

**Brock University**  
**Department of Applied Disability Studies**

**ABA Practicum**  
**Student & Supervisor Information Package**

**September 2024 to April 2025**

## ABA Practicum – Student & Supervisor Tip Sheet

1. Students are required to complete two practicum placements, one from the beginning of September to the end of December and one from the beginning of January to the end of April.
2. Students must collect a minimum of 150 hours/practicum, for a total of 300 practicum hours. (*Supervisors/sites may require students to complete more hours.*)
3. Students must engage in diverse activities within the scope of practice of ABA. Acceptable activities are determined by the supervisor and consistent with the relevant BACB Task List (e.g., 5th Edition Task List). This should include a combination of direct and indirect, restricted and unrestricted activities.
4. Students must be supervised by a Qualified Behavior Analyst (i.e., RBA [Ont.] & Board Certified Behaviour Analyst [BCBA/BCBA-D]) who completed the required 8-hour supervision training and required ongoing CEUs.
5. Students must receive a minimum of 5% supervision hours (e.g., if the student collects 40 hours in one month, they must receive 2 hours of supervision within the supervision period). Supervision can be a combination of individual and group (minimum 50% individual). Supervisees must be observed working with a client minimum once/supervision cycle (i.e., once per month).
6. At the discretion of the supervising BCBA, practicum hours may be counted toward BACB Supervised Fieldwork hours. However, this is not a requirement for practicum. Practicum hours do NOT qualify as “practicum”, “intensive practicum”, or “concentrated supervised fieldwork” as defined by the BACB.
7. Students in practicum placements may be paid or unpaid volunteers. Some students may be paid for the part of their practicum that overlaps with their job, and may also have unpaid volunteer hours.
8. Prior to the start of practicum students, supervisors, and agency directors must complete a Letter of Agreement and other relevant forms. More information about required forms can be found at <https://brocku.ca/social-sciences/applied-disability-studies/practicum/>.
9. Students are required to complete a number of specific tasks during practicum hours for submission as course assignments. Supervisors must sign an attestation form for each assignment confirming the accuracy of the work and ensuring client confidentiality. (*See attached draft ADST 5P74/76 Practicum Task assignments for more information. Note: these may change for the 2023/24 academic year.*)
10. Students are required to submit evidence of ongoing satisfactory performance and engagement in supervision. Generally, this is through the submission of a Brock Monthly Practicum Experience Form, four forms are submitted per semester. Supervisors must sign these submissions confirming the accuracy of the information.
11. Students are required to demonstrate involvement in a diversity of experiences/learning opportunities by tracking their engagement with relevant tasks on the applicable BCBA Task List (submitted twice per semester). Supervisors must sign these submissions confirming the accuracy of the information.
12. Students overall progress in practicum is evaluated at the end of each semester by their BCBA Supervisor (pass or fail rating based on the BCBA Supervisor’s assessment).

**For more information about course, assignment and practicum requirements please review the attached draft ADST syllabi and practicum task assignment descriptions. In the fall (formerly during ADST 5P74; now in ADST 5P73, see 5P74 syllabus) students may be required to complete both the Skill Development and the Behaviour Reduction assignments. In 5P76 students are required to complete *either* the Behaviour Reduction or Skill Development assignment, not both. (Note: these requirements and tasks may change for the 2024/25 academic year.) This information is specific to the requirements for practicum. For information about CPBAO and BACB supervision standards and requirements please visit <https://cpbao.ca/> and [bacb.com](http://bacb.com).**

### **COURSE PURPOSE, GOALS AND OBJECTIVES**

This course is designed to provide instruction in the areas of ethics and professional practice, as well as practical experience in providing ABA services. Through lectures, readings, discussions, and case-scenarios, students will learn the content and application of the BACB Professional and Ethical Compliance Code for Behavior Analysts (the Code), as well as the Jurisprudence and Ethics Knowledge and Competency Standards for Ontario Behaviour Analysts (the JE Standards), and legislation relevant to the practice of ABA in Ontario. Major topics covered include confidentiality and its limits, privacy, consent to assessment and treatment, and record keeping, among others.

In their practicum placements, students will gain practical experience in assessment and intervention with individuals who have disabilities (e.g. autism spectrum disorders, intellectual & developmental disabilities, acquired brain injury, mental health issues, etc.). Students will have a practicum placement of at least 75 hours (up to 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 a Board Certified Behavior Analyst (BCBA) practicum 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 specific ABA skills consistent with the BACB 4<sup>th</sup> OR 5<sup>th</sup> Edition Task List under the supervision of a BCBA. Supervision will 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 for the experience hours selected.

#### **COURSE OBJECTIVES:**

1. The students will gain a graduate level understanding of ethics and jurisprudence relating to the practice of ABA across different clinical settings with diverse populations as evidenced by: a) in-class application of ethical standards to case scenarios, b) ethics in practice presentations, c) completion of on-line ethics and jurisprudence quizzes, d) papers focused on ethics and professional practice, and e) identification of ethical behavior and ethical dilemmas in their practicum placements and other locations where behaviour analysts practice and research.
2. Throughout the practicum placement, the student will demonstrate his/her understanding of ethical and professional issues related to their ABA practicum site and client population as evidenced by:
  - a. Satisfactory evaluation by their practicum supervisor on professional and ethical behaviours through completion of specified tasks based-on the BACB 4<sup>th</sup>/5<sup>th</sup> Edition task list and satisfactory performance ratings on the BACB Experience Verification Forms (or an acceptable alternative).
  - b. Satisfactory grade on assigned tasks in which student discusses clinical, ethical, and professional issues and solutions related to practicum experiences with supervisor.

- c. Active in-class participation including thorough and thoughtful discussion of scenarios relating to ethical and professional practice issues.
3. The student will gain supervised experience in a work/research setting and demonstrate his or her ability to effectively and ethically use ABA principles and practices with persons with disabilities, and their family members, therapists, teachers and/or direct-care staff, as evidenced by:
- a. Satisfactory evaluation every supervisory period by their practicum supervisor on ABA principles and practices through completion of specified tasks based on the BACB 4<sup>th</sup>/5<sup>th</sup> Edition task list and satisfactory performance ratings on the BACB Experience Verification Forms (or an acceptable alternative).
  - b. Satisfactory evaluation by practicum supervisor on the ADST 5P74 Practicum Supervisor Evaluation Form (demonstrating clinical effectiveness and ethical and professional conduct with clients, families, and/or staff).
  - c. Satisfactory evaluation by practicum supervisor and course instructor on demonstration of required skills, completion of required tasks, and brief reports of their findings.

### REQUIRED READINGS

**It is a course requirement that students complete assigned readings prior to each class. Course lectures are designed, and conducted, based on this expectation.** For certain readings, discussion questions will be provided in advance to assist you in preparing for class. You are expected to complete this work before class to make the best use of class time.

**PLEASE BRING YOUR REQUIRED READINGS AND BAILEY & BURCH TEXT TO EACH CLASS.**

#### Course Text:

- Bailey, J.S., & Burch, M.R. (2019). Analyzing Ethics Questions from Behavior Analysts: A Student Workbook (1st Ed). New York: Routledge.
- Bailey, J.S., & Burch, M.R. (2016). Ethics for behaviour analysts: 3<sup>rd</sup> Edition. New York, NY: Routledge.
- Brodhead, M.T., Cox, D.J., & Quigley, S.P. (2018) Practical ethics for effective treatment of autism spectrum disorder. San Diego, CA: Elsevier Inc.
- American Psychological Association. (2020). Publication Manual of the American Psychological Association, (7<sup>th</sup> ed.). Washington, DC: Author.

***Please cut and paste the links below into your browser – they may not function as hyperlinks.***

#### Practicum & Supervision Resources from BACB:

Behavior Analyst Certification Board Newsletter (March, 2018). [https://www.bacb.com/wp-content/uploads/BACB\\_March2018\\_Newsletter.pdf](https://www.bacb.com/wp-content/uploads/BACB_March2018_Newsletter.pdf)

Behavior Analyst Certification Board Newsletter (October, 2017). [https://www.bacb.com/wp-content/uploads/2020/05/BACB\\_Newsletter\\_101317-2.pdf](https://www.bacb.com/wp-content/uploads/2020/05/BACB_Newsletter_101317-2.pdf)

Behavior Analyst Certification Board: BCBA DOCUMENTS: Current Experience Documents & 2022 Fieldwork Documents <https://www.bacb.com/bcba/#BCBAApply>

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### Class One Readings:

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#### **COMPLIANCE CODE/STANDARDS:**

Bailey & Burch Chapters 1, 2, 3, 5

Behavior Analyst Certification Board (2014). Professional and Ethical Compliance Code for Behavior Analysts. Littleton, CO: Author. <https://www.bacb.com/wp-content/uploads/2017/09/170706-compliance-code-english.pdf>

Ontario Association for Behaviour Analysis (2010 Revision). Standards of Practice for Behaviour Analysts. Toronto, ON: Author. <http://www.ontaba.org/pdf/Standards.pdf>

Ontario Association for Behaviour Analysis (2020). Jurisprudence and Ethics Knowledge and Competency Standards for Ontario Behaviour Analysts. Toronto, ON: Author. <https://www.ontaba.org/je.php>

#### **THEORY:**

Brodhead, M.T., Cox, D.J., & Quigley, S.P. (2018). Introduction to ABA, ethics, and core ethical principles. In M.T. Brodhead, D.J. Cox, & S.P. Quigley (Eds), *Practical ethics for effective treatment of autism spectrum disorder* (pp. 1-16). San Diego, CA: Elsevier Inc. **(Chapter 1)**

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### Class Two Readings:

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#### **COMPLIANCE CODE/STANDARDS:**

Bailey & Burch Chapters 4, 6, 7

JE Standards: Sections 1 (Professionalism) & 3 (Privacy, Confidentiality and Record Keeping)

Behavior Analyst Certification Board. (2018). A summary of ethics violations and code-enforcement activities: 2016-2017. Littleton, CO: Author. [https://www.bacb.com/wp-content/uploads/180606\\_CodeEnforcementSummary.pdf](https://www.bacb.com/wp-content/uploads/180606_CodeEnforcementSummary.pdf)

#### **ONTABA Professional Practice in ABA Series (<http://training.ontaba.org>):**

- 5 WH Questions about Record Keeping\*\*
- File Access & Correction: Frequently Asked Questions
- Information Sharing Tips
- Privacy & Confidentiality in ABA
- Record Keeping Safety & Security Tips\*\*

#### **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)

**HELPFUL LEGISLATION RESOURCES:**

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>
7. **A Guide to PHIPA**  
<https://www.ipc.on.ca/wp-content/uploads/Resources/hguide-e.pdf>
8. **PIPEDA in Brief**  
[https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/pipeda\\_brief/](https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/pipeda_brief/)
9. **Mini Guide to FIPPA**  
<https://www.ipc.on.ca/wp-content/uploads/resources/provincial%20guide-e.pdf>
10. **Mini Guide to MFIPPA**  
<https://www.ipc.on.ca/wp-content/uploads/resources/municipal%20guide-e.pdf>

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**Class Three Readings:**

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**COMPLIANCE CODE/STANDARDS:**

Bailey & Burch Chapters 8 & 9

Elliott, D. (2008). The Best Interests of Adults with Intellectual Disabilities: Are There Adequate Legal Safeguards? *Clinical Bulletin of the Developmental Disabilities Division of the Department of Psychiatry*, London, ON: University of Western Ontario.

JE Standards: Sections 2 (Consent), 3.2 c-g (Confidentiality)

ONTABA Professional Practice in ABA Series (<http://training.ontaba.org>):

Consent & Capacity in ABA  
Obtaining Valid Consent  
Privacy & Confidentiality in ABA

Ontario Human Rights Commission Consent & Capacity. <http://www.ohrc.on.ca/en/policy-preventing-discrimination-based-mental-health-disabilities-and-addictions/16-consent-and-capacity>

**LEGISLATION - Consent to Assessment & Treatment:**

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

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**Class Four Readings:**

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**COMPLIANCE CODE/STANDARDS:**

Bailey & Burch Chapters 10, 11, 12

**THEORY:**

Bannerman, D.J., Sheldon, J.A., & Harchik, A.E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23, 79-89.

Lee, G. T., Williams, D. E., Simmons, J., & Johnson-Patagoc, K. (2018). The right to effective treatment for people with developmental disabilities and severe problem behaviors. *Behavior Analysis: Research and Practice*, 18(4), 436-447. <http://dx.doi.org/10.1037/bar0000133>

Reid, D. H., Rosswurm, M., & Rotholz, D. A. (2018). No Less Worthy: *Recommendations for Behavior Analysts Treating Adults with Intellectual and Developmental Disabilities with Dignity*. *Behavior Analysis in Practice*, 11, 71-79.

Van Houten, R., Axelrod, S., Bailey, J.S., Favell, J.E., Foxx, R., Iwata, B., & Lovaas, O.I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 18, 381-384.

Vause, T., Regehr, K., Feldman, M., Griffiths, D. & Owen, F. (2009). Right to evidence-based treatment for individuals with developmental disabilities: Issues of the use of therapeutic punishment. In F. Owen & D. Griffiths (Eds.), *Challenges to the human rights of people with intellectual disabilities* (pp. 219-239). London, UK: Jessica Kingsley Publishers.

**HELPFUL RESOURCES:****Association for Behavior Analysis International. Policies and Position Statements.**

- Right to Effective Treatment <https://www.abainternational.org/about-us/policies-and-positions/right-to-effective-behavioral-treatment,-1989.aspx>
- Right to Effective Education <https://www.abainternational.org/about-us/policies-and-positions/students-rights-to-effective-education,-1990.aspx>
- Restraint and Seclusion <https://www.abainternational.org/about-us/policies-and-positions/restraint-and-seclusion,-2010.aspx>

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**Class Five Readings:**

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**TBD**

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**Class Six Readings:**

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**COMPLIANCE CODE/STANDARDS:**

Bailey &amp; Burch Chapters 13, 14, 15

**THEORY:**

Black, S. D. (2017). To cross or not to cross: Ethical boundaries in psychological practice. *Journal of the Australian & New Zealand Student Services Association*; 49, pp. 62-71.

**LEGISLATION - Mandatory Reporting:**

1. Child, Youth, and Family Services Act (PART V CHILD PROTECTION, Sec 74)  
<https://www.ontario.ca/laws/statute/17c14#BK100>
  - Mandatory obligation to report child abuse under the Child, Youth and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1 (Section 125)
2. Children's Aid Society Toronto, Reporting Child Abuse and Neglect:  
<http://www.torontocas.ca/what-child-abuse>
3. Information and Privacy Commissioner of Ontario. Yes You Can Brochure. Toronto, ON: IPC.  
<https://www.ipc.on.ca/wp-content/uploads/2016/01/yes-you-can-e-web.pdf>
4. Elder Abuse Ontario: Elder Abuse Legislation and Reporting  
<http://www.elderabuseontario.com/what-is-elder-abuse/legislation-reporting/#4>
5. ReportON: Ministry of Child, Community and Social Service  
<https://www.mcsc.gov.on.ca/en/mcsc/programs/developmental/reportON/>

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**Class Seven Readings:**

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**THEORY:**

Cavalari, R.N.S., Gillis, J.M., Kruser, N., & Romanczyk, R.G. (2015). Digital Communication and Records in Service Provision and Supervision: Regulation and Practice. *Behaviour Analysis in Practice*, 8(2), p. 176–189.

O'Leary, P.N., Miller, M.M., Olive, M.L., & Kelly, A.N. (2017). Blurred Lines: Ethical Implications of Social Media for Behavior Analysts. *Behavior Analysis in Practice*, 10, p. 45–51.

Pollard, J.S., Karimi, K.A., & Ficcaglia, M.B. (2017). Ethical considerations in the design and implementation of a telehealth service delivery model. *Behavior Analysis: Research and Practice*, 17(4), p. 298–311.

**Additional Readings TBD**



**ONTABA Professional Practice in ABA Series (<http://training.ontaba.org>):**

- 5 WH Questions about Record Keeping\*\*
- Information Sharing Tips
- Privacy & Confidentiality in ABA
- Record Keeping Safety & Security Tips\*\*

**Class Eight Readings:**

**COMPLIANCE CODE/STANDARDS:**

Bailey & Burch Chapters 4, 16 & 17

**THEORY:**

Brodhead, M.T., Cox, D.J., & Quigley, S.P. (2018). Contextual factors that influence ethical decision making. In M.T. Brodhead, D.J. Cox, & S.P. Quigley (Eds), *Practical ethics for effective treatment of autism spectrum disorder* (17-33). San Diego, CA: Elsevier Inc. **(Chapter 2)**

Brodhead, M.T., Cox, D.J., & Quigley, S.P. (2018). Common errors and mistakes made during ethical analyses and application. In M.T. Brodhead, D.J. Cox, & S.P. Quigley (Eds), *Practical ethics for effective treatment of autism spectrum disorder* (pp. 97-103). San Diego, CA: Elsevier Inc. **(Chapter 7)**

**Classes 9 & 10 Readings: TO BE DETERMINED**

**-- OTHER READINGS AS ASSIGNED --**

**CLASS SCHEDULE**

CLASS	TOPICS	READINGS AND ASSIGNMENTS
<b>Class 1</b> Sept 8 <b>Task List:</b> <b>E1–1.5 hours</b> <b>E2–1.5 hours</b>	SYLLABUS REVIEW  PRACTICUM/SUPERVISION STANDARDS  WRITING STANDARDS & EXPECTATIONS (APA Manual)  <b>ETHICS THE BIG PICTURE</b>  Intro to Ethics in ABA (CH 1 & 2 & 5 Bailey, Ch 1 Brodhead)  Overview of Ethical Compliance Code  Introduction to a Framework for Analyzing, Preventing and Solving Ethical Dilemmas (CH 3)	Class 1 Readings B&B Ethics Chapters 1-5 Brodhead Chapter 1  <b>STUDENTS MUST BRING THEIR APA MANUAL TO CLASS</b>
<b>Sept 20</b>	ONLINE Webinar: Making the Most of Supervision (Dr. Linda LeBlanc)	7:00 pm

<p><b>Class 2</b>                  Sept 22</p> <p><b>Task List:</b>                  E1–1.5 hours                  E2–1.5 hours</p>	<p><b>BEING RESPONSIBLE, TAKING RESPONSIBILITY, &amp; BEHAVING RESPONSIBLY</b></p> <p>Understanding &amp; Applying the Code-Sections 1&amp;2 (CH 6&amp;7)</p> <p>Applying a Framework for Analyzing, Preventing and Solving Ethical Dilemmas (CH 4)</p> <p><b>PRIVACY &amp; CONFIDENTIALITY AND THEIR LIMITS</b></p> <p>Legislation</p> <p>DISCUSS ETHICS Quiz# 1</p>	<p>Class 2 Readings                  B&amp;B Ethics Chapter 4, 6, 7</p> <p><b>Compliance Code Section 1:</b>                  RESPONSIBLE CONDUCT</p> <p><b>Compliance Code Section 2:</b>                  RESPONSIBILITY TO CLIENTS</p> <p>BACB: Summary of violations</p> <p><b>Legislation</b></p>
<p><b>Class 3</b>                  Sept 29</p> <p><b>Task List:</b>                  E3–1.5 hours                  E4–1.5 hours</p>	<p>Follow-up ETHICS Quiz# 1</p> <p><b>KEY CONSIDERATIONS IN ETHICAL ASSESSMENT &amp; TREATMENT I-INFORMED CONSENT &amp; BEST PRACTICES</b></p> <p>Understanding &amp; Applying the Code-Sections 3 &amp; 4</p> <p><b>CONSENT TO ASSESSMENT AND TREATMENT</b></p> <p>Legislation</p>	<p>Class 3 Readings                  B&amp;B Ethics Chapters 8 &amp; 9</p> <p><b>Compliance Code Section 3:</b>                  ASSESSING BEHAVIOUR</p> <p><b>Compliance Code Section 4:</b> BEHAVIOR ANALYSTS AND THE BEHAVIOR-CHANGE PROGRAM</p> <p><b>Legislation</b></p>
<p><b>Class 4</b>                  Oct 6</p> <p><b>Task List:</b>                  E5–1 hour                  E6–1 hour                  E7-1 hour</p>	<p><b>KEY CONSIDERATIONS IN ETHICAL ASSESSMENT &amp; TREATMENT II: VALUE-BASED DECISIONS AND EVIDENCE BASED PRACTICES</b></p> <p>Understanding &amp; Applying the Code-Sections 5, 6, &amp; 7</p> <p>Balancing Rights and Freedoms (Theory articles, as listed)</p> <p>DISCUSS ETHICS Quiz# 2</p>	<p>Class 4 Readings                  B&amp;B Ethics Chapters 10 – 12</p> <p><b>Compliance Code Section 5:</b> BEHAVIOR ANALYSTS AS SUPERVISORS</p> <p><b>Compliance Code Section 6:</b> BEHAVIOR ANALYSTS' ETHICAL RESPONSIBILITY TO THE PROFESSION OF BEHAVIOR ANALYSTS</p> <p><b>Compliance Code Section 7:</b> BEHAVIOR ANALYSTS' ETHICAL RESPONSIBILITY TO COLLEAGUES</p> <p>Bannerman (1990)                  Lee (2018)                  Reid (2018)</p>

		Van Houten (1988) Vause (2009)
<b>Class 5</b> Oct 20 <b>Task List:</b> E1–0.5 hour E2–0.5 hour E3–1 hour E4–1 hour	<b>INTEGRATION OF COMPLIANCE CODE AND LEGISLATION TO-DATE</b>	Readings/Legislation from classes 1-4 Additional readings TBD
<b>Class 6</b> Oct 27 <b>Task List:</b> E8–1 hour E9–1 hour E10–1 hour	<b>KEY CONSIDERATIONS IN ETHICAL BEHAVIOUR IN PRACTICE AND SOCIETY</b> Understanding & Applying the Code-Sections 8, 9, & 10  <b>REPORTING ABUSE AND NEGLECT OF CHILDREN &amp; ADULTS</b>  Legislation  <b>MULTIPLE RELATIONSHIPS AND CONFLICTS OF INTEREST</b>  Black	Class 6 Readings B&B Ethics Chapters 13 - 15 <b>Compliance Code Section 8: PUBLIC STATEMENTS</b> <b>Compliance Code Section 9: BEHAVIOR ANALYSTS AND RESEARCH</b> <b>Compliance Code Section 10: BEHAVIOR ANALYSTS' ETHICAL RESPONSIBILITY TO THE BACB</b> Black (2017) <b>Legislation</b>
<b>Class 7</b> Nov 3 <b>Task List:</b> E2–1.5 hours E8–1.5 hours	<b>KEY CONSIDERATIONS IN ETHICAL BEHAVIOUR IN PRACTICE AND SOCIETY (CONT'D)</b> <b>RESPONSIBLE &amp; ETHICAL USE OF SOCIAL MEDIA</b>  O'Leary  <b>RECORD KEEPING &amp; SAFE STORAGE (CYBER SECURITY)</b>  Cavalari & Pollard  DISCUSS ETHICS Quiz# 3	Class 7 Readings Cavalari (2015) O'Leary (2017) Pollard (2017)
<b>Class 8</b> Nov 10 <b>Task List:</b> E3–1.0 hour	<b>HANDLING ETHICAL DILEMMAS</b>	Class 8 Readings Read B&B Ethics Chapters 4, 16 & 17 Brodhead (2018) Chapters 2 & 7

<b>E4–1.0 hour</b> <b>E5–1.0 hour</b>		Watch “How to give an Ignite! Presentation” <a href="http://www.youtube.com/watch?v=rRa1IPkBFbg">http://www.youtube.com/watch?v=rRa1IPkBFbg</a> Other Ignite! examples provided
<b>Class 9</b> Nov 24	<b>HANDLING ETHICAL DILEMMAS (CONT'D)</b>	TBD
<b>Class 10</b> Dec 1	<b>ETHICS IN PRACTICE IGNITES!</b>  <b>Introducing The New BACB CODE!</b>  DISCUSS ETHICS Quiz# 4	TBD
<b>IMPORTANT REMINDER</b>		
Submit required documentation for ADST 5P76, including online submissions for Letter of Agreement, Paid OR Unpaid placement attestation and forms, if applicable – apply for supervision reimbursement		

<b>Summary of hours corresponding to BACB requirements</b>
E-1 Responsible conduct of behavior analysts (3.5) E-2 Behavior analysts’ responsibility to clients (5) E-3 Assessing behavior (3.5) E-4 Behavior analysts and the behavior-change program (3.5) E-5 Behavior analysts as supervisors (2) E-6 Behavior analysts’ ethical responsibility to the profession of behavior analysis (1) E-7 Behavior analysts’ ethical responsibility to colleagues (1) E-8 Public statements (2.5) E-9 Behavior analysts and research (1) E-10 Behavior analysts’ ethical responsibility to the BACB (1) Total: 24 hours ethical and professional conduct considerations

**EVALUATION**

1. IN CLASS PARTICIPATION	10%
2. ETHICS QUIZZES (3 x 5% + 1 x 10%)	25%
3. ETHICS IN PRACTICE: IGNITE Presentation (IN CLASS)	10%
4. Practicum Task Brief Reports & Write Ups (2*15%)	30%
5. Paper	25%
6. 5TH Edition Task List Skills Check	PASS/FAIL

- 7. PROGRESS MONITORING/BACB EXPERIENCE VERIFICATION FORMS (X4)      PASS/FAIL
- 8. BCBA PRACTICUM SUPERVISOR EVALUATION                                      PASS/FAIL

**TOTAL** **100%**

**Course grades:**    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 come to class prepared to discuss the assigned readings and legislation, and 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 demonstrating active engagement in class (e.g., being on time, small group and large group participation, 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. ETHICS QUIZZES (25% - see below for breakdown)**

Students will complete four (4) ethics quizzes over the course of the term. Each quiz will consist of short scenarios or questions relating to ABA practices that require the application of the Compliance Code and/or relevant Ontario legislation. Quizzes 1-3 will be available as part of a set of sequenced lessons in Sakai. The lessons will include an online study guide (not timed), followed by access to the timed quiz (one hour). Students will be expected to work independently. *Ethics Lessons open at 9:00 am on the open date and close at Midnight on the due date.*

Quiz Number	Date Open (9:00am)	Date Closed (Midnight)	Primary Content Area
#1 (5%)	September 20	October 3	Code 1-2 & Privacy Legislation
#2 (5%)	October 18	October 31	Code 1-7 & Consent Legislation
#3 (5%)	November 15	November 28	Code 1-10 & Mandatory Reporting
#4 (10%)	December 6	December 19	Code 1-10 & All Covered Legislation

**3. ETHICS IN PRACTICE: IGNITE! Presentation (IN CLASS): (10%)**

Students will create a 5 minute IGNITE! Presentation related to ethical information gathered during completion of the ETHICS IN PRACTICE: Written Submission (Practicum Task 2) and ethical challenges encountered during practicum. This IGNITE! presentation will be delivered the last day of class. Rubric and outline will be posted in the Assignment Section of Sakai.

**4. PRACTICUM TASKS: (2\*15%)**

Students will be required to complete 2 specific tasks in practicum, and provide a brief write up for each task. Task A (ETHICS IN PRACTICE: Written Submission, 15%) is a brief report outlining ethics and professional practice standards relevant to the practicum setting. Task B resembles a short

research article, including brief literature review, methods, results, and discussion/conclusions. Task descriptions can be found in the Practicum Assignments section of Resources in Sakai.

Task Number	Due Date (Midnight)	Primary Content Area
Task A (15%)	October 18	Ethics in Practice: Written Submission
Task B: (15%)	November 15	Skill Development or Problem Behaviour

**NOTE: The tasks described in #4 may be submitted in ANY order depending on the needs of your practicum clients, supervisor and general practicum/course progress. However, you must inform your course instructor of your intention to alternate submissions.**

**5. PAPER (25%)**

Students will write a paper relating to **Ethics and Professional Practice in ABA in the pandemic**. Students will submit a topic and brief abstract for approval by their instructor by October 3 (1%). A maximum 1-page (single-spaced) outline of the paper is due to your instructor for preliminary feedback by November 8 (4%). Final papers will be due by December 7 (20%). Paper will be 10-12 pages (2000-2500 words, not including references).

**6. 4TH EDITION OR 5<sup>th</sup> EDITION TASK LIST SKILLS CHECKS: MID-TERM, FINAL (PASS/FAIL)**

Students will complete a range of skills from the BACB 4<sup>th</sup> Edition Task List or 5<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. Skills related specifically to the content that you are learning this term in your 5P73 course and your 5P74 tasks are highlighted in blue. However, 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	Due Date (Midnight)
Check #1	October 18
Check #2	December 8

**7. PROGRESS MONITORING (PASS/FAIL)**

During supervision with your BCBA, you and supervisor should complete a BACB Experience Verification Form or similar form (meeting BACB criteria) that your supervisor uses in his/her practice. (Please note: if you are using a two-week supervision cycle then you should submit two experience forms monthly; if you are using a monthly supervision cycle then you should submit one experience form monthly. However, the dates of supervision and nature of the supervision cycle must be clearly indicated on the supervision forms). Depending on your supervision cycle and learning/supervision requirements you may have more forms; submit all forms for the duration of practicum regardless of how many hours you may accumulate in excess of the 150 required hours. Your supervisor MUST indicate if your performance is satisfactory or unsatisfactory on the form even if there is not a specific option to mark for this on the form you are using. *If you receive an “unsatisfactory” rating on a supervision form, you must contact your instructor immediately.*

**Scan and post each completed form to a folder named SUPERVISION FORMS in your Sakai Dropbox by the due dates required (see below).** One or more forms may be submitted depending on your supervision schedule. If supervision form(s) has/have not been completed by that date, an Explanation Form must be completed and submitted in its place. To minimize confusion, Name your files (firstname lastname Experience Form #\_).

PLEASE NOTE\**At the end of your placement, or if you change supervisors, REMEMBER TO ASK FOR A SUPERVISED FIELD PLACEMENT FINAL EXPERIENCE 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 Verification Form(s) Submission#1	October 10
BACB Experience Verification Form(s) Submission#2	November 7
BACB Experience Verification Form(s) Submission#3	December 5
BACB Experience Verification Form(s) Submission#4	December 15*

**\*Please arrange in advance with your supervisor to ensure completion of Dec Form**

**8. PRACTICUM STUDENT EVALUATION (P/F)**

Toward the end of the first practicum (after December 5<sup>th</sup>), the student will request their BCBA supervisor to complete an evaluation form related to their knowledge and performance in the practicum setting using the online portal. The BCBA supervisor will receive a link, after the student completes the form in the online portal. The completed form will automatically be submitted to the course instructor through the online portal (link to be shared by Course Instructor’s in class). Evaluations are due **by December 17th**. 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.**

**PLEASE NOTE: AT YOUR BCBA SUPERVISOR’S DISCRETION, PRACTICUM HOURS MAY COUNT TOWARDS “BCBA-SUPERVISED INDEPENDENT FIELDWORK”. THIS SHOULD BE DISCUSSED WITH YOUR BCBA SUPERVISOR.**

**DRAFT – FOR PLANNING PURPOSES ONLY**

**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 Ethics Code for Behavior Analysts (BACB, 2020), 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). Students will acquire 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 5<sup>th</sup> 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 Ethics Code for Behavior Analysts (BACB, 2020) 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 month by their practicum supervisor on professional and ethical behaviours through completion of tasks from the BACB 5<sup>th</sup> 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*, (7th ed.). Author.
- Brodhead, M.T., Cox, D.J., & Quigley, S.P. (2018) *Practical ethics for effective treatment of autism spectrum disorder*. Elsevier Inc. Chapters 2 and 5 (*limited download access through Brock library*)
- J. K. Luiselli (2017). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice*. Cambridge, MA: 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 (2020). *Ethics Code for Behavior Analysts*. (In effect Jan 1, 2022)  
<https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-210902.pdf>
- Behavior Analyst Certification Board (2019). *2022 Eligibility Requirements*. [https://www.bacb.com/wp-content/uploads/2021/09/BCBA-2022EligibilityRequirements\\_210915-2.pdf](https://www.bacb.com/wp-content/uploads/2021/09/BCBA-2022EligibilityRequirements_210915-2.pdf)
- Behavior Analyst Certification Board (2020). *Crosswalk for Behavior Analyst Ethics Codes: Professional and Ethical Compliance Code for Behavior Analysts & Ethics Code for Behavior Analysts*.  
<https://www.bacb.com/wp-content/uploads/2020/11/ethics-cross-walk-210407.pdf>

### Required 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
2. **Services and Supports for ID & QAM**  
[Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 and Quality Assurance Measures \(Minister's Regulation\).](#)
3. **Mental Health Act, 1990**  
[Mental Health Act, 1990](#)
4. **Health Care Consent Act**  
[Health Care Consent Act, 1996](#)
5. **Substitute Decisions Act, 1992**  
<https://www.ontario.ca/laws/statute/92s30>  
Guide - <http://www.attorneygeneral.jus.gov.on.ca/english/family/pgt/pgtsda.pdf>  
Hierarchy summary -  
<https://www.speakupontario.ca/resource/the-substitute-decision-maker-hierarchy/>

### Required Readings:

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

- O'Donohue, W. & Ferguson, K. (2021). Behavior analysis and ethics. In W. Fisher, C. Piazza, & H. Roane (Eds), *Handbook of Applied Behavior Analysis* (2nd ed., pp. 561-569). Guilford Publications.
- Romanczyk, R. G. (2017). Ethical and competent practice in applied behavior analysis: Perspective, requirements, and dilemmas. In J. K. Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (Chapter 17, 389-408). Academic Press.
- Wood, W.S. (1979). Ethics for behaviorists. *Behavior Analyst*, 10, 9-15.
- Behavior Analyst Certification Board (2020). *Crosswalk for Behavior Analyst Ethics Codes: Professional and Ethical Compliance Code for Behavior Analysts & Ethics Code for Behavior Analysts*.  
<https://www.bacb.com/wp-content/uploads/2020/11/ethics-cross-walk-210407.pdf>

#### Recommended:

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

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

- Brodhead, M.T., Cox, D.J., & Quigley, S.P. (2018). Contextual factors that influence ethical decision making. In M.T. Brodhead, D.J. Cox, & S.P. Quigley (Eds), *Practical ethics for effective treatment of autism spectrum disorder* (17-33). Elsevier Inc. (**Chapter 2**)
- Brodhead, M.T., Cox, D.J., & Quigley, S.P. (2018). The decision-making process of evidence-based practice. In M.T. Brodhead, D.J. Cox, & S.P. Quigley (Eds), *Practical ethics for effective treatment of autism spectrum disorder* (67-84). Elsevier Inc. (**Chapter 5**)
- Cicero, F.R. (2021). Behavioral Ethics: Ethical practice is more than memorizing compliance codes. *Behavior Analysis in Practice* 14, 1169–1178. <https://doi.org/10.1007/s40617-021-00585-5>

Contreras, B.P., Hoffmann, A.N. & Slocum, T.A. (2021). Ethical behavior analysis: Evidence-based practice as a framework for ethical decision making. *Behavior Analysis in Practice*, <https://doi.org/10.1007/s40617-021-00658-5>

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

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>

**Recommended:**

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.

**Class #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.

Hawkins, R.O., Collins, T.A., Heidelberg, K., & Hawkins, J.A. (2021). Ethical issues in functional assessment. In J.L. Matson (Ed.), *Functional Assessment for Challenging Behaviors and Mental Health Disorders* (2<sup>nd</sup> ed., pp. 213-233). Springer.

Van Houten, A., Axelrod, S., Bailey, J.S., Favell, J.E., Foxx, R.M., Iwata, B.A., & Lovaas, I.O. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 21(4), 381-384. <https://doi.org/10.1901/jaba.1988.21-381>

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.

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

Carter, S.L. & Wheeler, J.J. (2019). Social Validity and Ethics. In S.L. Carter & J.J. Wheeler (Eds.), *The Social Validity Manual: Subjective Evaluation of Interventions* (2<sup>nd</sup> Ed., pp. 203-216). Elsevier Science & Technology.

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/heenan.shtml](http://www.ijdc.ca/VOL12_01/articles/heenan.shtml)

Tagg, R. (2020). ADDRESSING cultural complexities. In B.M. Conners & S.T. Capell (Eds.), *Multiculturalism and Diversity in Applied Behavior Analysis: Bridging Theory and Application* (pp. 5-18). Taylor & Francis

**Recommended:**

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

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

- 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.
- Lindblad, T.L. (2021). Ethical Considerations in Clinical Supervision: Components of Effective Clinical Supervision Across an Interprofessional Team. *Behavior Analysis in Practice*, 14, 478–490. <https://doi.org/10.1007/s40617-020-00514-y>
- 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.
- St. Peter, C. C., Pence, S. T., & Kestner, K. M. (2017). Consultation practices: Multidisciplinary settings. In J. K. Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (285-305). Academic Press.

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

- Chadwell, M. R., Sikorski, J. D., Roberts, H., & Allen, K. D. (2018). Process versus content in delivering ABA services: Does process matter when you have content that works? *Behavior Analysis: Research and Practice*. 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>
- Schieltz, K. M., Graber, J. E., & McComas, J. (2017) Consultation practices: training parents and families. In J. K. Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (229 - 257). Academic Press.
- 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>

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

- 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.
- Choi, E. & Johnson, D.A.. (2021) Common antecedent strategies within organizational behavior management: The use of goal setting, task clarification, and job aids. *Journal of Organizational Behavior Management*, DOI: [10.1080/01608061.2021.1967834](https://doi.org/10.1080/01608061.2021.1967834)

- DiGennaro Reed, F.D. & Henley, A.J. (2015). A survey of staff training and performance management practices: The good, the bad, and the ugly. *Behavior Analysis in Practice*, 8, 16–26. <https://doi.org/10.1007/s40617-015-0044-5>
- Novak, M.D., DiGennaro Reed, F.D., Erath, T.G., Blackman, A.L., Ruby, S.A., & Pellegrino, A.J. (2019). Evidence-based performance management: Applying behavioral science to support practitioners. *Perspectives on Behavior Science*, 42, 955–972. <https://doi.org/10.1007/s40614-019-00232-z>
- 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.

#### Recommended:

- 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.
- 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.

#### Class #8: ETHICAL AND PROFESSIONAL CONDUCT IN ABA SUPERVISION

- Fong, E.H. (2020). Examining cross-cultural supervision in applied behavior analysis. In B.M. Conners & S.T. Capell (Eds.), *Multiculturalism and Diversity in Applied Behavior Analysis: Bridging Theory and Application* (pp. 181-193). Taylor & Francis
- 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. <https://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. DOI 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>
- Turner, L. B. (2017). Behavior analytic supervision. In J. K. Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (3-18). Academic Press.

#### Recommended:

- Kazemi, E., Rice, B., & Adzhyen, P. (2019). *Fieldwork and supervision for behavior analysts: A handbook*. Springer.

#### Legislation:

##### Privacy & Confidentiality

7. **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)
8. **Protection of Personal Information and Electronic Documents Act (PIPEDA) (2000)**  
<http://laws-lois.justice.gc.ca/eng/acts/P-8.6/>
9. **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)
10. **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)
11. **Dispelling the Myths Under PHIPA**  
<https://www.ipc.on.ca/wp-content/uploads/Resources/dispelling-myths-under-hipa.pdf>

12. Defining the Circle of Care

<https://www.ipc.on.ca/wp-content/uploads/Resources/circle-of-care.pdf>

**Consent to Assessment & Treatment**

6. **Child & Family Services Act**

[Child and Family Services Act, 1990](#) as amended

7. **Services and Supports for ID & QAM**

[Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 and Quality Assurance Measures \(Minister’s Regulation\).](#)

8. **Mental Health Act, 1990**

[Mental Health Act, 1990](#)

9. **Health Care Consent Act**

[Health Care Consent Act, 1996](#)

10. **Substitute Decisions Act, 1992**

<https://www.ontario.ca/laws/statute/92s30>

Guide - <http://www.attorneygeneral.jus.gov.on.ca/english/family/pgt/pgtsda.pdf>

Hierarchy summary -

<https://www.speakupontario.ca/resource/the-substitute-decision-maker-hierarchy/>

----- ADDITIONAL READINGS AS ASSIGNED -----

**CLASS SCHEDULE**

CLASS	TOPICS	READINGS AND ASSIGNMENTS (to complete before each weekend)
	<b>Course Related:</b> Review Syllabus & Complete Readings	<b>NOTE: TO EVERY CLASS BRING THE ETHICS CODE FOR BEHAVIOR ANALYSTS (BACB, 2020)</b>
Class 1 Jan 12 Intro, E1, E2	- Syllabus review - Discussion of Practicum II <b>ETHICS IN ABA: VALUES, SCIENCE AND COMPETENT PRACTICE</b> <b>5<sup>th</sup> Edition Task List Items Covered*:</b> Intro, E1, E2	O’Donohue & Ferguson (2021). Romanczyk (2017). Ruiz & Roche (2007). Wood (1979). BACB CROSSWALK
Class 2 Jan 19	<b>ETHICAL DECISION MAKING IN TREATMENT PLANNING AND SERVICE PROVISION</b>  <b>5<sup>th</sup> Edition Task List Items Covered*:</b> E2, E3	Brodhead et al. (2018). (Chapters 2 & 5) Cicero (2021). Contreras et al. (2021) Klose et al (2012). Ricciardi & Rothschild (2017). Rosenberg, & Schwartz (2018).
Class 3 Jan 26	<b>ETHICAL AND PROFESSIONAL CONDUCT IN ABA ASSESSMENT AND INTERVENTION FOR BEHAVIOUR REDUCTION</b>  <b>5<sup>th</sup> Edition Task List Items Covered*:</b> E2, E3	DiGennaro Reed & Lovett (2008). Graber & Graber (2019). Hastings & Noone (2005). Hawkings & Noone (2021) Van Houten et al. (1988) Wiskirchen et al. (2017).

Class 4 Feb 2	<b>CONSIDERATIONS FOR ETHICAL AND PROFESSIONAL CONDUCT IN ABA SERVICE PROVISION</b>  <b>5<sup>th</sup> Edition Task List Items Covered*:</b> Intro, E2, E3	Carter & Wheeler (2019). Fong et al. (2017). Heenan (2012). Tagg (2020). Normand (2008).
Class 5 Feb 9	<b>ETHICAL and PROFESSIONAL CONDUCT IN ABA CONSULTATION IN MULTIDISCIPLINARY SETTINGS</b>  <b>5<sup>th</sup> Edition Task List Items Covered*:</b> Intro, E1, E2, E3, E4, E5, E6	Brodhead (2015). Cox (2012). Lindblad (2021). Luiselli (2015). Newhouse-Oisten et al. (2017). St. Peter et al. (2017).
Class 6 Feb 16	<b>ETHICAL AND PROFESSIONAL CONDUCT IN ABA WHEN WORKING WITH FAMILIES</b>  <b>5<sup>th</sup> Edition Task List Items Covered*:</b> Intro, E1, E2, E3	Chadwell (2018). Dennison et al. (2019). Helton & Alber-Morgan (2018). Schieltz et al. (2017) Taylor et al. (2019).
Class 7 March 2	<b>ETHICAL AND PROFESSIONAL CONDUCT IN ABA MEDIATOR TRAINING</b>  <b>5<sup>th</sup> Edition Task List Items Covered*:</b> E2, E3, E4	Bailey et al. (2006). Carr et al., (2013). Cautilli et al. (2005). Choi & Johnson (2021). DiGennaro Reed & Henley (2015). Novak et al. (2019). Słowiak & Lakowske (2017).
Class 8 March 9	<b>Class #8: ETHICAL AND PROFESSIONAL CONDUCT IN ABA SUPERVISION</b>  <b>5<sup>th</sup> Edition Task List Items Covered*:</b> E4, E5, E6	Fong (2020). Garza et al. (2018). Kazemi et al. (2019). Sellers et al. (2016). Sellers et al. (2019). Turner (2017).
Class 9 March 30	<b>Class #9: TBD</b> <b>5<sup>th</sup> Edition Task List Items Covered*:</b> Intro, E1, E2, E3, E4, E5, E6	TBD
<b>Graduating Students Conference</b> April 23, 2022 08:30 – 1700	<b>Ignite! Presentation on Case Study (Online)</b>  <b>5<sup>th</sup> Edition Task List Items Covered*:</b> Intro, E1, E2, E3, E4, E5, E6	<b>Graduating Students Conference (Online)</b>  April 23, 2022 08:30 – 1700 (Registration begins at *8:00am)

**Summary of hours corresponding to BACB Task Lists and ABAI VCS Requirements**

**5<sup>th</sup> Edition Task List**

45 hours Ethics (including 30 synchronous classroom hours and 15 asynchronous on-line hours)

**5<sup>th</sup> Edition Task List Items\* (Replaced with the Corresponding items for the NEW CODE)**

E-Introduction & Front Matter (Including Code Enforcement Procedures)

- E-1 Responsibility as a Professional
  - E-2 Responsibility in Practice
  - E-3 Responsibility to Clients and Stakeholders
  - E-4 Responsibility to Supervisees & Trainees
  - E-5 Responsibility in Public Statements
  - E-6 Responsibility in Research
- \*Task List Items noted for each class indicate the foci for the students, but given the nature of ethics, other ethics task list items are discussed as relevant.

**EVALUATION**

1. IN CLASS PARTICIPATION (Including LEADING IN-CLASS DISCUSSION)	10%
2. ETHICS AND PROFESSIONAL CONDUCT QUIZZES	25%
3. CASE STUDY RELATED TASKS 1-3	20%
4. CASE STUDY FINAL REPORT*	25%
5. IGNITE!-STYLE LIVE PRESENTATION	10%
6. 5 <sup>th</sup> EDITION TASK LIST SKILLS CHECK	PASS/FAIL
7. BACB EXPERIENCE FORMS (ALL Forms completed)	PASS/FAIL
8. SUPERVISOR EVALUATION*	PASS/FAIL
9. ONLINE ETHICS MODULES A-E	10%

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<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 completing readings before class (e.g., knowing answers to questions, leading discussions about the readings), 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, being away from screen for extended periods, and off-task behaviour (e.g., texting, Facebook, email).

**a. LEADING IN-CLASS DISCUSSION (contributes to your participation grade)**

Students will come to class prepared to discuss the assigned readings 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 particular topics and readings. Marks will be assigned based on preparedness, clear argument/understanding of the material, and ability to engage the group in discussion.

**2. ETHICAL AND PROFESSIONAL CONDUCT QUIZZES (25%)**

There will be 4 timed, on-line, open-book quizzes. Students will be asked to respond individually to a variety of questions. Quizzes 1-3 allow a 2-hour time frame and Quiz 4 allows 3 hours. Questions will relate to the ethical and professional conduct required of Behaviour Analysts. The student will be required



to use the Ethics Code for Behavior Analysts (2020) and relevant Ontario legislation to complete the quiz. Ungraded, unlimited time, on-line study guides (ethics lessons) with practice scenarios and feedback will be available prior to the first three quizzes. **The study guide questions must be completed to gain access to the graded quizzes.** Study guides and quizzes open at 9:00 am on the assigned date and close at 11:59pm on the due date (see chart below). Please allocate sufficient time to complete the study guide and quizzes between each class.

Item	Due Date (11:55pm)	Open Dates
Study Guide and Quiz #1	Sunday, Feb 6, 2022	Jan 20 – Feb 6
Study Guide and Quiz #2	Sunday, Feb 20, 2022	Feb 3 – Feb 20
Study Guide and Quiz #3:	Sunday, Mar 20, 2022	Mar 3 – Mar 20
Quiz # 4	Sunday, April 17, 2022	Mar 31 - April 17

**PRACTICUM RELATED:**

**1. 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 (11:59pm)	Primary Content Area
Task 1: (7.5%)	Jan 23, 2022	Identification of Client and Target Behaviour (problem behavior to decrease or skill to increase) and Assessment & Measurement Plan. Consent form uploaded in Sakai assignments by Jan. 31.
Task 2: (7.5%)	Feb 20, 2022	Assessment Results and Proposed Treatment Plan
Task 3: (5%)	March 20, 2022	Mediator Training: Intervention Plan

Detailed instructions 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 one formal Mediator Training Task must be submitted for evaluation. 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. Proof of client (or substitute decision maker) consent (with identifying client information masked) must be uploaded to the Sakai Assignments – Brock Consent for Practicum – folder by Jan. 31, 2022.

Note: Given COVID 19 restrictions, if you are unable to complete the three tasks above, alternative assignments that do not require direct contact with a client (either in person or by video) will be provided. Possible alternative assignments may include completing these tasks hypothetically or conducting critical literature reviews related to ABA.

**2. CASE STUDY FINAL REPORT (25%)- APRIL 10, 2022, at 11:59pm\* (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.**

**3. IGNITE! STYLE PRESENTATION (ONLINE) – APRIL 23, 2022: (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 23<sup>th</sup> at our ADS ABA Graduating Student Virtual 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 11:59pm by Wednesday April 20, 2022.**

**4. 5TH EDITION TASK LISTS SKILLS CHECKS: MID-TERM, FINAL (PASS/FAIL)**

Students will complete a range of skills from the BACB 5<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 (11:55pm)
Check #1	February 20, 2022
Check #2	April 17, 2022

**5. PROGRESS MONITORING (PASS/FAIL)**

Supervision is to be carried out based on the **BACB 2022 Eligibility Requirements**. A Brock University ADS Monthly Practicum 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 150 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.

If supervision form(s) has/have not been completed by that date, an Explanation Form must be completed and submitted in its place. To minimize confusion, Name your files (firstname lastname Experience Form #?).

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)
ADS Monthly Practicum Form(s) Submission#1	Feb 6, 2022
ADS Monthly Practicum Form(s) Submission#2	March 6, 2022
ADS Monthly Practicum Form(s) Submission#3	April 3, 2022
ADS Monthly Practicum Form(s) Submission#4	April 24, 2022 (partial month form is acceptable)

## 6. SUPERVISOR EVALUATION (P/F)

Toward the end of the second practicum (after April 11, 2022), 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 25, 2022. 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.

### ONLINE ETHICS MODULES A-F (10%)

Hours allocated toward online activities (15 hours) are considered equivalent to in-person classroom hours. The following online ethics modules A-F are required to be completed by the due dates and are worth 10% of the final grade.

#### A: DUE 23 January (5.5 hours)

- Simon Fraser University Plagiarism Tutorial: <https://canvas.sfu.ca/courses/15986>  
\*submit completion certificate
- University of Saskatchewan Academic Integrity Tutorial: <https://libguides.usask.ca/AcademicIntegrityTutorial/Welcome>  
\*submit completion certificate

*The following links connect to a series of podcasts related to ethics and professionalism in ABA created by the BACB. An active participation podcast quiz will be posted on Sakai for each of the podcasts and you'll be asked to complete each quiz. Students should have the BACB Ethics Code and the Crosswalk available for review while listening to the Podcasts and completing the Podcast Quizzes.*

<https://www.bacb.com/ethics-information/ethics-resources/>

<https://www.youtube.com/c/BehaviorAnalystCertificationBoard/videos>

#### B: DUE: January 30 (2 hours)

Episode 6: The history of ethics at the BACB (41:07)  
 Episode 10: Addressing potential ethics violations with others (10:33)  
 Episode 11: The BACB's role in the profession of behavior analysis (21:28)  
 Episode 15: Introducing the *Code of Ethics for Behavior Analysts* (24:01)  
 Complete Podcast Quizzes 1-4

**C: DUE: February 27 (2 hours)**

Episode 16: Ethics Code Update, Section 1 (26:11)  
 Episode 18: Ethics Code Update, Section 2 (26:38)  
 Episode 19: Ethics Code Update, Section 3 (30:12)  
 Episode 21: Ethics Code Update, Section 4 (24:28)  
 Complete Podcast Quizzes 5-8

**D: DUE: March 27 (1 hour)**

Episode 23: Ethics Code Update, Section 5 (21:04)  
 Episode 24: Ethics Code Update, Section 6 (15:56)  
 Complete Podcast Quizzes 9-10

**E: DUE February 10 (1.5 hours)**

*Students are expected to attend the ADS Student-Supervisor webinar series event with Dr. Bridget Taylor (Feb 10, 7-8:30 pm). Attendance will be recorded by the event host. Responses to active participation questions will be required and will count towards the Module E mark. (Additional registration and log-in information to be posted in Sakai.)*

Student/Supervisor Webinar ADS Series (1.5 hours)  
 Record of attendance (active participation questions)

**F: DUE as listed in syllabus (3 hours)**

**Ethics lessons study guides [in preparation for Ethics Quizzes 1-3, dates as assigned in syllabus].** These will be posted on Sakai and completion will be required to access the Ethics Quizzes.



## **ADST 5P74: ABA Ethics and Professional Conduct I**

### Practicum Project Assignment Descriptions

This package contains the descriptions and requirements for **the 2** required practicum related tasks for 5P74. These are intended as opportunities for students to participate in behavioural assessment and implement behavioural intervention, and glean information on existing practices and intervention plans within the practicum setting. Though some students may be working in a position in which they are responsible for the design and implementation of assessments and intervention, the tasks are set up with the assumption that supervisors will likely want students to implement existing interventions (Fall Term) before designing and implementing assessments and interventions (Winter Term).

Ideally students would gain experience related to both skill development and challenging behaviour during their placement, however we understand that some students' experiences may focus on either skill development or problem behaviour under current conditions.

*Students are required to complete the background work and make a written submission for Task A (Ethics in Practice). Students are required to submit their brief report for TASK B Focused on either Skill Development (Option 1) or Challenging Behaviour (Option 2).*

**(Please note: ADS course instructors are aware that depending on the practicum student's level of experience and knowledge some assignments may require revisions in order to suit student and client needs. Supervisors and students are encouraged to contact ADS course instructors well in advance of the assignment due date in order to discuss any necessary revisions).**

Supervisors will work with the student to (a) select relevant clients at the practicum site, and (b) gain appropriate consent for the student to complete the assignments and use the data in their course assignments/brief reports (without identifying client information) **using agency forms or Brock University consent templates available on the student' course Sakai site.**

Please note that per BACB Compliance Code, written consent must be obtained for each of the following:

- a) Consent for clinical involvement (Supervisor attestation that written consent has been obtained)
- b) Consent for assessment (Supervisor attestation that written consent has been obtained)
- c) Consent to treatment (Supervisor attestation that written consent has been obtained)

**Please note: students can carry out the practical component of the work required to complete their tasks and brief reports at a different pace as is clinically relevant for the clients, the student, or the supervisor.**

**A Task is due on each due date; however, the order of submission may be altered to meet the needs of the client, the student and the setting with approval of the instructor in advance of the posted due date. For example, if the practicum student is working more directly in teaching or treating challenging behaviour during September, then it may be most appropriate for them to complete and submit Task B (Option 2) prior to Task A and to switch the assignment due dates.**

**Further, the work necessary to complete Task A and Task B can be completed simultaneously. It is not necessary to wait to complete the clinical work/interview for either task, and submit that task, before completing the work for the next task. For example, a student could implement the skill development program for Task B (Option 1) in September/October, and also complete the interviews and information gathering for Task A in September/October. They could submit both assignments on the scheduled due dates or request to switch the due dates in consultation with their supervisor and instructor. Students will likely want to have feedback on their first written submission prior to their next written submission, but that does not limit the ability to complete the required field work and/or assignment drafts in a timely fashion.**

The student must review their written task with his/her supervisor, who is asked to sign the corresponding attestation form. The purpose of the supervisor's review is (a) for ensuring that adequate efforts have been made by the student to protect confidentiality, (b) to allow general supervision on the written work, and (c) to allow the supervisor to confirm the accuracy of the work performed. While the students appreciate feedback on their written work, supervisors are **NOT** required to edit or rewrite the student's paper. Review and discussion of the behaviour-analytic components of written reports is part of supervision as long as it is relevant to service provision and not focused on the academic aspects of the work (e.g., style). Similarly, a supervisor might find it relevant for the student to complete a literature review relating to the client needs that is also part of an assignment. In that case, the review of the literature for discussion with the supervisor would be a relevant practicum task, but writing and editing the literature review in APA style for inclusion in a course assignment would not be considered practicum hours.

There are 2 tasks described on the following pages. Please note that students are required to submit Task A and Task B (option 1 **OR** option 2). Due dates are outlined on the course syllabus for each section.

## Task #A

### Ethics in Practice: Written Submission

Students will work with their practicum supervisor(s) to learn about current practices in their practicum site, with a focus on relevant ethical requirements (i.e., Compliance Code) and jurisprudence. The students are provided with a list of questions directed at current practices and will determine how those practices relate to ethical guidelines, standards, and legal requirements in Ontario. Given that practices might be altered for COVID-19, please note any COVID-19 related changes as well as the organization's typical practices.

To complete this assignment, students will:

1. **Seek the answers** to questions below, and note where that information can be found (source of the information). NOTE: when possible please use APA-7 referencing/citation standards (e.g., referencing a website, legal act, etc). However, APA-7 referencing is not required for internal documents such as internal policies/procedures. Simply list the title / source of information (e.g., Agency X Orientation Manual).
2. **Provide supervisors with a draft** of their responses on an agreed upon date to allow supervisors to review the assignment and to complete follow-up meetings as required BEFORE the student submission deadline.
3. **Meet with their supervisors** to discuss answers to the questions, get feedback on answers, and discuss any concerns that have been raised by the student and/or supervisor. It is recommended that students and supervisors discuss any areas that do not appear to meet requirements of the Compliance Code/legislation and discuss hypothetical issues that could arise and potential solutions.
4. **Write a brief report** and review it with their supervisor before submitting it by the due date in the 5P74 syllabus. The brief report should include the **concise** answers to each question, relevant legislation as it pertains to specific areas of clinical practice, lessons learned (e.g., areas of development, next steps). The information gathered during this process will form the foundation for the in-class ETHICS IN PRACTICE: IGNITE! Presentation.

A supervisor's attestation form should be completed and uploaded with the assignment into the assignments section of Sakai.

**This practicum task should be approximately 4-5 pages in length (e.g., 1500-2000 words, not including the questions) and should clearly answer each question. NOTE: the assignment will not be structured like a typical APA paper; bullet point answers should be provided when answering each question. The written submission should include the following:**



1. Include the text from each question and a clear and concise summary of the revised responses to each question (PART A). This should be formatted as question and answer with a specific answer for each question (bullet points acceptable). The source of the information must be included in each response.
2. A brief reflection on what they learned through the process (PART B).
3. Include a **reference** section.

## Questions

### Part A (80%)

**Answer the following questions, and briefly note the primary source of the information** (e.g., policies & procedures manual, privacy policy, consent forms, service agreements) for each answer that you provide. If you get the information directly from your supervisor, be sure to ask where you would find the primary source of the information provided, if applicable (e.g., Policies & Procedures Manual, Privacy Policy, Consent forms):

1. Please describe the setting of the practicum placement, role of the practicum student, nature of clientele and services, and supervisor qualifications/professional designations.
2. What is the process of gaining consent to service in general?
3. How are requirements for client **privacy** upheld in your practicum setting?
4. How are requirements for **confidentiality** of client information upheld in your practicum setting?
5. What limits of confidentiality apply to your practicum setting?
6. What is the process required for **intentional** breaches of privacy & confidentiality? (e.g. mandatory reporting, subpoena, etc...)
7. What are the processes for **accidental breaches and unlawful** breaches of privacy & confidentiality? (e.g., lost or stolen computer, identifying client without consent)
8. What is the process for gaining consent for behavioural assessment in your practicum setting?
9. What is the process for reviewing assessment findings with clients or their consent sources in your practicum setting?
10. What is the process for getting consent for behavioural intervention in your practicum setting?
11. In your opinion, to what extent do the processes and requirements reviewed in questions 2-10 meet the standards set out by the BACB? Explain your answer and include references.
12. What Provincial, Federal, and Municipal laws/regulations are relevant when practicing ABA in your practicum setting?

13. In your opinion, to what extent do the processes and requirements reviewed in questions 2-10 meet legal requirements you identified in question 12? Explain your answer and include references.
14. Are their additional professional standards of practice, ethical guidelines, or legal requirements that need to be considered based on your supervisors' qualifications or registration (e.g., psychologist, nurse, speech-language pathologist)?

Part B (20%)

1. Write a summary of the lessons you learned during this assignment – including your review of relevant legislation, related organizational resources, and your discussion with your supervisor. Include the following:
  - a) Provide specific reference to relevant aspects of the compliance code and/or Ontario legislation that you have learned more about through this process.
  - b) If relevant, briefly summarize all areas that were identified that do not appear to meet requirements of the Compliance Code/legislation and their solutions.
  - c) Has COVID-19 altered consent, privacy, and confidentiality processes in ways that increase/decrease/maintain compliance with the Code/Legislation and how. Will any new processes for COVID-19 become the “new normal” for the organization?
  - d) Describe how this information will inform your ethical practice as a behavior analyst

## Task B Option 1

### Skill Development Intervention

The purpose of this exercise is for the student to implement and evaluate an intervention aimed at remediating a skill deficit with a learner (e.g., toilet training, toothbrushing, identifying numbers, hand washing, doing laundry, making coffee, teaching a child).

Supervisors will work with the student to select a client at the practicum site who has a skill development program in place that the supervisor feels comfortable training the student to administer. The supervisor will work with the student to gain appropriate consent for the student to complete this assignment and use the data in their report (without identifying client information). **NOTE: Clients may be direct service recipients (e.g., children, students, adult service recipients) or mediators (e.g., parents, direct service staff, etc).**

After obtaining consent, and once trained, the student will:

1. **Implement the intervention** in at least 5 sessions and collect data (as directed by the program/supervisor) for a minimum of 5 sessions/trial blocks/days.
2. Critically **examine the literature** pertaining to techniques used to increase the targeted skill for the specific client population that they are working with including the literature on the use of the particular teaching approach with that population (e.g. strengths and limits of the research, generalizability of results, etc...).
3. **Graph the data including 2 conditions.** A baseline condition (3-5 data points) or if not available, the 5 previous data points collected by other therapist(s). And a treatment condition, including minimum 5 data points representing the sessions they have taught (minimum 5).
4. **Interpret the graph** using visual inspection.
5. **Write a brief report** and review it with their supervisor before submitting it by the due date in the 5P74 syllabus. A supervisor's attestation form should be completed and uploaded with the assignment into the assignments section of Sakai.

**The Brief report (max 1500 words + 200 word abstract) written using APA 7<sup>th</sup> Edition formatting, should be modeled like a journal article/brief report and include:**

1. An **abstract** of 200 words (5%)
2. An **introduction** section including a **critical review** of the relevant literature describing the evidence and rationale for the selection of the specific teaching

approach/strategies, or other teaching approaches/strategies, for the client population and identified skill. (20%)

3. A **participant** section including a description of the participant, description of the consent process used, an operational definition of the skill being taught, and the social relevance of this behaviour change/rationale for intervention on this particular target. (10%)

4. A **method** section including a clear and concise description of the program components (i.e., teaching approach/strategies). (10%)

5. A **results** section (including visual depiction) and description of the results. (20%)

6. A **discussion** section that:

- a. reviews the project, and describes in technical terms, with specific reference to elements of the intervention, which components are working well
- b. suggests 3 technical improvements (drawn from the literature) that could be considered to enhance performance (e.g., consider the discriminative stimuli, motivating operations, stimulus preference) and provides a rationale for selecting these areas for improvement; the suggestions should be based on the data, the literature, and the student's consideration of the treatment context
- c. summarizes the strengths and limits of the project as carried out and what might mitigate any limitations if this was to be done again. (20%)

7. A **conclusion** section including lessons learned from the experience and how it might inform their skill development intervention planning, and ethical practice, in their future work as a behaviour analyst. (5%)

8. A **reference** section. (Writing and APA 7 style, including reference section 10%)

## Task B Option 2

### Intervention for Problem Behaviour

The purpose of this exercise is for the student to implement and evaluate a behaviour intervention plan ideally including antecedent strategies, functional replacement training, and/or strategies to reduce a target problem behaviour.

Supervisors will work with the student to select a client at the practicum site who has a behaviour intervention plan in place that the supervisor feels comfortable training the student to deliver. **NOTE: Clients may be direct service recipients (e.g., children, students, adult service recipients) or mediators (e.g., parents, direct service staff, etc).** The supervisor will work with the student to gain appropriate consent for the student to complete this assignment and use the data in their report (without identifying client information). **NOTE** The student is not required to develop this treatment plan, they are to implement an existing plan. We encourage you to have the student complete the practical work for this assignment early in the term to ensure that expectations can be met.

After obtaining consent, and once trained, the student will:

1. **Implement the intervention** and take data (as directed by the program/supervisor) on the TB for a minimum of 5 sessions. If a replacement skill is part of the intervention data should be collected on the replacement skill as well (e.g., opportunities for, and use of, the replacement skill). This may take several days to accomplish so start early.
2. **Critically examine the literature** pertaining to the use of the main components of the intervention plan to prevent and treat the target behaviour/function of the TB within the specific client population. (e.g. strengths and limits of the research, generalizability of results, etc...).
3. **Graph the data (for both the target behaviour and the replacement skill if applicable) including 2 conditions.** A baseline condition (3-5 data points) or if not available, the 5 previous data points collected by other therapist(s). And a treatment condition, including minimum 5 data points representing the sessions in which they have implemented the intervention (minimum 5).
4. **Interpret the graph** using visual inspection.
5. **Write a brief report** and review it with their supervisor before submitting it by the due date. A supervisor's attestation form should be completed and uploaded with the assignment into the assignments section of Sakai.

**The Brief report (max 2000 words + 200 word abstract) written using APA 7<sup>th</sup> Edition formatting, would be modeled like a journal article/brief report and include:**

1. An **abstract** of 200 words (5%)
2. An **introduction** section including a review of the relevant literature describing the evidence for the use of the replacement skill intervention, and any other strategies implemented, for the client population/target behaviour/function of TB and purpose of the exercise. (20%)
3. A **participant** section including a description of the participant, description of the consent process used, an operational definition TB (and if relevant the skill being taught to replace it) and the social relevance of this behaviour change/rationale for intervention on this particular target. (10%)
4. A **method** section including
  - a) a brief description of the **assessment procedure(s)**, and **assessment results** (including a brief description of the functional hypothesis), used to develop the plan,
  - b) a clear and concise description of the **program components** (e.g., antecedent/consequent strategies, replacement skill). (10%)
5. A **results** section:
  - a) **program monitoring**: visual depiction and interpretation of the results (occurrence of TB & replacement skill – if relevant). (20%)
6. A **discussion** section that:
  - a. reviews the project, and describes in technical terms, with specific reference to elements of the intervention, which components are working well
  - b. suggests 3 technical improvements (drawn from the literature) that could be considered to enhance performance (e.g., consider the discriminative stimuli, motivating operations, stimulus preference) and provides a rationale for selecting these areas for improvement; the suggestions should be based on the data, the literature, and the student's consideration of the treatment context
  - c. summarizes the strengths and limits of the project as carried out and what might mitigate any limitations if this was to be done again. (20%)
7. A **conclusion** section including lessons learned from the experience and how it might inform their behaviour intervention planning, and ethical practice, in their future work as a behaviour analyst. (5%)
8. A **reference** section (Writing and APA 7 style, including reference section 10%)

ADST 5P76 Final Report  
Comprehensive Case Study – Behaviour Reduction

With support from the supervisor, the students and mediators will implement the intervention plan, using the measurement system including direct measurement of the target behaviour (min 10 data points), IOA data on min three sessions, and procedural integrity on the implementation of the data plan by the mediators for minimum two sessions.

**The final report is a compilation of key components from Tasks 1-3. Students are permitted to re-use information from their own brief reports from Tasks 1-3 verbatim (considering previous feedback by supervisor and instructor/TA and reducing as necessary).**

**The Final Report (max 5000 words + 200-word abstract) must be written using APA formatting. The Final Report should be modeled like a journal article and include the following.**

1. An **introduction** section including a **critical review** of the relevant literature pertaining to:
  - a) the target problem behavior,
  - b) the client's diagnostic category,
  - c) any relevant biopsychosocial information that underlies or is associated with the target behaviour,
  - d) evidence supporting the assessment approaches selected and their relative merit when compared with other approaches,
  - e) evidence supporting the measurement system selected, and its relative merit when compared with other systems,
  - f) evidence supporting the treatment approaches selected and their relative effectiveness and/or suitability to the client/context when compared with other treatments.
2. A **participant** section including:
  - (a) a thorough description of the client receiving the intervention (e.g., diagnostic and demographic information, treatment/intervention setting),
  - (b) a description of the consent processes used (i.e., client consent for involvement, assessment, treatment)
  - (c) the operational definition of the client's target behaviour that was assessed, treated, and monitored. **If a there was a problem behaviour to decrease AND a skill to increase, include both.**
  - (d) relevant biopsychosocial factors and how they were considered, ruled in/ruled out, consultation sought, etc.
  - (e) rationale for behavior change, and
  - (f) a description of the specific training participants (i.e., mediators) and any relevant demographic information, including a description of the consent process used (i.e., mediator consent).

3. A **method** section including:

- a) a description of the process of assessment/measurement and results (**With EFA, if done**),
- b) brief summary of mediator training for assessment/data collection
- c) Intervention rationale (**With description and results of OTHER EXPERIMENTAL ASSESSMENT/PARAMETRIC ANALYSIS OR OTHER DESIGN IF NO EFA or If done in addition**) including input of client/consent source in intervention planning,
- d) the intervention plan (**including description and results of initial stimulus preference assessment**), and
- e) summary of mediator training for intervention.

4. Results section including relevant baseline (min 3 baseline points), with appropriate trend for implementation) including 2 data points IOA, intervention outcomes (min 10 intervention sessions) including min 3 data points IOA, 2 data points treatment fidelity. **If a there was a problem behaviour to decrease AND a skill to increase, include both.**

5. A **discussion** section that reviews the project as a whole and describes what worked well. The student will also suggest three technical improvements to the intervention implementation (e.g., consider the assessment process and results, mediator training process, intervention components and implementation) and provide a rationale for selecting these areas for improvement. This argument should be based on the data, the literature, and the student's consideration of the treatment context. The discussion should also summarize the strengths and limits of the project and what might mitigate any limitations if this was to be replicated.

6. A **conclusion** section including lessons learned from the experience and how it might inform their future practice as a behaviour analyst.

7. A **reference** section.

8. A **clinical report** – a maximum 2-page mediator/family friendly clinical report describing the client, the problem, the assessment findings, the intervention, the results, and any next steps.

9. An **appendix** of all relevant materials (including previously submitted appendices with appropriate revisions).

10. A supervisor's attestation that (a) written consent has been obtained on the ADS consent form or an agency form outlining the relevant aspects of consent, (b) they have reviewed the written report, (c) that the work described is representative of the work done, and (d) that the case is adequately anonymized to protect client confidentiality.

\*Please be advised that any final papers handed in late are likely to cause delays in graduation, that are outside of the control of the instructor or department, regardless of whether they are accompanied by a physician's note. If you are falling behind and feel that your timely completion might not be possible please contact the instructor as soon as possible to determine the most reasonable and equitable solution.



## ADST 5P76 Final Report-Skill Deficit Comprehensive Case Study

With support from the supervisor, the students and mediators will implement the intervention plan, using the measurement system including direct measurement of the target behaviour (min 10 data points), IOA data on min three sessions, and procedural integrity on the implementation of the data plan by the mediators for minimum two sessions.

**The final report is a compilation of key components from Tasks 1-3. Students are permitted to re-use information from their own brief reports from Tasks 1-3 verbatim (considering previous feedback by supervisor and instructor/TA and reducing as necessary).**

**The Final Report (max 5000 words + 200-word abstract) must be written using APA formatting. The Final Report should be modeled like a journal article and include the following.**

1. An **introduction** section including a **critical review** of the relevant literature pertaining to:
  - a) the target behavior (skill deficit),
  - b) the client's diagnostic category,
  - c) any relevant biopsychosocial information that underlies or is associated with the target behaviour (skill deficit),
  - d) evidence supporting the assessment approaches selected and their relative merit when compared with other approaches,
  - e) evidence supporting the measurement system selected, and its relative merit when compared with other systems,
  - f) evidence supporting the treatment approaches selected and their relative effectiveness and/or suitability to the client/context when compared with other treatments.
2. A **participant** section including:
  - (a) a thorough description of the client receiving the intervention (e.g., diagnostic and demographic information, treatment/intervention setting),
  - (b) a description of the consent processes used (i.e., client consent for involvement, assessment, treatment)
  - (c) the operational definition of the client's target behaviour that was assessed, treated, and monitored,
  - (d) Relevant biopsychosocial factors and how they were considered, ruled in/ruled out, consultation sought, etc.
  - (e) rationale for behavior change, and

(f) a description of the specific training participants (i.e., mediators) and any relevant demographic information, including a description of the consent process used (i.e., mediator consent).

3. A **method** section including:

- a) a description of the process of assessment/measurement and results,
- b) brief summary of mediator training for assessment/data collection
- c) Intervention rationale (**With description and results of experimental assessment including input of client/consent source in intervention planning,**
- d) the intervention plan (**including description and results of initial stimulus preference assessment**), and
- e) summary of mediator training for intervention.

4. Results section including relevant baseline (min 5 baseline points), with appropriate trend for implementation) including 3 data points IOA, intervention outcomes (min 10 intervention sessions) including min 3 data points IOA, 2 data points treatment fidelity.

5. A **discussion** section that reviews the project as a whole and describes what worked well. The student will also suggest three technical improvements to the intervention implementation (e.g., consider the assessment process and results, mediator training process, intervention components and implementation) and provide a rationale for selecting these areas for improvement. This argument should be based on the data, the literature, and the student's consideration of the treatment context. The discussion should also summarize the strengths and limits of the project and what might mitigate any limitations if this was to be replicated.

6. A **conclusion** section including lessons learned from the experience and how it might inform their future practice as a behaviour analyst.

7. A **reference** section.

8. A **clinical report** – a maximum 2-page mediator/family friendly clinical report describing the client, the problem, the assessment findings, the intervention, the results, and any next steps.

9. An **appendix** of all relevant materials (including previously submitted appendices with appropriate revisions).

10. A supervisor's attestation that (a) written consent has been obtained on the ADS consent form or an agency form outlining the relevant aspects of consent, (b) they have reviewed the written report, (c) that the work described is representative of the work done, and (d) that the case is adequately anonymized to protect client confidentiality.

\*Please be advised that any papers handed in late are likely to cause delays in graduation, that are outside of the control of the instructor or department, regardless of whether they are

accompanied by a physician's note. If you are falling behind and feel that your timely completion might not be possible, please contact the instructor as soon as possible to determine the most reasonable and equitable solution.

DRAFT