

Instructor/TA Info

Instructor Information

Name: Christian Sabey
Office Location: 340-Q MCKB
Office Phone: 8014228361
Email: christian_sabey@byu.edu
Cell Phone : 8015807399

Course Information

Description

In this class we will learn ethical principles, ethical decision making, and the BACB Code of ethics.

Study Habits



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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.

Materials

Item	Price (new)	Price (used)
 <u>Ethics For Behavior Analysts - Required</u> by Bailey, J	56.95	42.75
 <u>How Good People Make Tough Choices - Required</u> by Kidder, R	15.99	12.00

Learning Outcomes

Knowledge of Legal Issues

The course objective for this course is an advanced level of the CEC/NCATE Knowledge and Skill Base Standards for teacher licensure. As a student in this course, you will demonstrate through various activities

students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting situations related to possible child abuse, and so on). You will gain in-depth understanding of the legal issues related to the delivery of special education services, which you will be able to explain in writing and/or verbally.

You will develop and demonstrate a working knowledge of the following:

- Laws and policies for general and special education including the scope of law in education and its influence on special education, with emphasis on IDEA '97, NCLB, FERPA, ADA, and 504.
- The rights of families as those rights relate to educational issues (procedural safeguards, due process, FERPA, ADA, and the Rehabilitation Act).
- The provisions of IDEA '97 including the IEP, FAPE, LRE, and Due Process.
- The influence of administrative rulings and court decisions through case law standards that guide practices.
- Various analytic frameworks that guide legal analysis.
- The dynamic nature of educational law and methods to identify tools and resources to assist students in keeping current.

Grading Scale

Grades	Percent
A	95%
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) does not matter if you have not mastered the material. 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 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 we grade your work, there will

mistake, which we do, let us know and we'll make the correction.

Participation Policy

Please come to each class prepared to participate.

Attendance Policy

You will be required to mark your own attendance. If you arrive more than 10 min after class has started, please mark the attendance as late. Arriving late will result in receiving 50% credit for that day. Classes cannot be made up, but we will drop your lowest attendance score.

Classroom Procedures

We will typically meet together via Zoom during the normal class time. Please plan to be in class as though we were meeting together in the same classroom, including the following:

- Be in a place that is free from disruptions (e.g., pets, children, roommates, etc.)
- Do not participate from the doctors office, the DMV, or from another appointment.
- Make sure that you have adequate internet access
- Have your camera on for the duration of class
- Be present and participate
- Follow BYU dress and grooming standards
- Safety - Absolutely no participating in class while driving
- Log-on on time and stay for the duration of the class

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.

Expectations

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

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

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

Notes

I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both. This will be a unique semester and we will need to make changes so, please be flexible as we sort through the challenges of this semester.

Assignments

Assignment Descriptions

Round Robin Ethics Discussion #1

Oct
01

Due: Thursday, Oct 01 at 7:15 pm

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

Round Robin Ethics Discussion #2

Oct
08

Due: Thursday, Oct 08 at 7:15 pm

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

Round Robin Ethics Discussion #4

Oct
22

Due: Thursday, Oct 22 at 7:15 pm

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

Round Robin Ethics Discussion #5

Nov
19

Due: Thursday, Nov 19 at 7:15 pm

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

Round Robin Ethics Discussion #7

Dec
10

Due: Thursday, Dec 10 at 7:15 pm

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

Written Ethical Dilemma

10

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

Dec
10

Due: Thursday, Dec 10 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.

Hot topic discussion

Dec
10

Due: Thursday, Dec 10 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.

Complete the Student Ratings

Dec
11

Due: Friday, Dec 11 at 11:59 pm

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

618 Ethics Attendance

Dec
17

Due: Thursday, Dec 17 at 11:59 pm

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

Dec
17

Due: Thursday, Dec 17 at 11:59 pm

Here's the final.

Point Breakdown

Categories	Percent of Grade
Final Exam	12.5%
Hot Topics	31.25%
Class participation	31.25%
Attendance	25%

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 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, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu>)

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Mental Health Concerns

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 03 Thursday	What is ethics?	Kidder Chapters 1-2	Hot Topic Sign-up: https://docs.google.com/spreadsheets/d/1ruaSzapq1LIRXAb0euUUIBwcn-QzC-Rdqlp/edit?usp=sharing
Week 2			
Th Sep 10 Thursday	Professional roles	Kidder Chapters 3-4 https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards BCBA Code of Ethics .pdf Download	
Week 3			

Th Sep 17 Thursday	More on the foundations of ethics. Hot Topic Demonstration	Habilitation vs personal liberty (doughnuts).pdf Download Kidder Chapters 5-8	Research Presentations: https://docs.google.com/spreadsheets/d/1q2t4JdcqQzrcUQLquUKgPWSu8kZF4s3_bf/edit?usp=sharing Come with practice scenarios Hot Topic Sign-up: https://docs.google.com/spreadsheets/d/1ruaSzapq1LIRXAb0euUUIBwcn-QzC-Rdq1p/edit?usp=sharing
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Week 4

Th Sep 24 Thursday	Ethics vs Ethical Code	Kidder Chapters 8-10 Review the BACB code and CEC ethical principles	
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Week 5

Th Oct 01 Thursday	Reading Discussion Round Robin Ethics	Download and read the following articles in this order: <i>Guidance or Compliance: What Makes an Ethical Behavior Analyst?</i> https://link.springer.com/article/10.1007/s40617-018-00287-5 <i>On the BACB's Ethics Requirements: A Response to Rosenberg and Schwartz (2019)</i> https://link.springer.com/article/10.1007/s40617-020-00463-6	Come with practice scenarios
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Week 6

Th Oct 08 Thursday	Reading discussion Round Robin Ethics	Ethics Chapters 1-5	
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Week 7			
Th Oct 15 Thursday	Hot topic Scenario presentation Reading discussion Round Robin	Ethics Chapters 6-7	
Week 8			
Th Oct 22 Thursday	Hot topic Scenario presentation Reading discussion	Ethics Chapters 8-9	
Week 9			
Th Oct 29 Thursday	No Class		
Week 10			
Th Nov 05 Thursday	Hot topic Scenario presentation Reading discussion	Ethics Chapters 10-11	
Week 11			
Th Nov 12 Thursday	Hot topic Scenario presentation Reading discussion	Ethics Chapters 12-13	
Week 12			
Th Nov 19 Thursday	Hot topic Scenario presentation Reading discussion	Ethics Chapters 14-15	
Week 13			
Th Nov 26 Thursday	Thanksgiving		
Week 14			

Th Dec 03 Thursday	Research Discussions Hot topic Scenario presentation Reading discussion	Ethics Chapter 16-18 Ethics Chapter 19-20	
Week 15			
Th Dec 10 Thursday	Research Discussions		
F Dec 11 Friday	Fall Exam Preparation (12/11/2020 - 12/11/2020) Final Exam: 341 MCKB 7:00pm - 10:00pm		
Week 16			
M Dec 14 Monday			
T Dec 15 Tuesday			
Th Dec 17 Thursday	618 Ethics Attendance		