

Ethical Guidelines for Behavior Analysts
Jordan University of Science and Technology
Nursing – Applied Behavior Health Analysis
November 2008 Syllabus
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Course Description:

This course aims to familiarize students with the ethical professional practice of applied behavior analysis. The class will discuss ethical principles for any professional, ethical guidelines of contemporary behavior analysts, the responsible conduct of research, and implications of such ethical behavior in the context of the provision of services in Jordan.

Successful students will:

- Identify ethical and legal matters pertinent to their professional and scholarly careers
- Identify whether described sceneries conform to the BACB ethical guidelines
- Discuss ways that would increase conformity to the BACB ethical guidelines
- Identify differences in cultural and ethical practice between Bailey & Burch and cultural expectations in Jordan

Required Readings

- Bailey, J. S. & Burch, M. R. (2005). Ethics for Behavior Analysts. Mahwah, NJ: Erlbaum
- Belmont Report

Graded Activities

- Leading the discussions of at least one ethical guideline during 4 classes (5 points each)
- Participating in discussion of ethical guidelines daily (10 points total)
- 4 daily reflections (tests) (30 points each)
- Final Paper or Exam (50 points)

Grades

A = 190 or more points

A- = 180 – 198 points

B+ = 170 – 179 points

B = 160 – 169 points

B- = 150 – 159 points

C = 135 – 149 points

D = 120 – 134 points

F = less than 120 points

Students with Disabilities

The instructor is committed to providing an equal education to all students. All reasonable accommodations will be made for any student who requires modifications to course work due to a disability. It is the responsibility of the student to inform the instructor of their individual needs.

Additional Notes

The instructor reserves the right to modify the syllabus with notification to enrolled students. Descriptions of graded activities, including the final paper, will be available on-line.

Behavior Analysis Certification Exam
Content Area 1: Ethical Considerations, Task List

- 1-1 Solicit or otherwise influence clients only through the use of truthful and accurate representations of intervention efficacy and one's professional competence in applied behavior analysis.
- 1-2 Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.
- 1-3 Maintain competence by engaging in ongoing professional development activities.
- 1-4 Obtain informed consent within applicable legal and ethical standards.
- 1-5 Assist the client with identifying life style or systems change goals and targets for behavior change that are consistent with:
 - 1-5 a The applied dimension of applied behavior analysis (Baer, Wolf, & Risley 1968).
 - 1-5 b Applicable laws.
 - 1-5 c The ethical and professional standards of the profession of applied behavior analysis.
- 1-6 Initiate, continue, modify, or discontinue behavior analysis services only when the risk-benefit ratio of doing so is lower than the risk-benefit ratio for taking alternative actions.
- 1-7 Identify and reconcile contingencies that compromise the practitioner - client covenant, including relationships among the practitioner, the client and other parties.
- 1-8 Use the most effective assessment and behavior change procedures within applicable ethical standards taking into consideration the guideline of minimal intrusiveness of the procedure to the client.
- 1-9 Protect confidentiality.
- 1-10 Truthfully and accurately represent one's contributions and those of others to the practice, discipline and profession of applied behavior analysis.
- 1-11 Ensure that the dignity, health and safety of one's client are fully protected at all times.
- 1-12 Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated.