

Instructor/TA Info

Instructor Information

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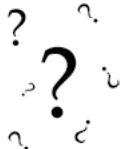
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Course Information

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> by Kidder, R	17.00	12.75
 <u>Understanding Ethics in Applied Behavior Analysis 2e - Required</u> by Beirne, A	64.95	48.75
 <u>Ethics - Required</u> by Driver, J	36.00	27.00

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 \(plugins/Upload/fileDownload.php?fileId=f88f776e-nFlc-9Fmz-jSqj-f33dcd8f4095&pubhash=earGZWf1rVJEq_jvXDBgRjb4uf3heQPPpW_FGx5AB0Yqc_C49ibLx_H3RTCxWlzMWxNcoWYjxiWFLCd_Jddiag==\)](#)

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

Ethics case #1

Sep
14

Due: Thursday, Sep 14 at 11:59 pm

Read the case then do the following:

1. State the ethical dilemma very briefly.
2. Identify whose dilemma it is.
3. Indicate how you would resolve the dilemma
4. Explain why

CASE 23: SOMEONE'S GOTTA DO IT

Katie and Janet are BCBA's at a small clinic where they supervise ABA services for children diagnosed with ASD and related disorders. Each BCBA has a caseload of eight learners. The clinic is in a small, rural town, with the next closest ABA agency over 100 miles away. Katie's daughter is in the same middle school class as the older sister of one of Janet's cases (Tommy). The girls are close friends and frequently spend time together outside of school, hanging out at each other's houses, having sleepovers, and attending family dinners. Due to the girls' friendship, the families frequently spend time with each other at community events and at each other's homes. Due to a serious illness in the family, Janet needs to immediately move to another state, and Katie takes over all of Janet's cases (including Tommy) until another BCBA can be hired, which will likely take at least several months.

Ethics case #2

Sep
21

Due: Thursday, Sep 21 at 11:59 pm

Read the case then do the following:

1. State the ethical dilemma very briefly.
2. Identify whose dilemma it is.
3. Indicate how you would resolve the dilemma
4. Explain why
5. Describe how a strict utilitarian would address the problem and why.

Marcella is an RBT working at an agency that practices ABA. She received a call from her cousin stating that she has a friend with a son diagnosed with autism spectrum disorder (ASD). The child's parents are looking to hire a caretaker who can provide support and “babysitting” services in the home while they run errands in the community or spend time together out of the house. The parents are looking for someone who has experience working with children diagnosed with ASD and may be more familiar with their son's communication capabilities and behaviors.

Ethics case #3

Sep
28

Due: Thursday, Sep 28 at 11:59 pm



Read the case then do the following:

1. State the ethical dilemma very briefly.
2. Identify whose dilemma it is.
3. Indicate how you would resolve the dilemma
4. Explain why
5. Describe how a **Kantian** would address the problem and why.

Chereika is a BCBA working within an ABA agency. She has been providing services to Troy for several years. Troy has made excellent progress, and based on the data and Chereika's clinical opinion, is ready to "graduate" from individual-based services with her agency. Chereika has already begun integrating community-based services, has increased her intervention focus to take advantage of natural learning opportunities, and is appropriately fading her team's clinical involvement. Though Chereika indicated her intention to discontinue services to Troy's funding organization, she received a new authorization to provide continued services at the same intensity. Chereika informed Troy's parents of the available funding for additional services. While they are proud and excited about Troy's progress, they appreciate the relationship Troy has built with Chereika and her staff and are very interested in the opportunity to continue services at the current intensity of hours through the duration of the new authorization.

Ethics case #4

Oct
05

Due: Thursday, Oct 05 at 11:59 pm

Hector is a BCBA supervising home-based services for Sonia. Hector typically conducts treatment team meetings and supervision for the direct staff members who work with Sonia within the family's home. However, due to changes in scheduling, home meetings are no longer an option. If meetings are held within Hector's office, one or more staff members will likely be unable to attend. Hector has found a coffee shop that is centrally located for all the staff and plans to hold meetings at this location, since everyone will be able to attend, until Sonia's parents are able to host meetings at their home again.

1. State the ethical dilemma very briefly.
2. Identify whose dilemma it is.
3. Indicate how you would resolve the dilemma
4. Explain why

Round Robin Ethics Discussion #1

Oct
12

Due: Thursday, Oct 12 at 7:15 pm

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

Round Robin Ethics Discussion #2

Oct
19

Due: Thursday, Oct 19 at 7:15 pm

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

Round Robin Ethics Discussion #4

Oct
26

Due: Thursday, Oct 26 at 7:15 pm

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

Round Robin Ethics Discussion #5

Nov
02

Due: Thursday, Nov 02 at 7:15 pm

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

Hot topic discussion

Dec
07

Due: Thursday, Dec 07 at 11:59 pm

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.

Scenario presentation

Dec
07

Due: Thursday, Dec 07 at 11:59 pm

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.

Written Ethical Dilemma

Dec
07

Due: Thursday, Dec 07 at 11:59 pm

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.

618 Ethics Attendance

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

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

Final Exam

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Here's the final.

Complete the Student Ratings

Dec
15

Due: Friday, Dec 15 at 11:59 pm

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

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

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at 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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <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, 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) 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/Content	Assignments
Week 1			
Th Sep 07 Thursday	Introductions to each other, the course, and ethics	<i>Ethics The Fundamentals</i> : Introduction and Chapter 1 (p.1-21)	
Week 2			

Th Sep 14 Thursday	God and Utilitarianism	Ethics The Fundamentals: Chapter 2 & 3 (p. 22-60)	https://docs.google.com/spreadsheets/d/1GFFsnWU00gWsoY4P-ND6OnKmAxXFWPhQ-12gycUgTo/edit?usp=sharing Ethics case #1
Week 3			
Th Sep 21 Thursday	Kant and Social Contract	<i>Ethics The Fundamentals:</i> Chapter 5 & 6 (p. 80-120)	Ethics case #2
Week 4			
Th Sep 28 Thursday	Virtue Ethics and a Uniquely LDS Perspective	<i>Ethics The Fundamentals:</i> Chapter 8 (p. 136-153) EXPLORING MORMON THOUGHT- THE PROBLEMS OF THEISM AND THE LOVE OF GOD.pdf Download	Ethics case #3
Week 5			
Th Oct 05 Thursday	Ethics as Right vs Right	Kidder Chapters 1-2	Ethics case #4 Come with practice scenarios
Week 6			
Th Oct 12 Thursday	Fitness and Core Values	Kidder Chapters 3-4	Round Robin Ethics Discussion #1 Come with practice scenarios
Week 7			
Th Oct 19 Thursday	Dilemmas and Resolutions	Kidder Chapters 5-8	Round Robin Ethics Discussion #2 Come with practice scenarios
Week 8			
Th Oct 26 Thursday	Ethics in ABA (BACB)	Understanding Ethics in ABA 1.1-1.3	Round Robin Ethics Discussion #4 Come with practice scenarios
Week 9			
Th Nov 02 Thursday	Responsibility as a Professional	Understanding Ethics in ABA 1.4 - Responsibility as a Professional	Round Robin Ethics Discussion #5 Come with practice scenarios
Week 10			
Th Nov 09 Thursday	Responsibility in Practice	Understanding Ethics in ABA 1.5 - Responsibility in Practice	Come with practice scenarios
Week 11			
Th Nov 16 Thursday	Responsibility to Clients and Stakeholders	Understanding Ethics in ABA 1.6 - Responsibility to Clients and Stakeholders	Come with practice scenarios
Week 12			
Th Nov 23 Thursday	Thanksgiving		

Week 13			
Th Nov 30 Thursday	Responsibility to Supervisees and Trainees	Understanding Ethics in ABA 1.7 - Responsibility to Supervisees and Trainees	
Week 14			
Th Dec 07 Thursday	Responsibility in Public Statements	Understanding Ethics in ABA 1.8 - Responsibility in Public Statements	Come with practice scenarios Hot topic discussion Scenario presentation Written Ethical Dilemma
Week 15			
Th Dec 14 Thursday	Last Day of Class Responsibility in Research	Understanding Ethics in ABA 1.9 - Responsibility in Research	Final Exam
F Dec 15 Friday	Exam Preparation Day		Complete the Student Ratings