

**ABA Ethics & Professional Conduct 2**  
**ADST 5P76 □ Applied Disability Studies □ Brock University □ January 2021**

**Hamilton (Section 03)**

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**Classes:** Sundays, 0900-1700; January 10, 31, February 21, March 14, and **April 24\***  
**Student Conference Day (attendance required)**

**Location:** online

**Academic**

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**Library Support:**

ADS liaison librarian: Colleen MacKinnon  
Email: [cmackinnon@brocku.ca](mailto:cmackinnon@brocku.ca)

ADS library site: <http://researchguides.library.brocku.ca/ADST>

Brock library databases (some require Brock ID # and PIN):

<http://catalogue.library.brocku.ca/search/e?Applied%20Disability%20Studies>

Library research guides:

<http://researchguides.library.brocku.ca/profile.php?uid=57021>

**COURSE PURPOSE, GOALS, AND OBJECTIVES**

This course is designed to provide instruction in ethics and professional conduct, and practical experience in providing ABA services. Students will have monthly classroom hours specifically related to ethics and professional conduct in ABA, with practice assignments between classes. Through lectures, readings, discussions, and case-scenarios, students will learn about professional skills and ethical behaviors required in the role of behavior analyst. Students will refine their skills in applying the BACB Compliance Code, as well as relevant legislation relating to the settings in which ABA is practiced.

In their practicum placements, students will gain practical experience in assessment and intervention for behavioural issues with individuals who have disabilities (e.g., Autism Spectrum Disorder, Intellectual & Developmental Disabilities, Acquired Brain Injury, Mental Health Issues, etc). Students will acquire at least 150 hours in a community-based setting (e.g., agency, hospital, school) or work with a Brock University faculty in a clinical placement related to that faculty's applied research (if available). Students will complete practicum placement setting orientations, meet setting guidelines and requirements for volunteers and/or employees, and be supervised and evaluated by the practicum site supervisor or Brock University faculty (when available) on general ethical and professional ABA practices. In addition to placement specific experience, students will be required to practice ABA skills consistent with the BACB 4th Edition Task List under the supervision of a Board-Certified Behavior Analyst (BCBA). Supervision should include observation, feedback, and discussion of student performance, with consideration of ethics and jurisprudence of ABA implementation in the practicum setting consistent with the BACB supervision requirements.

## COURSE OBJECTIVES

1. Students will **develop their knowledge and skills relating to professional conduct** in the practice of ABA with diverse populations and clinical settings. They will **develop a graduate level understanding of ethics and jurisprudence** and **apply relevant aspects of the BACB Compliance Code and related legislation** to increasingly complex ethical and professional dilemmas. Learning will be evidenced by:

- a. In-class application of essential professional skills, ethical standards, and relevant legislation to challenging situations and thoughtful discussion of scenarios individually or in groups, relating to ethical and professional practice issues
- b. Leading in class discussion on relevant readings to demonstrate scholarship and critical thinking relating to the ethical practice of behavior analysis.
- c. Completion of on-line quizzes relating to ethical and professional conduct.

2. Throughout **practicum placement**, students will demonstrate their understanding of **ethical and professional issues** related to their ABA practicum site and client population as evidenced by the following:

- a. Identification of ethical behavior and resolution of ethical dilemmas in their practicum placements and other locations where behaviour analysts practice and research.
- b. Satisfactory evaluation every 1-2 weeks by their practicum supervisor on professional and ethical behaviours through completion of tasks from the BACB 4th Edition task list and satisfactory performance ratings on the BACB Experience Forms.
- c. Satisfactory grade on assigned tasks in which students design and implement ethically and professionally appropriate clinical assessments and interventions.

3. The student will **gain supervised experience** in a work/research setting and **demonstrate his or her ability to effectively use ABA principles and practices** with persons with disabilities, and their family members, therapists, teachers and/or direct-care staff, **in an ethical and professional manner**, as evidenced by the following.

- a. Satisfactory grade on assigned tasks in which students design and implement ethically and professionally appropriate clinical assessments and interventions.

- b. Satisfactory evaluation by practicum supervisor on Supervisor Evaluation Form (clinical effectiveness and ethical and professional conduct with clients, families, and/or staff).
- c. Satisfactory evaluation by practicum supervisor and course instructor on completion of a data-based Practicum Project Final Report and presentation, i.e., developing and implementing a behaviour change intervention for at least one client within the practicum site, including assessment, intervention planning and implementation, related mediator training, adherence checks, monitoring).

## REQUIRED READINGS

### Required Course Texts

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7<sup>th</sup> Ed.)*. Author.
- Bailey, J.S., & Burch, M.R. (2019). *Analyzing Ethics Questions from Behavior Analysts: A Student Workbook (1<sup>st</sup> Ed.)*. Routledge.
- Bailey, J.S., & Burch, M.R. (2016). *Ethics for Behavior Analysts (3<sup>rd</sup> Ed.)*. Routledge.
- Broadhead, M.T., Cox, D.J., & Quigley, S.P. (2018). *Practical Ethics for Effective Treatment of Autism Spectrum Disorder*. Elsevier Inc.
- Luiselli, J.K. (2017). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice*. Academic Press. (Available free on-line at Brock Library, however we encourage you to get a copy of this helpful resource).

### Required Materials

- Behavior Analyst Certification Board (2019). *The Professional and Ethical Compliance Code for Behavior Analysts*. Author. [https://www.bacb.com/ethics/#ethics\\_requirements](https://www.bacb.com/ethics/#ethics_requirements)
- Behavior Analyst Certification Board (2019). *BCBA Fieldwork Requirements*. Author. [https://www.bacb.com/wp-content/uploads/2020/05/2022-BCBA-Fieldwork-Requirements\\_200828.pdf](https://www.bacb.com/wp-content/uploads/2020/05/2022-BCBA-Fieldwork-Requirements_200828.pdf)

### Legislation

#### Privacy & Confidentiality

1. **Personal Health Information Protection Act (PHIPA) (2004)**  
[http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_04p03\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_04p03_e.htm)
2. **Protection of Personal Information and Electronic Documents Act (PIPEDA) (2000)**  
<http://laws-lois.justice.gc.ca/eng/acts/P-8.6/>
3. **Freedom of Information and Protection of Privacy Act, 1990**  
[http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90f31\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm)

4. **Municipal Freedom of Information and Protection of Privacy Act, 1990**  
[http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90m56\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90m56_e.htm)
5. **Dispelling the Myths Under PHIPA**  
<https://www.ipc.on.ca/wp-content/uploads/Resources/dispelling-myths-under-hipa.pdf>
6. **Defining the Circle of Care**  
<https://www.ipc.on.ca/wp-content/uploads/Resources/circle-of-care.pdf>

### Consent to Assessment & Treatment

1. **Child & Family Services Act**  
[Child and Family Services Act, 1990](#) as amended 2017
2. **Services and Supports for ID & QAM**  
[Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008](#) as amended 2019 [and Quality Assurance Measures \(Minister’s Regulation\)](#)
3. **Mental Health Act, 1990**  
[Mental Health Act, 1990](#) as amended 2015
4. **Health Care Consent Act**  
[Health Care Consent Act, 1996](#) as amended 2020

## MODULES

### Module #1: ETHICS IN ABA: VALUES, SCIENCE, AND COMPETENT PRACTICE

*Luiselli : Chapter 17*

Romanczyk, R. G. (2017). Ethical and competent practice in applied behavior analysis: Perspective, requirements, and dilemmas. In Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (389-408). Academic Press.

Cardiff University Plagiarism Tutorial: <https://ilrb.cf.ac.uk/plagiarism/tutorial/index.html>

O’Donohue, W. & Ferguson, K. (2011). Behavior analysis and ethics. In W. Fisher, C. Piazza, & H. Roane. (Eds.). *Handbook of Applied Behavior Analysis* (489-497). Guilford Publications.

Wood, W.S. (1979). Ethics for behaviorists. *Behavior Analyst*, 10, 9-15.

Ruiz, M.R. & Roche, B. (2007). Values and the scientific culture of behavior analysis. *The Behavior Analyst*, 30, 1–16.

### Module #2: ETHICAL DECISION MAKING IN TREATMENT PLANNING AND SERVICE PROVISION

*Broadhead et al: Chapters 2, 5*

Broadhead, M.T., Cox, D.J., & Quigley, S.P. (2018). Contextual factors that influence ethical decision making. In Broadhead, Cox, & Quigley (Eds), *Practical Ethics for Effective Treatment of Autism Spectrum Disorder* (17-33). Elsevier Inc.

Broadhead, M.T., Cox, D.J., & Quigley, S.P. (2018). The decision-making process of evidence-based practice. In Broadhead, Cox, & Quigley (Eds), *Practical Ethics for Effective Treatment of Autism Spectrum Disorder* (67-84). Elsevier Inc.

*Luiselli: Chapter 5*

Ricciardi, J.N., & Rothschild, A. W. (2017). Behavioral risk assessment. In Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (93-116). Academic Press.

Klose, L.M., Lasser, J., & Reardon, R.F. (2012). Effects of social psychological phenomena on school psychologists' ethical decision-making: A preliminary ethical analysis. *Educational Psychology in Practice*, 28 (4), 411-424.

Rosenberg, N. E., & Schwartz, I. S. (2019). Guidance or compliance: What makes an ethical behavior analyst? *Behavior Analysis in Practice*, 12(2), 473-482.

<https://doi.org.proxy.library.brocku.ca/10.1007/s40617-018-00287-5>

### **Module #3: ETHICAL AND PROFESSIONAL CONDUCT IN ABA ASSESSMENT AND INTERVENTION FOR BEHAVIOUR REDUCTION**

DiGennaro Reed, F. D., & Lovett, B. J. (2008). Views on the efficacy and ethics of punishment: Results from a national survey. *International Journal of Behavioral Consultation and Therapy*, 4(1), 61-67.

Graber, A., & Graber, J.E. (2019). The unique challenge of articulating the behavior analysts' ethical obligations and the case of punishment. *Behavior Analysis in Practice*. 12(3), 688-695. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-018-00310-9>

Hastings, R.P., & Noone, S.J. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities*, 40(4), 335-342.

Poling, A., Austin, J.L., Peterson, S.M., Mahoney, A., and Weeden, M. (2012). Ethical issues and considerations. In Matson (Ed.). *Functional Assessment for Challenging Behaviors* (213-233). Springer.

Wiskirchen, R. R., Deochand, N., & Peterson, S. M. (2017). Functional analysis: A need for clinical decision support tools to weigh risks and benefits. *Behavior Analysis Research and Practice*, 17(4), 325-333.

### **Module #4: CONSIDERATIONS FOR ETHICAL AND PROFESSIONAL CONDUCT IN ABA SERVICE PROVISION**

*Luiselli: Chapter 4*

Common, E. A., & Lane, K. L. (2017). Social validity assessment. In Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (73-92). Academic Press.

Fong, E.H., Catagnus, R.M., Brodhead, M.T. et al. (2016). Developing the cultural awareness skills of behavior analysts. *Behavior Analysis in Practice*, 9(1), 84-94.

<https://doi.org.proxy.library.brocku.ca/10.1007/s40617-016-0111-6>

Fong, E. H., Ficklin, S., & Lee, H. Y. (2017). Increasing cultural understanding and diversity in applied behavior analysis. *Behavior Analysis: Research and Practice*, 17(2), 103-113.

<http://dx.doi.org/10.1037/bar0000076>

Heenan, A. (2012). The principle of age-appropriateness and individuals with intellectual disabilities in Canada: A case study of inappropriate application of support agency policy. *International Journal of Disability, Community & Rehabilitation*, 12 (1).

[http://www.ijdc.ca/VOL12\\_01/articles/heenans.html](http://www.ijdc.ca/VOL12_01/articles/heenans.html)

Normand, M. P. (2008). [Science, skepticism, and applied behavior analysis](#). *Behavior Analysis in Practice*, 1, 42-49.

## **Module #5: ETHICAL and PROFESSIONAL CONDUCT IN ABA CONSULTATION (IN MULTIDISCIPLINARY SETTINGS)**

*Luiselli: Chapter 12*

St. Peter, C. C., Pence, S. T., & Kestner, K. M. (2017). Consultation practices: Multidisciplinary settings. In Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (285-305). Academic Press.

Brodhead, M.T. (2015). Maintaining professional relationships in an interdisciplinary setting: Strategies for navigating nonbehavioral treatment recommendations for individuals with autism. *Behavior Analysis in Practice*, 8(1), 70-78. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-015-0042-7>

Cox, D.J. (2012). From interdisciplinary to integrated care of the child with autism: The essential role for a code of ethics. *Journal of Autism and Developmental Disorders*, 42, 2729–2738.

Luiselli, J.K. (2015). In response: Maintaining professional relationships in an interdisciplinary setting: Strategies for navigating non-behavioral treatment recommendations for individuals with autism. *Behavior Analysis in Practice*, 8(1), 79-79. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-015-0043-6>

Newhouse-Oisten, M.K., Peck, K.M., Conway, A. A., & Frieder, J. E. (2017). Ethical considerations for interdisciplinary collaboration with prescribing professionals. *Behavior Analysis in Practice*, 10, 145-153.

## **Module #6: ETHICAL AND PROFESSIONAL CONDUCT IN ABA IN WORKING WITH FAMILIES**

*Luiselli: Chapter 10*

- Schieltz, K. M., Graber, J. E., & McComas, J. (2017) Consultation Practices: Training Parents and Families. In Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (229 - 257). Academic Press.
- Chadwell, M. R., Sikorski, J. D., Roberts, H., Allen, K. D., Poling, A., & Lundervold, D.A. (2019). Process versus content in delivering ABA services: Does process matter when you have content that works? *Behavior Analysis (Washington, D.C.)*, 19(1), 14–22. <https://doi.org/10.1037/bar0000143>
- Dennison, A., Lund, E.M., Brodhead, M.T. et al. (2019). Delivering home-supported applied behavior analysis therapies to culturally and linguistically diverse families. *Behavior Analysis in Practice*, 12(4), 887-898. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-019-00374-1>
- Helton, M.R. & Alber-Morgan, S.R. (2018). Helping parents understand applied behavior analysis: Creating a parent guide in 10 steps. *Behavior Analysis in Practice*, 11(4), 496-503: 496. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-018-00284-8>
- Taylor, B.A., LeBlanc, L.A. & Nosik, M.R. (2019). Compassionate care in behavior analytic treatment: Can outcomes be enhanced by attending to relationships with caregivers? *Behavior Analysis in Practice*, 12(3), 654-666: <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-018-00289-3>

## **Module #7: ETHICAL AND PROFESSIONAL CONDUCT IN ABA MEDIATOR TRAINING**

- Bailey, B.A., Hare, D.J., Hatton, C. and Limb, K. (2006). The response to challenging behaviour by care staff: Emotional responses, attributions of cause, and observations of practice. *Journal of Intellectual Disability Research*, 50 (3), 199 – 211.
- Carr, J. E., Wilder, D. A., Majdalany, L., Mathisen, D., & Strain, L. (2013). An assessment-based solution to a human-service employee performance problem: An initial evaluation of the Performance Diagnostic Checklist-Human Services. *Behavior Analysis in Practice*, 6, 16-32.
- Cautilli, J., Riley-Tillman, T.C., Axelrod, S., Hinline, P. (2005). Current behavioral models of client and consultee resistance: A critical review. *The International Journal of Behavioral Consultation and Therapy*, 1, 147-164.
- Szabo, T.G., Williams, W.L., Rafacz, S.D., Newsome, W & Lydon, C.A. (2012). Evaluation of the Service Review Model with Performance Scorecards. *Journal of Organizational Behavior Management*, 32(4), 274-296. <http://dx.doi.org/10.1080/01608061.2012.729408>
- Slowiak, J. M., & Lakowske, A. M. (2017). The influence of feedback statement sequence and goals on task performance. *Behavior Analysis: Research and Practice*, 17(4), 357–380.

## **Module #8: ETHICAL AND PROFESSIONAL CONDUCT IN ABA SUPERVISION**

*Luiselli: Chapter 1*

- Turner, L. B. (2017). Behavior analytic supervision. In Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (3-18). Academic Press.

Garza, K.L., McGee, H.M., Schenk, Y.A. et al. (2018). Some tools for carrying out a proposed process for supervising experience hours for aspiring Board-Certified Behavior Analysts®. *Behavior Analysis in Practice*, 11(1), 62-70. <http://doi-org.proxy.library.brocku.ca/10.1007/s40617-017-0186-8>

Sellers, T.P., Alai-Rosales, S. & MacDonald, R.P.F. (2016). Taking full responsibility: The ethics of supervision in behavior analytic practice. *Behavior Analysis in Practice*, 9(4), 299–308. <http://10.1007/s40617-016-0144-x>

Sellers, T.P., Valentino, A.L., Landon, T.J. et al. (2019). Board Certified Behavior Analysts’ supervisory practices of trainees: Survey results and recommendations. *Behavior Analysis in Practice*, 12(3), 536-546. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-019-00367-0>

**Module #9 & Module #10: CASE STUDY PRESENTATIONS AND GRADUATE STUDENTS’ CONFERENCE DAY**

**CLASS SCHEDULE**

MODULE	TOPICS and BACB 4 <sup>th</sup> and 5 <sup>th</sup> Edition Task List Items	READINGS AND ASSIGNMENTS (to complete before each class)
	<b>Course Related:</b> <b>Review Syllabus &amp; Complete Readings</b>	<b>NOTE: TO EVERY CLASS BRING THE BACB ETHICAL COMPLIANCE CODE</b>
Module 1 (3 hours) <b>January 10</b>	- Syllabus review - Discussion of Practicum II - Academic integrity exercise- turnitin.com  <b>ETHICS IN ABA: VALUES, SCIENCE AND COMPETENT PRACTICE</b>  <i>4<sup>th</sup> Edition Task List Items: 1-12</i> <i>5<sup>th</sup> Edition Task List Items: E9</i>	Cardiff University Plagiarism Tutorial O’Donohue, W. & Fergus, K. (2011). Romanczyk, R. G. (2017). Ruiz, M.R. & Roche, B. (2007). Wood, W.S. (1979).
Module 2 (3 hours) <b>January 10</b>	<b>ETHICAL DECISION MAKING IN TREATMENT PLANNING AND SERVICE PROVISION</b>  <i>4<sup>th</sup> Edition Task List Items: 1-5, 1-9, 1-11</i> <i>5<sup>th</sup> Edition Task List Items: E2</i>	Broadhead, M.T., Cox, D.J., & Quigley, S.P. (2018). Klose, L.M., et al (2012). Ricciardi, J.N., & Rothschild (2017). Rosenberg, N. E., & Schwartz, I. S. (2018).
Module 3 (3 hours) <b>January 31</b>	<b>ETHICAL AND PROFESSIONAL CONDUCT IN ABA ASSESSMENT AND INTERVENTION FOR BEHAVIOUR REDUCTION</b>  <i>4<sup>th</sup> Edition Task List Items: 1-8</i> <i>5<sup>th</sup> Edition Task List Items: E3</i>	DiGennaro Reed, F. D., & Lovett, B. J. (2008). Graber, A., & Graber, J.E. (2019). Hastings, R.P., & Noone, S.J. (2005). Poling, A., et al. (2012). Wiskirchen, et al. (2017).



<p>Module 4 (3 hours) <b>January 31</b></p>	<p><b>CONSIDERATIONS FOR ETHICAL AND PROFESSIONAL CONDUCT IN ABA SERVICE PROVISION</b></p> <p><i>4<sup>th</sup> Edition Task List Items: 1-6, 1-7, 1-8</i>  <i>5<sup>th</sup> Edition Task List Items: E4</i></p>	<p>Common, E. A., &amp; Lane, K. L. (2017).          Fong, E.H., Catagnus, R.M., Brodhead, M.T. et al. (2016).          Fong, E. H., Ficklin, S., &amp; Lee, H. Y. (2017).          Heenan, A. (2012).          Normand, M. P. (2008).</p>
<p>Module 5 (3 hours) <b>February 21</b></p>	<p><b>ETHICAL and PROFESSIONAL CONDUCT IN ABA CONSULTATION IN MULTIDISCIPLINARY SETTINGS</b></p> <p><i>4<sup>th</sup> Edition Task List Items: 1-10</i>  <i>5<sup>th</sup> Edition Task List Items: E7</i></p>	<p>Brodhead, M.T. (2015).          Cox, D.J. (2012).          Luiselli, J.K. (2015).          St. Peter, C. C., et al. (2017).          Newhouse-Oisten, et al. (2017).          St. Peter, C. C., Pence, S. T., &amp; Kestner, K. M. (2017).</p>
<p>Module 6 (3 hours) <b>February 21</b></p>	<p><b>ETHICAL AND PROFESSIONAL CONDUCT IN ABA WHEN WORKING WITH FAMILIES</b></p> <p><i>4<sup>th</sup> Edition Task List Items: 1-1</i>  <i>5<sup>th</sup> Edition Task List Items: E8</i></p>	<p>Chadwell, M. R. (2018).          Dennison, A., Lund, E.M., Brodhead, M.T. et al. (2019).          Helton, M.R. &amp; Alber-Morgan, S.R. (2018).          Schieltz, K. M., et al. (2017)          Taylor, B.A., LeBlanc, L.A. &amp; Nosik, M.R. (2019).</p>
<p>Module 7 (3 hours) <b>March 14</b></p>	<p><b>ETHICAL AND PROFESSIONAL CONDUCT IN ABA MEDIATOR TRAINING</b></p> <p><i>4<sup>th</sup> Edition Task List Items: 1-2</i>  <i>5<sup>th</sup> Edition Task List Items: E1</i></p>	<p>Bailey, et al. (2006).          Carr, J., et al., (2013).          Cautilli, J., Riley-Tillman, T.C., Axelrod, S., Hineline, P. (2005).          Szabo, T.G., et al. (2012).          Slowiak &amp; Lakowske (2017).</p>
<p>Module 8 (3 hours) <b>March 14</b></p>	<p><b>Class #8: ETHICAL AND PROFESSIONAL CONDUCT IN ABA SUPERVISION</b></p> <p><i>4<sup>th</sup> Edition Task List Items: 8-8</i>  <i>5<sup>th</sup> Edition Task List Items: E5</i></p>	<p>Garza, K.L., McGee, H.M., Schenk, Y.A. et al. (2018).          Sellers, et al. (2016).          Sellers, T.P., Valentino, A.L., Landon, T.J. et al. (2019).          Turner. L. B. (2017).</p>
<p>Module 9 &amp; 10 (6 hours) <b>April 24, 2021</b> <b>Graduating Students Conference</b> 0845 – 1700</p>	<p>Ignite! Presentation on Case Study</p> <p><i>4<sup>th</sup> Edition Task List Items: 1-3, 1-10</i>  <i>5<sup>th</sup> Edition Task List Items: E6, E10</i></p>	<p><b>Ignite! Presentations</b></p>

**Summary of hours corresponding to BACB requirements 5<sup>th</sup> Edition Task List**

18 hours ethical and professional conduct, responsibility to clients, assessing behaviour, and the behaviour-change program (E1, E2, E3, E4)  
 6 hours ethical and professional conduct in training, management and supervision (E5)  
 6 hours ethical responsibility to colleagues, the profession, the BACB, and when making public statements and conducting research (E6, E7, E8, E9, E10)  
**30 hours TOTAL**

**EVALUATION**

1.	IN CLASS PARTICIPATION	10%	
2.	ETHICAL AND PROFESSIONAL CONDUCT QUIZZES	25%	
3.	LEADING IN-CLASS DISCUSSIONS	10%	
4.	CASE STUDY RELATED TASKS 1-3	20%	
5.	CASE STUDY FINAL REPORT	25%	
6.	IGNITE! PRESENTATION	10 %	
7.	4 <sup>th</sup> EDITION TASK LIST SKILLS CHECK	PASS/FAIL	
8.	BACB EXPERIENCE FORMS (ALL forms completed)	PASS/FAIL	
9.	SUPERVISOR EVALUATION	PASS/FAIL	
<b>TOTAL</b>		<b>100%</b>	
<b>Course grades:</b>			
A+ = 90-100	A 80-89	B = 70-79	F = 69 and below

**ASSIGNMENTS**

**1. In-Class Participation (10%):**

The expectation in this course is that all students will participate in discussions and in-class activities whether led by the instructional team or by fellow students. As such, participation marks will be earned by evidence of preparation before class (e.g. submitting preparatory materials, demonstrating active engagement in class (e.g., small group and large group discussions and activities, staying alert, and on-task), and will be lost in response to tardiness, and off-task behaviour (e.g., texting, Facebook, email, talking during lecture).

**2. Ethical and Professional Conduct Quizzes (25%)**

There will be 4 timed, on-line quizzes. For each quiz, students will be asked to respond individually to a variety of questions within a 1-1.5-hour time frame. Questions will relate to the ethical and professional conduct required of Behaviour Analysts. The student will be required to use the BACB Ethical Compliance Code, Bailey & Burch’s *Ethics for Behavior Analysts* and/or Bailey & Burch’s *25 Essential Skills*, and relevant legislation to complete the quiz. Practice scenarios with feedback will be provided in class and on-line study guides will be available prior to the first three quizzes. Lessons open at 9:00 am on the assigned date and close at midnight on the due date.

Item	Due Date (Midnight)	Open Dates
Quiz and Study Guide #1	Wednesday, 27 January	Jan 13 - 27
Quiz and Study Guide #2	Wednesday, 10 February	Jan 27 - Feb 10
Quiz and Study Guide #3	Wednesday, 10 March	Feb 24 - Mar 10
Quiz # 4	Wednesday, 7 April	Mar 24 - Apr 7

**3. Leading In-Class Discussion (10%)**

Students will complete preparatory questions before assigned classes and will come to class prepared to discuss these overarching questions relating to the ethical and professional practice of behaviour analysis. Each class, different students will be chosen at random to lead the discussion pertaining to a particular discussion question. Marks will be assigned based on preparedness, clear argument/understanding of the material, and ability to engage the group in discussion.

**PRACTICUM RELATED:**

**4. Case Study Related Tasks (as noted below= 20%)**

In order to assist the student and supervisor to pace the project and for instructors to provide iterative feedback on the written work the project is broken into four tasks and a final report.

Task Number	Due Date (Midnight)	Primary Content Area
Task 1: (7.5%)	Friday, 29 January	Identification of Client and Target Behaviour (problem behavior to decrease or skill to increase) and Assessment & Measurement Plan
Task 2: (7.5%)	Friday, 26 February	Assessment Results and Proposed Treatment Plan
Task 3: (5%)	Friday, 26 March	Mediator Training: Intervention Plan

A specific rubric will be available in the Resources Section of Sakai. Practicum Tasks are to be submitted to the Assignments section of Sakai. Note that the student is expected to complete Mediator Training on the Assessment Methods, Measurement, and Intervention plan as needed; however, only 1 formal Mediator Training Task must be submitted for evaluation (See task description for details). Note that your supervisor must review and sign an attestation form to confirm that your project accurately reflects the work that you have done in your placement related to these tasks, and that appropriate consents have been obtained.

**5. Case Study Final Report (25%)- Friday, 16 APRIL** *(due to date limits for grade submission for graduating students, please be informed that any late final assignments are likely to miss Spring convocation deadlines)*

This case study report is a cumulative report with feedback provided on sections that are submitted throughout the term (i.e., Practicum Tasks 1-3). Submit the report to the Assignment section of Sakai. Note that your field supervisor must review and sign an attestation form to confirm that your project accurately reflects the work that you have done in your placement. Please ensure that you have scheduled time for this with your supervisor in advance of the due date for the assignment. Your supervisor should be shown the feedback on each component that you submit. **Students must receive a passing grade of at least 70% on this assignment to pass the course.**

**6. Ignite! Style Presentation – APRIL 21: (10%)**

Students will create a 5-minute IGNITE! style presentation focused on their case study (i.e., 5 min of automatically timed slides while presenting live). The presentation will focus on the data-based case study which has been the primary focus of practicum this term. Each student will present on April 24<sup>th</sup> at our ADS ABA Graduating Student Conference. Rubric and outline will be posted in the Resources section of Sakai. Note that PowerPoint slides must be submitted to the Assignment section of Sakai by Midnight on Wednesday, April 21<sup>st</sup>.

**7. 4<sup>th</sup> Edition Task List Skills Check (PASS/FAIL)**

Students will complete a range of skills from the BACB 4<sup>th</sup> Edition Task List at the discretion of their practicum BCBA supervisor. A spreadsheet for tracking these skills can be found in the Practicum Assignments section of Resources in Sakai. Students are encouraged to work with their supervisor to identify a diversity of skills to practice based on student and client needs. Skills Checks must be submitted mid-term and end of term, with the Practicum Supervisor’s signature appearing on the copy that is submitted to verify that the skills check is an accurate representation of your work at the site.

Task List Check Number	Due Date (Midnight)
Check #1	5 March
Check #2	2 April

**8. BACB Experience Forms (PASS/FAIL)**

Supervision is to be carried out based on the **BCBA/BCaBA EXPERIENCE STANDARDS: MONTHLY SYSTEM**, which is required effective January 1, 2019. The monthly Experience Verification Form must be completed and submitted by the due dates listed below. Kindly arrange your supervision schedule to submit these forms on time.

Please submit monthly forms for January-April inclusive, irrespective of how many hours you may accumulate in excess of the 75 required hours. Please review the BACB® website (BACB.com) to ensure that you and your supervisor are aware of the most current requirements. Each month, your supervisor is asked to indicate if performance was satisfactory, needing improvement, or unsatisfactory during each monthly period. *If you receive an “unsatisfactory” rating on a supervision form, you must contact your instructor immediately.*

**Scan and post each completed form to the relevant assignment tab in Sakai per the due dates required (see below).** One or more form may be submitted depending on your supervision schedule.

**PLEASE NOTE\****At the end of your placement, or if you change supervisors, REMEMBER TO ASK FOR A SUPERVISED FIELD PLACEMENT VERIFICATION FORM SIGNED BY YOUR SUPERVISOR SO THAT YOU HAVE A RECORD OF YOUR SUPERVISION FOR YOUR BCBA APPLICATION (if applicable).*

	Due Date (MIDNIGHT)
BACB Experience Form(s) Submission#1	Friday, 12 February
BACB Experience Form(s) Submission#2	Friday, 12 March
BACB Experience Form(s) Submission#3	Friday, 9 April
BACB Experience Form(s) Submission#4	Friday, 23 April (partial month form for course purposes is acceptable)

**9. Supervisor Evaluation (PASS/FAIL)**

Toward the end of the first practicum, the student will request their BCBA supervisor to complete an online evaluation form related to their knowledge and performance in the practicum setting. This form is due by **April 23<sup>rd</sup>**. The BCBA supervisor will submit the completed form to the course instructor by email. In the case that the BCBA is external to the practicum setting, this form should be completed in collaboration with the field supervisor. **To pass the course the overall supervisor’s rating of practicum performance should be satisfactory.**

**ADST COURSES – SUPPLEMENTAL INFORMATION**

**CONTACTING INSTRUCTOR AND TA**

The Instructor and TA will read emails from students and will try to respond in a timely manner. However, the Instructor and TA have additional responsibilities and assignments, so there are times when we are unable to respond immediately. We will respond as quickly as possible. During the workweek, it is reasonable to expect a reply within roughly two working days (e.g. if you email on Monday morning, expect a reply by Wednesday). If you email on a Friday or over the weekend, you might not hear back until the following Tuesday. If you plan to do work on the weekend, you should email questions to your supervisor/instructor/TA by Wednesday morning at the latest. If you have not heard back within that time frame, you are encouraged to resend your message a second time and to c.c. the instructor or teaching assistant (e.g. if you didn’t hear back from the instructor, c.c. the teaching assistant when you forward the email). We may also set up a time via email for a phone call. Please feel free to email and call, but please allow adequate time for the instructor or TA to respond.

Whenever you communicate by email with the instructor or TA, for security reasons and to comply with the rules and regulations of privacy legislation (FIPPA), all correspondence in this course should be via Brock email accounts. Do not forward your Brock mail to your personal email (e.g., Hotmail, Gmail), as it defeats the purpose of the security built into the Brock system. Please indicate your full name in the subject line as it is not part of your Brock email address, and we do not recognize Brock student email addresses readily as

they just have your initials. For file names, please put your full name, course number, location and name of the assignment (e.g., Fred Skinner\_5P70\_Ottawa\_Proposal\_Assignment). This format makes it much easier to sort documents coming from different courses, and to reduce the likelihood that we do not lose any assignments in our other email. Label your documents this way even if you are submitting to your Sakai Dropbox or Assignment folder. **All assignments must be sent as a MSWord (doc or docx) file so that we can put comments and editorial suggestions directly on the manuscript using track changes. PDF and scanned files will not be accepted unless they are specifically requested by your instructor.**

### A WORD ABOUT COMMITMENT

As a MADS, MA, or Grad Diploma (ABA) student, you are making a serious commitment to earn a Masters degree or receive a Grad Diploma and completing the BACB Verified Course Sequence (VCS) requirements for BCBA certification. This commitment does not come without sacrifices. Students tell us that they have learned a tremendous amount in the program and have become better practitioners as a result. Employers who have interviewed our students for ABA positions have told us these applicants stand out from other applicants. Employers reported being very impressed with our students' knowledge, skills, judgment and professionalism about ABA and disabilities.

### SAME COURSES, DIFFERENT SECTIONS

ADS is committed to offering quality graduate education. For the ABA courses, our course sequence is verified by BACB as meeting the coursework requirements for BCBA applicants for the current BACB Task List (4th edition). Note that starting in the 2018-19 academic year, we will gradually transition to the 5<sup>th</sup> Edition Task List. Students starting the VCS in Fall 2018 will have courses that meet both the 4<sup>th</sup> and 5<sup>th</sup> Edition Task List. Each ABA course indicates the hours that correspond to the required BACB content areas. Each ABA course that meets the BACB 5<sup>th</sup> Edition Task List will have 45 hours of instruction per semester, either face-to-face with the instructor, or blended (partly face-to-face and partly online). Some of the non-ABA courses (e.g., ADST 5P00, 5P50) are either blended or online. Given the popularity of the ADS ABA Masters programs and to keep the classes a reasonable size, we are obligated to offer more than one section of each course, usually with different instructors. We strive to keep the course goals, objectives, core content, and primary textbook/readings the same for each course. However, each instructor may have somewhat different forms of lectures, assignments, in class exercises, and may have additional required and/or supplemental readings. Each course syllabus is reviewed by the BACB Verified Course Sequence Coordinator and the Dept. Chair to ensure that all sections of a course offer similar student evaluations and workloads.

### WEEKEND COURSES AND THE ADS ATTENDANCE POLICY

We offer weekend courses to accommodate working students. We strongly advise students to reframe from booking weekends until the course schedule is confirmed ("tentative" has been taken off the posted schedule on the ADS website and it says "confirmed" or "final"). Even then, we recommend keeping all weekends free between September and mid-July in case classes have to be rescheduled due to cancellations (e.g., inclement weather, instructor illness). You may have seen that Brock has two "Reading Weeks," in the Fall and Winter semesters. For undergraduate programs, no classes are scheduled during Reading Weeks. However, graduate programs are not obligated to cancel classes during these Reading Weeks, so do not assume that no classes will be scheduled those weeks.

Absenteeism is a challenge with weekend courses, because missing one weekend is equivalent to missing 25% of the course when we offer the course over 4 weekends. As a result, a strict attendance policy has been implemented for our weekend courses. Students will lose 5% off their final grade for each of the first three, 3-hour blocks missed. Students will lose 7% for each subsequent 3-hour block missed. The instructor

will assign a make-up assignment should a student wish to receive full credit for BACB verified classroom hours (e.g., a 1-2 page summary per assigned article, a 2-5 page summary per assigned chapter, and working through any exercises or learning objectives scheduled during missed class). The grade penalty may be waived for legitimate excuses, but a make-up assignment will be required to receive full credit for BACB verified classroom hours. Currently, legitimate excuses include illness (with note from a physician), own wedding, significant role in a wedding party, serious family emergency, or religious reasons. Students who have a medical excuse must complete and have their physician sign the official Brock Student Medical Form (found at <https://brocku.ca/registrar/toolkit/forms>).

In addition to the above reasons, we will consider other legitimate excuses on a case-by-case basis. We strongly recommend that you contact the instructor (or Graduate Program Director, if an instructor has not yet been assigned to the course) as soon as you realize there may be a scheduling conflict to find out if the conflict would be considered a legitimate excuse. Also, if the conflict is legitimate, please consider minimizing class hours missed (e.g., if your sister is getting married on a Saturday, perhaps, you can still come to Sunday's class). *Note that the same 3-hour penalties and make up assignments apply to weekday courses as well.*

### ONLINE AND BLENDED COURSES AND THE ADS ATTENDANCE POLICY

Several of our courses may be totally online or blended – i.e., in class and online work. Remember that for a blended course, several hours of online work make up for the equivalent time that would have been spent in class. Thus, for a course that is 6 hours on Saturday only (e.g., ADST 5P00), approximately 3 hours of online work per month make up for the 3 hours missed on Sundays. In addition to these 3 hours, there are online assignments that would have been given even if the class met on Sundays. In the case of “missed” online components, students will be required to complete make-up assignments, as if they were absent from class. In the absence of a legitimate excuse or illness (with medical documentation) students will lose 2% off their final grade for the first week of on-line component missed, and 3% for any subsequent on-line components missed.

### INCLEMENT WEATHER AND CANCELLATION OF CLASSES

For weekday and Saturday classes, Brock issues an official statement of class cancellation. Students should check the Brock website if there is a possibility of a class cancellation. Brock does not issue a statement for Sunday classes. It is up to the instructor to decide to cancel a Sunday class due to inclement weather. The instructor will notify students either the Saturday evening or early Sunday morning (before 7am) as to whether the class will be held. As some ADS students come from locations outside the city in which classes are held, if a class is scheduled despite inclement weather, students should use their discretion regarding safety in driving to class. If the student feels it is unsafe to drive to class (or public transit is cancelled due to road conditions), then the student should notify the instructor ASAP. This may be treated as a legitimate absence at the discretion of the instructor and if so, no absence penalty would be assessed (a make-up assignment would still be required). The instructor or delegate will also notify the students if a class is cancelled for other reasons (e.g., instructor illness). If a weekday class is cancelled, Brock announces a make-up date, usually in the beginning of December for Fall courses and beginning of April for Winter courses. If a Saturday or Sunday class is cancelled, the instructor has several options. One, the instructor will try to find a make-up weekend that is suitable to all or most of the class (**this is one reason why we ask students to keep all weekends free even after the class schedule has been posted**). Two, the instructor could add the missing hours to some Sunday afternoons when a Sunday class is not already 6 hours long. Three, the instructor could hold online classes on Sakai to make up the hours missed in class (that may be the same day classes are cancelled or another Saturday or Sunday). Four, the instructor could

provide an assignment or tutorial to make up for what was missed in class. The above alternatives also apply if classes are cancelled for any other reason (e.g., instructor illness).

### FINAL GRADE

**A student must hand in all required assignments (whether graded or not) to receive a passing grade in the course. Instructors have discretion as to the final grade.**

### INCOMPLETES

Brock University policy is that incompletes are given only when there are unusual extenuating circumstances. If you do not finish the course within the semester or receive a failing grade (< 70), you will be required to register for the class the next time it is offered, which is likely to be the following year, and in one of our southern Ontario locations. Please review your current obligations to make sure that you can complete the course on time

### DUE DATES AND LATE ASSIGNMENTS

- Due dates on assignments will be available in the course outlines or supplemental materials.
- Proof of completion of ungraded but required assignments (e.g., an online tutorial) is required to receive a final grade in the course.
- At times, students may encounter challenges keeping up with course expectations due to unforeseen circumstances. It is important for students to consult the instructor if they are falling behind and seek assistance/guidance from them at the earliest opportunity. If a student anticipates that they will not be able to meet a deadline or due date, it is the student's responsibility to communicate with the instructor prior to the due date.
- The student should contact the instructor in advance of the due date if the student anticipates handing in an assignment late, with or without a legitimate rationale (as determined by the instructor). Late penalties may still apply (at the instructor's discretion) even if the instructor is contacted in advance. Late assignments without notification could be subjected to a *5% per day* late penalty. Students who have a medical excuse must complete and have their physician sign the official Brock Student Medical Form – (see section on Medical accommodations) You must also submit a Brock University Student Medical Certificate (found at <https://brocku.ca/registrat/toolkit/forms>).
- Student must submit assignments to the relevant assignment or Dropbox on Sakai based on your instructor's request. Do not send email with the assignment attached unless given specific permission to do so by the instructor. Forgetting to upload assignments to Sakai is not a reasonable excuse for a late assignment; PLEASE check your Sakai site to ensure that the assignment was submitted properly. If allowed to submit an assignment by email, please keep a record of emails and emailed assignments, as you will be asked for these in the event of a dispute regarding a late assignment. Forgetting to attach files is not a reasonable excuse for a late assignment. PLEASE check your sent mail to ensure that attachment was included (look at size of file as a good indicator).
- If you will be missing an assignment deadline for medical or other legitimate reasons, please make *every effort* to contact the instructor *before* the date.
- *Please keep your own copies (and back-ups) of all assignments for your own records.*
- Course Withdrawal Without Academic Penalty last 2020 date for Fall semester: **November 2, 2020.**
- Course Withdrawal Without Academic Penalty last 2021 date for Winter semester: **January 15, 2021.**



- If requested by a student, the instructor will communicate to the student a minimum of 15% of the final course grade no later than the week prior to the applicable deadline.

## SPECIAL ACCOMMODATION

The University is committed to fostering an inclusive and supportive environment for all students and will adhere to the Human Rights principles that ensure respect for dignity, individualized accommodation, inclusion and full participation. The University provides a wide range of resources to assist students, as follows:

- a) If you require academic accommodation because of a disability or an ongoing health or mental health condition, please contact Student Accessibility Services (SAS) at [askSAS@brocku.ca](mailto:askSAS@brocku.ca) or 905 688 5550 ext. 3240. You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments. However, instructors are not allowed to provide accommodations related to disabilities. All requests must go through the SAS. If you were an undergraduate student at Brock with accommodation, do not assume that the accommodation will be automatically applied to your graduate program. Please contact SAS.
- b) If you require academic accommodation because of an incapacitating medical condition, you must, as soon as practicable, inform your instructor(s) of your inability to complete your academic work. You must also submit a Brock University Student Medical Certificate (found at <https://brocku.ca/registrar/toolkit/forms>). The University may, at its discretion, request more detailed documentation in certain cases. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1](#).
- c) If you are experiencing mental health concerns, contact the Student Wellness and Accessibility Centre. *Good2Talk* is a service specifically for university students, available 24/7, 365 days a year, and provides anonymous assistance: <http://www.good2talk.ca/> or call **1-866-925-5454**. For information on wellness, coping and resiliency, visit: <http://brockmentalhealth.ca/mental-well-being/>.
- d) If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist.
- e) If you have been affected by sexual violence, the Human Rights & Equity Office offers support, information, reasonable accommodations, and resources through the Sexual Violence Support & Education Coordinator. For information on sexual violence, visit [Brock's Sexual Assault and Harassment Policy](#) or contact the Sexual Violence Support & Response Coordinator at [humanrights@brocku.ca](mailto:humanrights@brocku.ca) or 905 688 5550 ext. 4387.
- f) If you feel you have experienced discrimination or harassment on any of the above grounds, including racial, gender or other forms of discrimination, contact the Human Rights and Equity Office at [humanrights@brocku.ca](mailto:humanrights@brocku.ca).

## ACADEMIC CONDUCT

Because academic integrity is vital to the wellbeing of the university community, Brock University takes academic misconduct very seriously. Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section XVII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Graduate Calendar, available at [www.brocku.ca/webcal](http://www.brocku.ca/webcal) to view a fuller description of prohibited actions, and the procedures and penalties. Information on what constitutes academic integrity is available at <https://brocku.ca/academic-integrity/>

The most common form of academic misconduct is plagiarism. Plagiarism occurs when the words and ideas of another (including other students) are presented as your own and/or not properly referenced. Plagiarism includes copying text, tables, graphs from an article, book chapter, website, etc., without citing the source in the acceptable manner (see below). Academic misconduct also happens when a student takes their own or another student's work from another course, copies or paraphrases it, and presents it as new work in a different course. **Note that academic misconduct takes many forms and may include actions not described herein and that the academic integrity policy requires your instructor to involve the chair and potentially the dean on ALL matters pertaining to alleged academic misconduct, including plagiarism.**

- We will discuss academic conduct in detail in class, but students should remember that plagiarism and other forms of cheating are serious academic offences that will not be tolerated. The penalties for academic misconduct can be very severe. A grade of zero may be given for the assignment or even for the course, and a second offense may result in suspension from the University.
- Students are also reminded that the Student Success Centre offers free workshops on writing and study skills and on avoiding plagiarism.
- Please use the *Publication Manual of the American Psychological Association, Seventh Edition (APA 7<sup>th</sup>)* for formatting citations and quotations. *APA 6* is a required or recommended reading in most ADST courses. Brock offers an online APA guide and sample APA style paper at <https://brocku.ca/learning-services/resources>.
- The most common mistake made by students is not properly citing work. If you are presenting a fact or idea that you obtained from a source, but the sentence is clearly in your own words, then you include the citation only – e.g., "Autism occurs in boys more than girls (Smith & Smith, 2008)." If you are quoting directly, then you **MUST** put quotation marks around the quotation **AND** provide the citation and page number you found the quote – e.g., According to Smith and Smith (2008), "the ratio of autism in males to females is 2.5 to 1" (p. 234). Note that this rule applies to web-based and unpublished (e.g., PhD dissertation) materials as well.
- Sometimes students copy a quote from a published work, intending to put it in their own words, but then forget to do so. We highly recommend that you either paraphrase at the outset (and put the source), or if you copy the quote, always use APA 6 style so that you will recognize it as a quote later.
- Not following this convention for quotations will likely be interpreted as plagiarism by any phrase matching software and markers.
- Using crib notes during a test violates academic integrity and could be subject to serious penalty.
- Use or possession of unauthorized materials or electronic devices during exams will result in a charge of academic misconduct under the University's Academic Integrity Policy. For in-class exams, please keep cell phones, tablets and laptops off your desk (unless the exam requires an electronic device).

- Fabricating data for a case study, practicum, research, self-management and other data-based assignments violates academic integrity and could be subject to serious penalty.
- It is considered academic misconduct to use part or all of another assignment, presentation or paper in one course for another course.
- It also is a serious breach to claim you did work that you did not do, including not contributing to a group project.
- All members of a group project are responsible for the entire project. If plagiarism occurs in any part of the assignment, then all group members are held responsible.
- When working in teams, all students are expected to contribute equally, and the work is presented as belonging to the team. However, there may be times when team members are asked to prepare materials independently. In this case, sharing of work that is supposed to have been done independently is not acceptable.
- Students are strongly encouraged to set up their own turnitin.com account (no charge) and submit their work to check for phrase overlaps before handing in the assignment to the instructor.
- Resources:
  - Academic regulations and University policies: <http://www.brocku.ca/webcal/current/graduate/acad.html>
  - Academic Integrity Policy: [https://www.brocku.ca/webfm\\_send/28409](https://www.brocku.ca/webfm_send/28409)
  - Academic Integrity tutorials: <http://www.library.brocku.ca/plagiarism.htm>
  - Students are also reminded that the Student Success Centre offers free workshops on writing and study skills and on avoiding plagiarism.

### INTELLECTUAL PROPERTY NOTICE

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

### PHRASE MATCHING SOFTWARE

The instructor reserves the right to use phrase matching software such as turnitin.com and Google Scholar to assist in the detection of plagiarism during the course of evaluating written assignments provided that students are informed in writing at the beginning of the course.

**Therefore, you are now being informed in writing that the instructors in this course may utilize phrase matching software.**

As a computerized plagiarism detection system may be used, students may opt out of having their assignments vetted through a computerized detection system. If a student objects to uploading their assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

We strongly encourage students to use turnitin.com as a learning and tracking tool. First instructors will set up a class account. Then after instructors announce that the account has been set up and provide the turnitin.com course code and password, students can go to turnitin.com to create their own account. For more information go to <http://www.brocku.ca/pedagogical-innovation/educational-tech-support/turnitin> (scroll past the instructor information to the bottom where it says Students).

That is, students set up their own account (free-of-charge) and can submit their drafts or final work to get an originality report. This report is not seen by the instructor or TA unless the student wishes to share it. The report will show the students which sentences/paragraphs are too close to ones that appear in published works. This report gives students immediate feedback whether their work is considered original and allows students to change offending sentences before submitting the written work for a grade. Turnitin.com often will pick up common phrases and authors' names. These overlaps do not have to be re-written, but if the student is not sure if the overlap constitutes plagiarism, then the student should check with the instructor or TA. Students can submit work for a report several times as they add to and revise earlier drafts of papers. Students who have used this approach have found that their writing improves and they have more peace of mind. Please do not use turnitin.com to directly submit your paper to Sakai, as this system has not worked well for previous students.

### **RESPECTFUL WORK AND LEARNING ENVIRONMENT POLICY**

Brock University is committed to building and maintaining a diverse and inclusive community where our students, staff, and faculty can work and learn in an environment that respects the dignity and worth of members of the Brock community, free from discrimination, bullying and harassment. Brock University's "Respectful Work and Learning Environment Policy" (RWLEP) can be found in the Office of Human Rights & Equity Services Resource Guide at <https://brocku.ca/vp-academic/wp-content/uploads/sites/65/Resource-Guide.pdf>

The RWLEP applies to all students, course participants, staff, faculty, and volunteers of Brock University and was designed to accomplish the following goals:

- Develop and support a work and learning culture that values diversity and inclusion, fosters respect, and does not tolerate prejudice, discrimination, harassment, or bullying;
- Outline rights, responsibilities, and types of behaviour which fall within the scope of the RWLEP;
- Make provision for support services, including training and awareness initiatives, to promote a respectful work and learning environment; and,
- Outline procedures for handling and resolving complaints when the RWLEP is breached by discrimination, harassment, or bullying.

### **ADS RESPECTFUL LEARNING ENVIRONMENT**

In addition to the Brock policy, above, the ADS department has additional requirements to create a respectful and successful learning environment:

- Read all assigned readings prior to class
- Arrive on time
- Turn off cell phones
- Please pay attention when in class

- Refrain from talking to neighbour about non-class related topics
- No Facebook, online shopping, texting, emailing, etc. during instruction time – i.e., when instructor or classmates are talking or doing in class exercises.
- If above is just too tempting, turn off cell phones and do not go online with your laptop
- Participate in all in class and group exercises
- Be a good teammate for group work

### ADS ATTENDANCE POLICY – COVID-19 Considerations

Given the current COVID-19 Pandemic restrictions, all ADST courses will be offered online. Several of our courses may be a blend of synchronous (i.e., students and instructors are online at the same time) or asynchronous (i.e., student engage with course material at different times) instruction. Some courses are scheduled synchronously during the week and others are being offered synchronously on weekends to accommodate working students. For students enrolled in these sections, we strongly advise students to refrain from booking weekends until the course schedule is confirmed (“tentative” or “draft” has been taken off the posted schedule on the ADS website and it says “confirmed” or “final”). Even then, we recommend keeping all weekends free between September and mid-July in case classes must be rescheduled due to cancellations (e.g., inclement weather, instructor illness).

Absenteeism is a challenge with weekend courses, because missing one weekend can be equivalent to missing 25% of the course when we offer the course over 4 weekends. As a result, a strict attendance policy has been implemented for our weekend courses. Students will lose 5% from their final grade for each of the first three, scheduled synchronous 3-hour blocks missed. Students will lose 7% for each subsequent 3-hour block missed. The instructor will assign a make-up assignment should a student wish to receive full credit for ABAI verified instructional hours (e.g., a 1-2 page summary per assigned article, a 2-5 page summary per assigned chapter, and working through any exercises or learning objectives scheduled during missed class). The grade penalty may be waived for legitimate excuses, but a make-up assignment will be required to receive full credit for ABAI verified classroom hours. Currently, legitimate excuses include illness, own wedding, significant role in a wedding party, serious family emergency, or religious reasons. Students who have a medical excuse must complete and have their physician sign the official Brock Student Medical Form (found at <https://brocku.ca/registrar/toolkit/forms>).

We will also consider other legitimate excuses on a case-by-case basis. We strongly recommend that you contact the instructor (or Graduate Program Director, if an instructor has not yet been assigned to the course) as soon as you realize there may be a scheduling conflict to find out if the conflict will be considered a legitimate excuse. Also, if the conflict is legitimate, please consider minimizing the number of class hours that will be missed (e.g., if your sister is getting married on a Saturday, perhaps, you can still come to class on Sunday).

*Note that the same 3-hour penalties and make up assignments apply to weekday courses as well. Although Brock has two “Reading Weeks” (one during the Fall semester and one during the Winter semester), graduate programs are not obligated to cancel classes during these Reading Weeks. Only undergraduate classes are not held during Reading Weeks. ADS students should assume that classes may be scheduled those weeks.*

Several courses have incorporated asynchronous online activities including videos, tutorials, lectures, and other independent or instructor mediated activities. These hours are considered instructional hours and must

be completed for course credit and for full credit within our ABAI VCS. Other courses non- ABAI verified courses, may also incorporate asynchronous online hours, which are required to be completed by students for course credit. For example, ADST 5P00 is scheduled for 36 hours with approximately 9 hours of course work per month. Six hours are delivered through synchronous instruction on Saturday approximately 3 hours of instruction are delivered asynchronously. In the case of “missed” asynchronous online components, students will be required to complete make-up assignments, as if they were absent from class. In the absence of a legitimate excuse (e.g., identified above) or illness (with medical documentation) students may be deducted a certain percentage from your final grade at the instructor's discretion (up to 5%) for the first component missed, and up to 7% for any subsequent components missed.