

PSY 4600, Survey of Behavior Analysis Research, CRN 10553
Spring 2020 Course Syllabus and Calendar

Instructor Information

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 Office Hours: TR: 2:00-3:30 pm, other hours by appointment
 Web site: **alycedickinson.com (for all course materials)**

Course Assistants

Graduate Assistant: Chantel Oah, seoyoung.oah@wmich.edu
 Undergraduate Assistants: Sarah Gerke, sarah.e.gerke@wmich.edu
 Miguel Villegas, miguel.d.villegas@wmich.edu

Questions about the study objectives and lecture. Questions about the study objectives and lecture material should be directed to the course assistants. Please do contact them if you have questions – they are here to help you. When you interact with the assistants about the study objectives, include your answers. That enables the TAs to determine whether you have the correct answer and if you don't, what the problem or conceptual error may be. This allows them to correct the “root” of your misunderstanding rather than just giving you an answer to memorize. In other words, don't expect the TAs to simply tell you the answers. On the other hand, if you can't answer a study objective, the TAs will help you answer it and provide additional instruction.

Questions about how to improve your study skills and exam grades. If you would like help in improving your study skills and/or exam grades, contact Chantel or me. Contact me if you have any special requests related to the course.

A caution about emailing the assistants. If you email the course assistants with questions about the exam, you should do so at least 24 hours before the exam. Otherwise, they may not be able to respond to your questions before the exam. They will do their best to get back to you if you email them closer to the exam, but please understand that they are students, just as you are, and their schedules are as busy as yours.

Instructional Assistance Hours

Days: The day before the exam, Monday or Wednesday
 Time: 5:00 – 7:00 P.M.
 Location: Wood Hall, first floor lounge area

If you are unable to attend the scheduled hours, but would like help, please contact me and I will arrange an individual appointment for you with one of the assistants.

Web Site for Lecture Power Point Presentations and Supplemental Course Materials

Course materials will be available on my web site: alycedickinson.com

Power point presentations for each unit will be posted on the web site and can be downloaded. I will post them before the first lecture of each unit.

Course Materials

A course pack is the only text for this course. It can be purchased from mycoursepack.com. **Note carefully that you cannot buy the course pack from WMU's bookstore.** The course pack contains the study objectives for each unit in the course and all of the text/reading material.

I strongly recommend that you bring a copy of the ppt presentation to class and **read and complete the study objectives before coming to class.** This will make things much easier for you. Sometimes students try to take too many notes during lecture because they do not know what is already in study objectives or ppt. Thus, they often miss important information because they are too busy writing down information that is already in the ppts or study objectives.

General Course Description

This course will provide an overview of diverse topics of behavior analysis research and applications. The objectives of the course are (a) to increase your understanding of the principles of respondent and operant conditioning and (b) to introduce you to diverse areas of applications of behavioral psychology. One purpose for doing so is to help you realize that our basic principles of behavior are relevant to all areas of psychology and all specializations in psychology. Topics include: Behavioral enrichment in zoos, performance management, gerontology, staff management in human service settings, higher education (college teaching), teaching technology, motivation, verbal behavior, certification and licensing in behavior analysis, and ethics. Course prerequisites include PSY 3300 and 3600.

Just a note about the topics I will be covering in this class. Behavior analysis can be applied to any area that has to do with human and nonhuman behavior. Areas of application include ones with which you are probably familiar (i.e., school psychology, developmental disabilities and autism, and child and adult clinical psychology). There are, however, many other areas of application. I cannot cover all areas of application in one semester, so I have to make some choices about what to include and what not to include. I have avoided, for the most part, topics that are covered in popular electives in the department. But if you are interested in an area that I am not covering in this class and is not covered in one of our elective courses, chances are behavior analysts have worked in the area.

There are two excellent sources about various areas of application. One is the web site for the Cambridge Center for Behavioral Studies: www.behavior.org. The other is the Association for Behavior Analysis International web site, especially the special interest groups that specialize in particular areas of application. That web site address is: www.abainternational.org. Also, I would be happy to provide you with recommendations for articles or people you could contact in order to explore an area further.

General Course Format

There will be two class lectures, followed by a 35-point essay examination. The days of the exams will rotate between Tuesday and Thursday throughout the semester. Please refer to the calendar at the end of the syllabus for the course schedule.

Course Grades

Your course grade will be based on the number of points that you earn on the unit exams. Points cannot be earned by doing alternative or extra activities. There will be a total of 8 exams and each will be worth 35 points. The total number of possible points is thus 280. Grades will be determined as follows:

	A	BA	B	CB	C	DC	D	E
Percent	92	88	84	80	76	72	68	<68*
Points	258	246	235	224	213	202	190	<190*

* "<" means less than

Grade Requirement for PSY Majors

You must obtain at least a C in this course in order for it to count toward the psychology major.

Some friendly advice about grades for those of you who are planning to apply to graduate school: You should be shooting for an A in the course. Graduate school is often very competitive, and, unlike undergraduate training programs, graduate programs only have a limited number of spots available. Thus, it is a competitive process in that your admission depends not only on your GPA (and GRE scores, etc.), but the GPAs of the other students who apply. Although undergraduate students who are planning on attending graduate school often believe a B is a very good grade, alas, most faculty in psychology graduate training programs will not. It is true, that your research and practical experience counts as well, but there are often plenty of applicants who have very high GPAs as well as research and practical experience.

Students with Disabilities

If you have a documented disability and need reasonable accommodations, please contact me during the first week of classes so that I have time to ensure that your needs are met in a timely manner. In order for me to provide accommodations, students must contact WMU's Disability Services for Students (DSS) at the beginning of the semester to inform them of the disability and obtain their evaluation of the type of accommodation that is appropriate. This office provides very useful services. According to University policy: "Any student with a documented disability who needs to arrange reasonable accommodations must contact the professor and the disability services office at the beginning of the semester." I will adhere to this policy and will not provide accommodations in absence of documentation from DSS. For additional information, please see their web site: wmich.edu/disabilityservices

DSS typically emails me with the names of students and appropriate accommodations within the first week of classes. Nonetheless, it would be helpful to me if you would confirm this with me by email (or vocally after class), so that I ensure DSS has, indeed, contacted me and provided me with the appropriate information.

Unit Study Objectives

There are study objectives for each unit in the course pack. The material for the unit is listed at the top of the study objectives. Only the text material specified in the objectives will be covered on the exam, although the exams will also cover any additional material that I provide in lecture. It is important that you keep all of the study objectives so that you can refer to them later in the course. You will need to restudy some of the objectives for the make-up exams. For the make-up

exams, I will select several study objectives from previous units and ask you to restudy them. I will give you a list of these review objectives prior to both make-up exams.

I have included a description of how to study for this course as the first item in the course pack. Please read this carefully, particularly the material about making up and using study cards: I strongly encourage you to use study cards. Students typically find this the best way to study and prepare for exams in this class.

Unit Exams

Exams will primarily consist of short-answer questions (i.e., fill-in-the-blank, essay, listing information) with only a few multiple-choice items. Questions will be based on study objectives and any additional material that I provide in lecture. If you miss lecture you are still responsible for the lecture material and therefore you should get the notes from someone else. I cannot give students individual lectures or go over the study objectives on an individual basis, nor can the course assistants.

I give out answers after every exam. If you are late to the exam and another student has left with the answers, you will not be permitted to take the exam; you will receive a zero.

Approximate Amount of Study Time Required and Type of Study Time Required

This course requires about 6 - 8 hours of studying outside of class for each unit in order for students to get a B or a C. More study is typically required to get an A. The amount of studying you will need to do depends, of course, on your background in behavior analysis and your study skills. You may have to spend more hours studying if your knowledge of behavioral principles or your study skills are weak.

Please take the study time seriously. When students have had trouble in the class, and have come to see me for help, the problem (almost always) is either (1) they simply do not have enough time to study due to the number of credit hours they are taking, the number of hours they are working, family obligations, or some combination of the three or (2) they are trying to squeeze their studying in around other activities; that is, when they have a few minutes between classes or while they are at work and are not busy. Attempts to study this way often result in distractions that disrupt concentration and focus. This type of study time is usually not productive, yet students feel like they have studied a lot.

If you are unable to schedule 6-8 hours of focused study time for each unit, you should drop this class and take it during a semester where you will be able to devote this amount of time. It will be frustrating for you and there won't be anything I can do to help you improve your grade.

When scheduling time for this course, you should schedule ~ 3 hours to read all the material and study objectives before the first lecture of the unit and develop study cards for the first ½ of the study objectives; ~ 2 hours to develop study cards for the second ½ of the study objectives before the second lecture; and 3 - 4 hours to study the day before the exam.

Exam Regrade Policy

After the exams have been graded, returned, and discussed in class, you may submit your exam to me for regrading if you believe that an item was not graded accurately. I have included a copy of the form on the last page of the syllabus. You can also download a copy from my web site.

Regrade requests may be returned to me in class or placed in my faculty mailbox in Wood Hall. Regrade requests **must be submitted in writing and within one week** after I return the exams.

When submitting a regrade request you should attach the exam questions, your answers and the answers that I gave you after you finished the exam. The request should state the reasons why more points should be awarded for a particular answer. References to a text page and paragraph or to specific lecture material will make it more likely that your request will be granted. It is not appropriate to state things such as "because it is right" (without further explanation), "but that is what I meant to say" (I can only grade what you wrote on the exam), "I missed the lecture in which you explained this", "Pat answered exactly the same way and got more points" (I might have graded Pat's answer too leniently; thus the appropriate thing for me to do would be to deduct the points from Pat – but I won't do that), etc.

NOTE AGAIN: YOU MAY NOT REQUEST REGRADES VOCALLY

I need to review the test question, recall my original grading criteria and reevaluate your answer. In order to give the attention that is necessary, I need to have the requests in writing.

Sometimes when students do not understand why they lost points, even after looking at the answers I provide, they ask me to explain why they lost points in order to determine whether they should submit a regrade request. I always ask them to submit a regrade request. If you do not understand why you lost points, I will explain that in writing through the regrade request procedure. Again, I often need time to review the question, study the student's answer, determine the conceptual problems the student may have about the item and respond to it. If, however, you know why you lost points but don't understand the material, the assistants and I are most happy to meet with you and explain the material to you.

Please do not word your regrade requests in a hostile manner. I grade your exams very carefully and if I have made a mistake it has been an honest mistake. I am very happy to return points if I have made an error. Consider regrade requests to be an intellectual not an emotional issue.

If a particular student requests too many regrades or inappropriate regrades (e.g., asking me to review my grading on all or nearly all questions or requesting regrades on issues that I addressed when I returned the exams), I will first discuss the problem with the student. If the student continues to abuse the regrade request procedure, I will regrade all of the student's exam answers in addition to the ones requested. If I feel my original grading was too lenient, I will take off additional points.

Make-up Exams

If you miss an exam for any reason (illness, injury, car trouble, doctor's appt., a field trip in another course, a job interview, an athletic event, too busy to study, etc.), the missing exam score will turn into a zero if you do not take the make-up exams or if you miss more exams than allowed by the make-up exam policy. I will give two make-up exams during the semester that will permit you to make up for two such absences. In other words, you may miss one exam each half of the semester without having it hurt your grade as long as you then take the scheduled make-up exams.

If other activities or obligations require you to miss more than one exam each half of the semester YOU SHOULD DROP THIS COURSE IMMEDIATELY.

The first make-up exam will be given on Tuesday, March 10, and will review material from Units 1-4. Note that this is the first Tuesday after semester break. The score you earn on this exam may be used to replace a missing score for one of the first four exams.

The second make-up exam will be given on Monday, April 20, from 2:45-4:45 pm during final exam week. It will review material from Units 5-8. The score you earn on this second make-up exam may be used to replace a missing score one of these unit exams.

I will give you study objectives for the make-up exams. I will select about 35 study objectives from the study objectives in the relevant units.

If you do not miss any exams and *only if you do not miss any exam*, the score you obtain on the first make-up exam may be used to replace your lowest score on Exams 1-4, and the score you obtain on the second make-up exam may be used to replace your lowest score on Exams 5-8. If your make-up exam scores are lower than the scores on your unit exams, I will ignore your make-up exam scores. In other words, the make-up exams cannot hurt your grade.

If you do not miss any exams the make-up exams are optional. If you are satisfied with the scores you have obtained on the unit exams, you do not have to take them - you get the day off.

Additional Make-up Exams

No make-up exams will be given in addition to the two that are scheduled, unless there are very special circumstances (such as a documented long illness). Additional make-up exams are given *solely at my discretion*. I am strict on this issue. My class is scheduled when it is and by enrolling in it, you have committed yourself to it. Also, the calendar of when exams will be given is included in this syllabus so you know in advance when they will be administered.

Two "friendly" warnings about additional make-up exams:

(1) Sometimes students have missed an exam due to a non-emergency. Later that same half of the semester, a real problem that was not and could not be anticipated such as illness, job interview, car trouble, a death in the family, etc., forced them to miss a second exam. They have then asked me to give them a special make-up exam for the second exam because that absence was due to a "legitimate" problem. *I will not do that*. When that situation occurs, students receive a zero for the first missed exam and must use the scheduled make-up exam to replace the second. Plan to take all of the weekly exams so that you will not end up with a zero in case a real problem makes you miss an exam later.

(2) Students who have received a poor grade on one exam and then have missed another exam sometimes have asked me if I will give them a special make-up exam for the exam that they missed so that they can use the scheduled make-up exam to replace their low score. *Again, I will not do that*. In that situation the student must keep the low exam score.

**I WILL NOT GIVE SPECIAL MAKE-UP EXAMS FOR
THE TWO SCHEDULED MAKE-UP EXAMS**

Attendance at Lectures

I will take attendance, but attendance at lectures is not required. You will be marked absent if you are more than 10 minutes late to class. If you miss a lecture or are late for whatever reason you are responsible for the lecture material and any announcements regarding changes in the weekly assignment, exam schedule, room change, etc. I make all such announcements at the beginning of class.

**Cell Phones, Pagers, Apple/Smart Watches, Tablets, Computers,
Blue Tooth Ear Buds (and all other electronic/digital gadgets).**

Cell phones, pagers, etc. must be turned off during all classes, both lecture days and exam days (**that means no texting, checking the time on your cell, using your cell as a calculator, etc.**). All ear buds must be removed from the ears. I reserve the right to ask you to take off your smart watches during the exam and ban them on an individual basis during lectures as well, depending upon whether they become a problem; that is depending upon whether students use them for anything other than checking the time.

Computers and tablets and are perfectly OK to bring to lectures, as long as you use them for the purpose of this class, which is defined as taking notes and/or viewing the ppt presentation and study objectives (that means no emailing, surfing, shopping, or any of the restrictions for cells).

Students in the class have repeatedly told me that when other students text or surf in class, it is very distracting to them. I cannot permit students to distract other students. It also distracts me, and if I am distracted it affects the entire class (not to mention use of such gadgets in this type of setting is just plain rude). Unfortunately, I have had to implement a penalty in order to get students to comply with this policy. Thus, note this policy very carefully.

I will deduct **1 point from your total point score for each violation** of the above during lectures. If Chantel or I see a violation of the policy we will let you know, either vocally or by a gesture, and the point will be deducted. We will not “police” the classroom, thus I fully realize that we may miss violations. On the other hand, this is no different than speeding; many instances of speeding go undetected by the police, but those that are detected are penalized.

If you are expecting an emergency text or phone call, either (a) tell me at the beginning of class or (b) put your phone on vibrate and leave the classroom to answer it.

On exam days, all gadgets must be completely out of sight, not just turned off.

If any of the above devices ***are in sight*** during the exam or if these devices are used/touched during the exam (including ear buds) ***it will be considered cheating***, and subject to the penalties described in the **Academic Dishonesty** section below.

Academic Dishonesty

You are responsible for making yourself aware of and understanding the policies and procedures in the undergraduate catalog that pertain to academic honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity, and computer misuse. These policies can be found at <http://catalog.wmich.edu>. If I have reason to believe that you have engaged in academic dishonesty, I will inform the Office of Student Conduct with respect to the charge. The OSC will give you the opportunity to review the charge. If you believe that you are not responsible, you will have the opportunity for a hearing. If you are found responsible, the professor determines the penalty, not OSC. **I will fail you in the class if you are found responsible. You cannot appeal this decision.**

Cheating is the most relevant aspect of the policy for this course. Cheating consists of, but is not limited to, looking at another student's examination, copying answers from someone else's examination, using external aids (such as cell phones, books, notes, calculators, conversation with others) when taking the examination, altering exam answers after you have seen the instructor-provided answers, and/or altering your original exam answers when submitting regrade requests.

Incompletes

WMU's policy states that: The student must be passing the course and have completed the majority of the course work to be eligible to receive an incomplete. An incomplete may not be given as a substitute for a failing grade.

In keeping with this policy, I will not give an incomplete as a substitute for a failing grade or for a grade that is lower than a C.

However, if an extended illness, injury, or family problem prevents you from completing the class, do let me know about it. Depending upon the number of classes and exams that you missed, and your performance on the exams you took before the problem arose, I may be willing to give you an incomplete in the course. *This will be completely at my discretion.*

Emergency Class Cancellation

In the event that classes are officially canceled (due to a snow storm, for example), the following schedule changes will automatically be in effect:

1. If the day canceled is a day on which an exam has been scheduled then the exam will be given on the first day that classes resume. For example, if an exam is scheduled on Tuesday, and classes are canceled, the exam will be given on Thursday. If Thursday classes are canceled the exam will be given on the following Tuesday, and so on.
2. If the lecture day that immediately precedes the exam is canceled or if both lecture days are canceled, the exam will be given on the regularly scheduled day, or on the first day that classes resume. For example, if an exam is scheduled on Thursday, and the preceding Tuesday lecture is canceled, then the exam will be given as scheduled on Thursday.

I am able to administer the exam because I have provided you with study objectives, and you also have access to the power points for the unit. When this happens, the exam I make up is typically easier than otherwise (as is often my grading) because I understand that you have not had the opportunity to ask questions over the material.

Please remember this policy, or at least remember there is a policy and reread it if classes are canceled. It is not possible to predict when classes will be canceled and thus, I may not be able to remind you about this policy at the critical time.

Late/Hardship Withdrawals

Faculty cannot approve late/hardship withdrawals. Students apply for a hardship withdrawal through the Office of the Ombudsman: wmich.edu/ombudsman A panel assembled by the ombudsman will determine if a hardship exists and whether a withdrawal is warranted. The decision of that panel is final and cannot be appealed.

Religious Observance

Per university policy, I will excuse students from class for the purpose of observing major religious holidays provided they make a request to me two weeks in advance so that I can make alternative arrangements for them to make up the work.

Complaints and Problems

If students have a complaint or problem about a class, they should first review the procedures listed on the Ombudsman's Office web site: www.wmich.edu/ombudsman. That web site provides the guidelines and time frames that conform to university policy. In general, the recommended steps are:

1. Contact the instructor. In this class, obviously that would be me.

Explain the situation in a professional manner and suggest a solution. If my explanation or resolution is not acceptable to you, then move to the next step.

2. Contact the Chair of the Department.

The chair of our department is Dr. Stephanie Peterson, stephanie.peterson@wmich.edu or 387-4479. If Dr. Peterson's explanation or resolution is not acceptable to you, then move to the next step.

3. Contact the Ombudsman's Office, www.wmich.edu/ombudsman/ or 387-0718.

Students are protected against retribution for seeking this type of assistance.

Unfair Discrimination and Sexual Misconduct/Harassment

If students have concerns or complaints about unfair discrimination or sexual harassment, they should contact WMU's Office of Institutional Equity *directly*. That is, students should not contact the instructor or the chair of the department. The phone number at the Office of Institutional Equity is 387-6316 and the relevant web sites are: www.wmich.edu/equity and www.wmich.edu/sexualmisconduct

In order to protect students, WMU employees and faculty are required to report student claims of unfair discrimination and sexual misconduct to the university. We are not confidential resources. You may seek confidential assistance from Counseling Services and the medical staff at the Sindecuse Health Center.

University Civility Statement

WMU is committed to creating and sustaining an environment that honors the inherent dignity and worth of all members of the WMU community. Respectful behavior expressed verbally, textually, visually, and physically should be the norm in all university communications and venues including classrooms, meetings, offices, workplaces, forums, events, social media, and residential communities. As an institution of higher education, we welcome a diverse range of perspectives and opinions and uphold the importance of civil debate. We fully support the free exchange of ideas and beliefs, as well as the expression of provocative or unpopular ideas. It is through this process that we generate knowledge and deepen our understanding of humanity. Freedom of thought and expression may create conflict, strong emotions, and divergent ideological positions. While these effects are expected and welcomed, all members of the community have a responsibility to behave in a manner that does not harm others nor creates a hostile environment. Behavior that attacks, humiliates, belittles, or conveys hatred towards others diminishes our thriving and safe university environment. Each member of our academic community is encouraged to be thoughtful and sensitive in their choice of words and behaviors. We should be aware of how our behavior affects others. Furthermore, we carry a responsibility to challenge those who communicate intolerance, hatred, and bigotry. Words and actions matter. Everyone is asked to do their part in creating a healthy and positive university community and a culture that truly values each member's uniqueness, experiences, and perspectives.

PSY 4600 SP20 COURSE CALENDAR

(Note: L means lecture, E means Exam, and the number refers to the Unit)

Tuesday

01/07 First class

01/14 L1

01/21 L2: Operant conditioning

01/28 E2

02/04 L3

02/11 L4: Gerontology &
Staff Management

02/18 E4

02/25 L5

03/03 No class: Semester break

03/10 ME1 (Units 1-4)

Thursday

01/09 L1: Review of the basics and
Respondent conditioning

01/16 E1

01/23 L2

01/30 L3: Multiple Effects of stimuli &
Performance Management

02/06 E3

02/13 L4 Also, ME1 discussed

02/20 L5: Teaching Technology &
Higher Education

02/27 E5, ME1 Objectives handed out

03/05 No class: Semester break

03/12 L6: Verbal Behavior

Monday, 03/16: Last day to drop without academic penalty

03/17 L6

03/19 E6

03/24 L7: Motivating Operations

03/26 L7

03/31 In class review for U7

04/02 E7

04/07 L8: Certification, Licensing, Ethics

04/09 L8

04/14 E8

04/16 Return of E8
Special Grade sheet about ME2
ME 2 Study Objectives handed out

MAKE-UP EXAM: MONDAY, APRIL 20, 2:45-4:45 pm

Unit Topics

1. Respondent Conditioning: Principles and Applications
2. Operant Conditioning: Principles and Applications
3. Multiple Effects of Stimuli and Performance Management
4. Gerontology and Staff Management
5. Teaching Technology and Higher Education
6. Verbal Behavior
7. Motivating Operations
8. Certification, Licensing, & Ethics in Behavior Analysis

REGRADE REQUEST FORM
Dr. A. Dickinson

Student Name: _____ Course #: 4600 Exam Number: _____

Attach:

1. The exam questions
2. The exam answers
3. Your answers

Where to return the request:

1. Hand it to me in class or
2. Put in my faculty mailbox in Wood Hall

EXAM ITEM NUMBER REASON FOR THE REGRADE REQUEST