EAB 6780
ETHICS IN BEHAVIOR ANALYSIS
UNIVERSITY OF FLORIDA, FALL 2018

Instructor:
Iser DeLeon
Office: Room 376, Psychology
Office Hours: W 1:00-4:00 & by appt.
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Phone: (352) 273-2162

Course Information:
Wednesday
Periods 9-11 (4:05-7:05)
PSY 129
Section: 18H3

Course Description

This course will provide an introduction to ethics in behavioral science and clinical practice. The course is divided into two segments. Weeks 2-6 are devoted to an examination and discussion of general ethical principles for psychologists, with a concentration on research ethics. The remaining weeks are devoted to a more focused examination of ethical guidelines for behavior analysts, specifically as established by the Behavior Analysis Certification Board. The course will highlight each of the 10 Guidelines established by the BACB by providing readings relevant to those guidelines, facilitating discussions about common situations, and testing knowledge of those guidelines.

Course Objectives

• Students will be able to describe important historical events leading to current ethical standards and practices.
• Students will be able to describe and use current standards for ethical behavior in psychological research for both human and nonhuman participants.
• Students will understand the Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts.
• Students will successfully use theses guidelines to make decisions about ethical practice in applied scenarios.
• Students will understand the importance and characteristics of empirically validated treatments versus pseudo-therapies, fads, and non-empirically validated treatments.

Course Materials

1-Credit Students:
All materials, listed below per class period, will be provided to you on the class canvas site.

3-Credit Students:
1. All materials required for the 1-credit students.
2. Additional readings as listed below per class period.
Class Format

Weekly Quiz: I expect you to read each assigned article carefully and on time. Each class will begin with a 1-2 question quiz, usually about specific ethical standards related to the topic. I will provide you a set of study objectives for each quiz, usually about 4-5 days in advance.

Brief Lectures & Discussion: On most days, I will give a brief lecture that provides an overview or supplementary information related to the topic for that day. Examples include: Historical background on the evolution of ethical standards; ethics case studies for which I provide the specifics then ask you as a class to dissect the case; professional development topics, etc.

Presentations and discussion: We will devote the remainder of each class session to discussion of the assigned readings. One student will serve as the discussion leader for an assigned paper. I will assign discussion leaders in advance. The assigned student will give a brief (10-15 minute) PowerPoint presentation. This presentation will include, at minimum:

a. A summary of at least 3 three take-home points from the paper (you can include more than three), and any subordinate points that led you to your conclusions.

b. At least three discussion questions for the class. We will discuss your questions as a class. I will come to class prepared with a list of my own discussion questions.

c. Expansion: Beyond this, you are required to extend/enhance the summary with information that is not contained in the assigned readings. In other words, tell the class something they do not already know. This can take various forms including information from unassigned readings, data from studies that illustrate your points, small-group activities, class surveys, debates, etc. Be as creative as you like. All other students are expected to thoroughly read the articles and be prepared to discuss, ask, and answer your questions. I reserve the right to add my own enhancement to your summary.

Grading

1-Credit Students:

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<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Grade Scale</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>4 x 5 points = 20 points possible</td>
<td>20</td>
</tr>
<tr>
<td>Presentation</td>
<td>10 points for complete presentation</td>
<td>10</td>
</tr>
<tr>
<td>Exam 1:</td>
<td>70 Total points possible</td>
<td>70</td>
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</tbody>
</table>

3-Credit Students:

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<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Grade Scale</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>11 x 5 points = 55 points possible</td>
<td>55</td>
</tr>
<tr>
<td>Presentations x 2:</td>
<td>10 points for complete presentation</td>
<td>20</td>
</tr>
<tr>
<td>Exams 1 &amp; 2:</td>
<td>70 + 70 = 140 Total points possible</td>
<td>140</td>
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Information about university grading policies can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which the
student must present to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**University Policy on Academic Misconduct**

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at [http://www.dso.ufl.edu/students.php](http://www.dso.ufl.edu/students.php).

**Online Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/).

**Weekly Topics and Reading Assignments**

**August 22: Introduction and Overview**

**August 29: Ethical Standards for Human Subjects Research**
2. APA Ethical Principles of Psychologists and Code of Conduct

**September 5: Ethical Standards for Non-Human Subjects Research**
2. Office of Laboratory Animal Welfare - Public Health Service Policy on Humane Care and Use of Laboratory Animals

**September 19: Scientific Conduct & Misconduct I**

**September 26: Scientific Conduct & Misconduct II**

**October 3: Exam I**

**October 10: Responsible Conduct of Behavior Analysts**
1. B & B (2016), Chapter 6
2. BACB Professional and Ethical Compliance Code for Behavior Analysts – Section 1.0

**October 17: Behavior Analysts’ Responsibility to Clients**
1. B & B (2016), Chapter 7
2. BACB Compliance Code Sections 2.0

**October 24: Assessing Behavior**
1. B & B (2016), Chapter 8
2. BACB Compliance Code Section 3.0

**October 31: Behavior Analysts and the Behavior-Change Program**
1. B & B (2016), Chapter 9
2. BACB Compliance Code 4.0

**November 7: Behavior Analysts as Supervisors**
1. Professional Development Lecture: Demystifying Scientific Peer Review
2. B & B (2016), Chapter 10
3. BACB Compliance Code 5.0

**November 14: Behavior Analysts’ Ethical Responsibility to the Profession of Behavior Analysis & Behavior Analysts’ Ethical Responsibility to Colleagues**
1. Professional Development Lecture: Grantsmanship 101
2. B & B (2016), Chapter 11
4. BACB Compliance Code 6.0 & 7.0

**December 5: Public Statements, Research & Ethical Responsibility to the BACB**
1. Professional Development Lecture: Getting An Academic Job
2. B & B (2016), Chapter 13, 14 & 15
3. BACB Compliance Code 8.0 9.0 & 10.0
4. Swofford and others: The Rincover case.

**December 12:**
Mock BACB Ethics Exam