B-     | 80%     |
| C+     | 77%     |
| C      | 73%     |
| C-     | 70%     |
| D+     | 67%     |

|   |     |
|---|-----|
| D | 63% |
|---|-----|

|    |     |
|----|-----|
| D- | 60% |
| E  | 0%  |

### Grading Policy

You cannot make up any participation points or in-class activities. You will be able to drop your lowest participation and discussion grades.

Late assignments are a struggle for me. So, if you turn in an assignment late, I will try to get it graded, but cannot guarantee that it will get graded. Additionally, if I do grade a late assignment, it will receive only half credit.

I recognize that life happens. So, if you need some particular accommodation for your circumstances, please let me know and to the extent that we can, we will work something out. However, coming to me after the fact makes it difficult to be helpful, so please let me know in advance.

Finally, I want to be absolutely clear that your grade in this class (or any other class) your grade does not matter if you have not mastered the material and developed the commensurate skills. When you are working with an ethically challenging situation, people will not care what grade you got in this class. They will only care about your ability to help them succeed. **PLEASE DO NOT FOCUS ON YOUR GRADE IN THIS CLASS. FOCUS ON LEARNING THE MATERIAL WELL AND DEVELOPING THE NEEDED SKILLS. THE GRADE WILL FOLLOW.**

At their best, grades are a very vague approximation of what you have learned and what skills you have developed. The process of evaluation and grading is not precise. When I grade your work, there will always be an element of "making a judgement". You may disagree with the judgement I have made, but I typically will not change grades based on a disagreement about a judgement. If I have made a mistake, which I do, let me know and I'll make the correction.

### Participation Policy

This class is heavily dependent on your participation. Please come to each class prepared to discuss the readings, case studies, and in class scenarios.

### Attendance Policy

Your in-person attendance is required for this course. You will be required to record your attendance for each class session. There is no way to make up or get credit for a missed class. If you arrive more than 5 min late, please mark your attendance as "Late".

### Study Habits

Eyring\_Henry\_1997\_10.pdf [Download \(plugins/Upload/fileDownload.php?fileId=f88f776e-nF1c-9Fmz-jSqj-f33dcd8f4095&](#)

[pubhash=earGZwF1rVJEq\\_jvXDBgRjb4uf3heQPPpW\\_FGx5AB0Yqc\\_C49ibLx\\_H3RTCxWizMWxNcoWYjxiW](#)

The standard work load, as prescribed by the university, for a class is 3 hours outside of class for each hour in class. So, for this class you should anticipate devoting 7.5 hours of time to this class outside of class. If you find that you are not spending that much time on this class, please consider how you might learn the material better by devoting more time to it. For example, you could re-read the chapter or work on committing certain terms or concepts to memory. You could prepare questions to ask when you come to class (please seriously consider doing this). Your goal should not be to "complete the work" it should be to master the material.

If you find that you need to do more than 7.5 hours of preparation outside of class in order to be prepared for class, let me know and we'll adjust accordingly.

### Expectations

1. Attend class
2. Participate
3. Accept and give feedback

## Notes

I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both. We will inevitably need to make adjustments as we go so, please be flexible as we work through the course.

## Feedback

The way we learn is by emitting behavior and then receiving feedback on our behavior. Typical university courses are set up so that the instructor gives the students feedback. There are few opportunities for students to give the instructor feedback. I recognize that I won't get better in the absence of feedback, so please consider it your responsibility to give me feedback on the course, the content, the assignments, etc. I may not always make specific changes based on your feedback, but I will always take it into consideration.

## Books/Articles

You will read some articles for this class and you will need to download the articles from the BYU Library Website or some other website. If you have questions about how to do that please contact one of our university librarians.

## Diversity and Inclusion

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

i Elder Jeffrey R. Holland, “A Perfect Brightness of Hope”, April, 2020

ii Elder M. Russell Ballard, “The Trek Continues”, October, 2017

iii President Russell M. Nelson, “The Love and Laws of God”, September, 2019

iv President Russell M. Nelson, “The Love and Laws of God”, September, 2019

## Assignments

## Assignment Descriptions

### Round Robin Ethics Discussion #1

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Oct  
**06**

Due: Thursday, Oct 06 at 7:15 pm

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Complete the ethical decision making model for today's example dilemmas.

### Round Robin Ethics Discussion #2

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Oct  
**13**

Due: Thursday, Oct 13 at 7:15 pm

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Complete the ethical decision making model for today's example dilemmas.

### Round Robin Ethics Discussion #4

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Oct  
**20**

Due: Thursday, Oct 20 at 7:15 pm

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Complete the ethical decision making model for today's example dilemmas.

### Round Robin Ethics Discussion #5

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Oct  
**27**

Due: Thursday, Oct 27 at 7:15 pm

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Complete the ethical decision making model for today's example dilemmas.

### Written Ethical Dilemma

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Dec  
**01**

Due: Thursday, Dec 01 at 11:59 pm

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1. You will identify an ethical dilemma (preferably one that you have encountered personally) that you would like to address and write a paper addressing the dilemma.
2. In your paper you will do the following: 1. describe the dilemma, 2. analyze all of the relevant ethical principles and codes, 3. Propose at least 2 acceptable solutions to the dilemma, 4. evaluate the strengths and weakness of each solution, and 5. identify the preferred solution, including a justification for your choice.
3. The paper should be no longer than 3 pages. You will lose points for going over 3 pages.
4. Papers should be written in Times New Roman 12 point font with 1 inch margins all around.

### Scenario presentation

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Dec  
**01**

Due: Thursday, Dec 01 at 11:59 pm

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1. You will identify someone in your field (i.e., BCBA, SPED, or School psychology) to interview about the ethic dilemmas that he/she has faced in his/her career. Interviews can be either in person or by phone.
2. You will let the person know that **they are not to share with you how they resolved the dilemma**, only what the dilemma was with as much detail as possible (Note: names and other identifiable information should not be used.)

3. You will select one of the dilemmas and prepare a presentation on how you would have resolved the dilemma. The presentation should be approximately 10 min long and should be in PowerPoint or equivalent format.
4. Your presentation needs to include at least three relevant codes/principles, at least two possible solutions to the dilemma, justifications for each solution, your preferred solution, and an explanation for why that solution is preferred.

### Hot topic discussion

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Dec  
01

Due: Thursday, Dec 01 at 11:59 pm

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1. Select a topic that is hot in your field (BCBA, SPED or School psych).
  2. Lead a 45 to 60 minute discussion on the topic. Include a discussion of the relevant ethics codes, the competing ideas and strengths or weaknesses of those ideas, a number of possible resolutions, advantages and disadvantages for each resolution, a preferred resolution.
- You will be graded on your ability to facilitate a deep and meaningful discussion on the topic.

### 618 Ethics Attendance

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Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

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Please mark your own attendance and be sure it is marked on the same day as you attend class.

### Complete the Student Ratings

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Dec  
11

Due: Sunday, Dec 11 at 11:59 pm

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If you complete the student ratings, you will get extra credit.

### Final Exam

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Dec  
16

Due: Friday, Dec 16 at 11:59 pm

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Here's the final.

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating

violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report

incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

### Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Schedule

| Date            | Topic | Reading | Assignments |
|-----------------|-------|---------|-------------|
| Week 1          |       |         |             |
| M Aug 29 Monday |       |         |             |

|                    |   |   |   |
|--------------------|---|---|---|
| Th Sep 01 Thursday | Introductions to Each Other and the Course              |   |   |
| Week 2             |   |   |   |
| Th Sep 08 Thursday | Moral Philosophy: The background for considering ethics | <p><b>An Introduction to Moral Philosophy and Moral Education</b></p> <p>Read pgs 1-31</p> <p>Go to this website to access the text:</p> <p><a href="https://www.taylorfrancis.com/books/mono/10.4324/9780203946220/introduction-moral-philosophy-moral-education-robin-barrow?context=ubx">https://www.taylorfrancis.com/books/mono/10.4324/9780203946220/introduction-moral-philosophy-moral-education-robin-barrow?context=ubx</a></p> | <a href="https://docs.google.com/spreadsheets/d/15tzbeUvtHDytxdOAKbArOhntS_EaFLc/edit#gid=0">https://docs.google.com/spreadsheets/d/15tzbeUvtHDytxdOAKbArOhntS_EaFLc/edit#gid=0</a> |
| Week 3             |   |   |   |
| Th Sep 15 Thursday | Moral Philosophy Part II                                | An Introduction to Moral Philosophy and Moral Education pgs. 32-69  |   |
| Week 4             |   |   |   |
| Th Sep 22 Thursday | A Uniquely LDS Perspective on Ethics                    | EXPLORING MORMON THOUGHT- THE PROBLEMS OF THEISM AND THE LOVE OF GOD.pdf <a href="#">Download</a>   | Come with practice scenarios  |
| Week 5             |   |   |   |
| Th Sep 29 Thursday | Ethics as Right vs Right Hot Topic                      | Kidder Chapters 1-2   | Come with practice scenarios  |
| Week 6             |   |   |   |
| Th Oct 06 Thursday | Reading Discussion Round Robin Ethics                   | Kidder Chapters 3-4   | Come with practice scenarios<br><b>Round Robin Ethics Discuss</b>   |

| Week 7             |   |  |  |
|--------------------|---|--|--|
| Th Oct 13 Thursday | <p>Discussion groups</p> <p>Hot topic:<br/>Megan (ABA vs PBIS)</p> <p>Scenario presentation:<br/>Kalie</p> <p>Reading discussion:<br/>Kidder 5-8</p>        | Kidder Chapters 5-8  | <p>Come with practice scenarios</p> <p><b>Round Robin Ethics Discuss</b></p> |
| Week 8             |   |  |  |
| Th Oct 20 Thursday | <p>Discussion groups</p> <p>Hot topic:<br/>Charly (BCBA and Teacher)</p> <p>Scenario presentation:<br/>Jola</p> <p>Reading discussion:<br/>Kidder 9-End</p> | <p>Download and read the following articles in this order:</p> <p><i>Guidance or Compliance: What Makes an Ethical Behavior Analyst?</i></p> <p><a href="https://link.springer.com/article/10.1007/s40617-018-00287-5">https://link.springer.com/article/10.1007/s40617-018-00287-5</a></p> <p><i>On the BACB's Ethics Requirements: A Response to Rosenberg and Schwartz (2019)</i></p> <p><a href="https://link.springer.com/article/10.1007/s40617-020-00463-6">https://link.springer.com/article/10.1007/s40617-020-00463-6</a></p> <p>Kidder Chapters 9-End</p> | <p>Come with practice scenarios</p> <p><b>Round Robin Ethics Discuss</b></p> |
| Week 9             |   |  |  |



|                    |   |                                       |  |
|--------------------|---|---------------------------------------|--|
| Th Oct 27 Thursday | <p>Discussion groups</p> <p>Hot topic: Janae (Sufficient training)</p> <p>Scenario presentation: Megan</p> <p>Reading discussion: Understanding Ethics in ABA 1.1-1.3</p> | Understanding Ethics in ABA 1.1-1.3   | <p>Come with practice scenarios</p> <p><b>Round Robin Ethics Discuss</b></p> |
| Week 10            |   |                                       |  |
| Th Nov 03 Thursday | No Class  |                                       | Come with practice scenarios   |
| Week 11            |   |                                       |  |
| Th Nov 10 Thursday | <p>Discussion groups</p> <p>Hot topic: Jola (BCBA in US only)</p> <p>Scenario presentation: Janae</p> <p>Reading discussion: Understanding Ethic in ABA 1.4 &amp; 1.5</p> | Understanding Ethics in ABA 1.4 & 1.5 | Come with practice scenarios   |
| Week 12            |   |                                       |  |
| Th Nov 17 Thursday | No class (I'll be at TECBD conference)  |                                       |  |
| Week 13            |   |                                       |  |
| Th Nov 24 Thursday | <b>Thanksgiving</b>   |                                       |  |
| Week 14            |   |                                       |  |

|                    |  |                                       |  |
|--------------------|--|---------------------------------------|--|
| Th Dec 01 Thursday | <p>Discussion groups</p> <p>Hot topic: Kalie (Restraint)</p> <p>Scenario presentation: Charly and <b>Amelia</b></p> <p>Reading discussion: Understanding Ethic in ABA 1.6 &amp; 1.7</p>  | Understanding Ethics in ABA 1.6 & 1.7 | <p>Come with practice scenarios</p> <p><b>Hot topic discussion</b></p> <p><b>Scenario presentation</b></p> <p><b>Written Ethical Dilemma</b></p> |
| Su Dec 04 Sunday   |  |                                       |  |
| Week 15            |  |                                       |  |
| W Dec 07 Wednesday |  |                                       |  |
| Th Dec 08 Thursday | <p>Discussion groups</p> <p>Hot topic: Amelia (Brain Balance) and Scope of Addie (Scope of competence)</p> <p>Scenario presentation: Adam</p> <p>Reading discussion: Understanding Ethic in ABA 1.8 &amp; 1.9</p> <p>Wrap-up TBD</p> | Understanding Ethics in ABA 1.8 & 1.9 | <b>618 Ethics Attendance Final Exam Opens</b>  |
| Su Dec 11 Sunday   |  |                                       | <b>Complete the Student Rating</b>   |
| Week 16            |  |                                       |  |
| F Dec 16 Friday    |  |                                       | <b>Final Exam Closes</b>   |